Texas Woman’s University
College of Arts & Sciences
School of the Arts

DEPARTMENT OF DANCE

2015-2016
M.F.A./M.A. Graduate Student and Advisor Handbook

Texas Woman's University is an accredited institutional member of the National Association of Schools of Dance

photo by Jesse Scroggins
TEXAS WOMAN’S UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
SCHOOL OF THE ARTS
DEPARTMENT OF DANCE

GRADUATE STUDENT AND ADVISOR HANDBOOK
Master of Arts and Master of Fine Arts
2015-16 Edition
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Dance has long been an important part of the academic and artistic community at Texas Woman’s University. Dance classes have been offered since the founding of the University in 1901. Every year, dating back to 1926, dance artists have visited and performed on the campus. In the early years academic study in dance at TWU was developed under the auspices of Physical Education and with the guidance of educators Dr. Anne Schley Duggan and Dr. Aileen S. Lockhart, both of whom were committed to the development of dance as a discipline in higher education. The first dance degree offered by TWU was the Bachelor’s degree in 1953. Three years later, in 1956, the Master of Arts in Dance and Related Arts was approved and in 1957, TWU became one of a very few universities in the United States to offer a doctoral program in Dance. Through the 1960’s and 70’s we continued our close association with Physical Education and shared many courses and policies for the administration of our degree programs. During these years, a growing community of dance scholars helped shape dance as a discipline with its own modes of inquiry, theories, concepts and language. Dance developed not only as an art form but also as a specialized area of study in colleges and universities throughout the country. In 1974, after many years as part of a single Health, Physical Education, and Recreation component, Dance became an autonomous department within the College of Health, Physical Education Recreation & Dance.

As part of a university-wide strategic planning effort, the university implemented a new plan for academic reorganization in fall 1989. At this time we became the administrative unit Programs in Dance located in the Department of Performing Arts in the College of Arts and Sciences. Joining together with Drama and Music aligned us with the other performing arts at TWU and allowed us to formalize the many interdisciplinary efforts that have long been characteristic of our work. In Fall 2002, the expansion of our collaborative artistic endeavors led to the forming of the School of the Arts, which is comprised of the Departments of Dance, Music and Drama, and Visual Arts. In addition to our collaborative work with the other arts, we have developed many other cooperative academic and artistic initiatives with several programs on campus such as Education, Women’s Studies, Nursing, History, Rhetoric, and Kinesiology.

During the period from 1995-1999, Dance Teacher magazine ranked college and university dance programs based on a survey of dance department heads in the U.S. and Canada. Each year TWU was ranked one of the “Top Ten Dance Programs in the U.S. and Canada.” In 1998 we were invited to join the Council of Dance Administrators, an invitational group of approximately 20 institutions providing a roundtable for dance executives to discuss current issues of importance to dance in higher education. In Fall 2001, Texas Woman’s University became an accredited member of the National Association of Schools of Dance.

With the emergence of distance learning technologies, the academic landscape began to shift dramatically throughout the University. In summer 2005, we taught our first 100% online course and in fall 2006, we offered six sections of 100% online courses for University Core Curriculum credit. A 12-credit area concentration in Dance Studies comprised of 100% online courses for the Bachelors of General Studies Program was inaugurated in fall 2006.

Established in 1958, the doctoral program at TWU is the oldest continuing Ph.D. program in Dance in the U.S. Building on our long history with doctoral study, in summer 2006 we entered a new era of graduate programming with the inauguration of the Low-Residential Format of the Ph.D. in Dance program. Responding to the needs of the field and the increasing numbers of full-time professionals seeking doctoral degrees, we redesigned the schedule format of the Ph.D. program to make it accessible to accomplished working professionals. In summer 2006, we welcomed the first Low Residential Doctoral Cohort, the first dance doctoral program of its kind in the United States.
Administrative Structure

Chair, Department of Dance & Co-Coordinator, School of the Arts  Prof. Mary Williford-Shade
Coordinator, Dance Studies  Dr. Matthew Henley
Coordinator, Dance Education  Dr. Ilana Morgan
Coordinator, M.A. Program  Dr. Linda Caldwell
Coordinator, M.F.A. Program  Prof. Jordan Fuchs
Coordinator, Ph.D. Program  Dr. Linda Caldwell
Dean, College of Arts and Sciences  Dr. Ann Staton
Dean, Graduate School  Dr. Larry LeFlore

Department of Dance Contact Information

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GTA Office  940-898-2095  DGL 120
GTA (Ph.D.)/Adjunct Office  940-898-2090  DGL 136
Recruitment Coordinator  940-898-2043  DGL 204
Publicity Office  940-898-2089  DGL 113

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Faculty Emeritus
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Adjunct Faculty
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Professor Christie Nelson  940-898-2086  cn18@twu.edu
### Dance Musicians

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<tbody>
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### Technical Director

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<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
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Department of Dance
Mission, Goals and Objectives

In keeping with the mission of the Texas Woman’s University to emphasize liberal arts and professional programs, the mission of the Department of Dance is to prepare liberally-educated and socially responsible dance professionals (artists, educators and scholars) who are well-grounded in the practice, theories and contexts of dance. To achieve this mission the Department of Dance provides a comprehensive liberal arts-based program and fosters an environment in which individuals, particularly women, are encouraged to develop artistic excellence, integrity and social responsibility, prepare for careers in the dance field and explore their leadership potential.

Goal: Liberal Arts-Based Programs of Study
To prepare dance artists, educators and researchers who possess an in-depth and integrated knowledge of dance making and who can critically engage in the aesthetic, cultural and historical contexts of dance as an art form and cultural phenomenon.

Objectives

- Offer graduate and undergraduate programs of study that are grounded in the values and assumptions of liberal education and are fundamentally process-oriented.
- Create a teaching/learning community that values and fosters diversity and difference as well as encouraging social responsibility.
- Enhance programmatic opportunities by incorporating experiential/real-life academic and artistic content throughout the curriculum.
- Emphasize the creation, development, implementation and assessment of personal pedagogies that have their origins in scholar practice (art making and research).  

Goal: Collaboration, Integration, Interdisciplinarity
To provide a creative and collaborative learning environment which challenges students to develop unified physical, intuitive, and intellectual endeavors.

Objectives

- Facilitate integrated learning through the development of “networks of content” between and among courses.
- Provide scholarly (art making and research) opportunities for students to engage in collaborative projects.
- Establish mediums/forums/venues through which interdisciplinary discussions and exchanges can occur.
- Participate in campus opportunities to promote interdisciplinary thinking/doing as related to scholarship, teaching, and service.
- Partner with academic components that encourage interdisciplinary work and provide models of interdisciplinary scholarship and pedagogy.
Goal: Student and Faculty Scholarship

To foster opportunities for faculty and students to engage in scholarly endeavors—art making and research—that will advance the knowledge of dance as a discipline and art form.

Objectives

• Emphasize praxis\(^1\) throughout the curriculum as the foundation for scholarship (art making, research, art making/research, research/art making).

• Create a “culture of intellectual possibility” that values diversity in qualitative scholarly pursuits and provides opportunities for students to be scholars throughout their programs of study as they experience the processes of choreographing, performing, presenting, writing, designing, and composing their work.

• Mentor students in submitting scholarly work to conferences, festivals, publications, and other art making and research venues.

• Encourage and support faculty scholarship that will enhance the national and international profile and stature of the Department of Dance and the University.

Goal: Future-Oriented Teaching/Learning

To prepare dance professionals (artists, researchers, educators, leaders) to meet the demands of an ever-changing dance world.

Objectives

• Weave process-oriented experiences throughout the curriculum designed to educate students for the future by engaging them in such activities as questioning, recontextualizing, discovering problems, solving problems, thinking about their own thinking, and considering ideas from multiple perspectives.

• Create a teaching/learning community that emphasizes personal agency and social responsibility.

• Integrate appropriate uses of technology in teaching, art making and research.

• Utilize online technology to enhance teaching/learning and the exchange of ideas in face-to-face classes as well as making courses and programs more accessible to working professionals.

Goal: Leadership, Ethics and Integrity

To provide role models for leadership and the advancement of the significance of dance in society and to emphasize the importance of participating in the profession with the highest regard for ethical practice and integrity.

Objectives

• Engage students in discussions about artistic integrity and ethics related to and in the context of diverse practical settings and experiences.

\(^1\) Praxis is defined by Paulo Freire as a teaching/learning process that goes from action to reflection and
• Emphasize the importance of maintaining personal health and wellness through demonstrating a value for diverse body types, attending to health/wellness issues in courses, offering and integrating bodywork in the technique program and communicating current information on issues, programs, and workshops.

• Provide students with opportunities to serve in the role of “artistic citizen” in practical/experiential settings.

• Maintain active professional roles as faculty in order to share experiences with students and to integrate current knowledge/information in coursework appropriate to the content.

• Provide opportunities for students to have contact with working professionals in the field.

• Ensure ethical practice in research and teaching through careful mentoring/supervision of students and monitoring compliance with the Federal laws and institutional policies protecting the rights and welfare of human participants in research.

**Goal: Dance in General Education**

To provide dance experiences as part of a basic arts education which aim to provide all university students with the knowledge and skills to understand and appreciate the arts.

**Objectives**

• Offer both studio and theory courses in a variety of dance forms and formats, including 100% online courses, to fulfill University Core Curriculum requirements.

• Offer dance coursework in support of other University programs such as the BGS and MAT programs.

• Maintain a presence in University-wide courses through serving as guests lecturers and performers.

• Provide formal and informal concerts/performances/lecture demonstrations by students, faculty, and guest artists in a variety of venues and schedules to reach diverse audiences.

• Maintain an active role in governance and policy development through University committee service and leadership.

**Goal: Dance Advocacy in Regional, National and International Communities**

To provide dance and performance arts programs for festivals and organizations by facilitating student experience in the development and realization of community-based dance programs at the regional, national, and international level.

• Offer a variety of dance experiences and programs to the regional community and provide opportunities for TWU students to teach and organize these programs. Such programs include but are not limited to, the TWU Community Dance Center, Career Day for Dancers, KidsDance: Rhythms for Life, Texas Dance Improvisation Festival, DanceLab, Weekly Improvisational Jam, Dance for the Planet, and International Folk Dance Company lecture-demonstrations and workshops, as well as, formal and informal concerts and annual dance guest artist residencies.

• Engage students in organizing and implementing community-based performances in K-12 schools and various social, residential, and community centers.
• Provide opportunities for students to present their scholarly endeavors (performance and research/writing) at national conferences, festivals, workshops and other venues.

• Provide opportunities for students to share their scholarly work in face-to-face and online formats with international dance communities (Taiwan, Germany, Japan, Korea, New Zealand, Egypt, Poland, etc.)

Approved Fall, 1988
Updated Fall, 1997
Objectives Added Spring, 2000
Revised, May, 2012
Graduate Programs

Graduate Degrees Offered

The Department of Dance offers M.A., M.F.A., and Ph.D. degrees in Dance. The M.A. degree is a two-year program and is an initial graduate degree. This program is designed with considerable flexibility for those interested in enhancing their knowledge of dance with a particular personal or professional goal in mind. The M.A. is also the appropriate degree for those interested in developing research skills and scholarly competencies leading to doctoral study. The M.F.A. program is a three-year program emphasizing dancemaking (choreography and performance) and is designed to prepare the working artist for professional venues and/or teaching positions in higher education. The Ph.D. program is a research-oriented program designed to prepare dance researchers and writers. In addition to the desire to delve deeply into scholarly approaches to theorizing artistic practice, many seek a doctoral degree to support their aspirations to assume leadership positions in higher education as well as in public and private arts agencies.

Terminal Degrees

In most colleges and universities that offer dance programs, both the M.F.A. and Ph.D. degrees are considered terminal degrees. A terminal degree is the highest degree conferred in a particular field of study, and in most cases, is required for a faculty member to be tenured and promoted through the professorial ranks to the rank of full professor. The arts as disciplines in higher education are distinguished by two primary types of scholarship: 1) research and writing, like most other disciplines, resulting in publications and presentations and 2) art making in the form of choreography, performance, exhibitions, and designs. The appropriate terminal degree is directly related to the specific role of a faculty member and the teaching and scholarship expectations associated with her or his academic position.

Studio faculty who have primary teaching and mentoring responsibilities in the areas of technique, performance, improvisation, composition, choreography, and production are expected to have academic credentials and scholarship profiles that are directly related to these experiences. In this case, the appropriate terminal degree is the M.F.A. and scholarly activities include performance, choreography and other art making endeavors in national venues.

Faculty who mentor research students and teach theory courses in areas such as artistic practice and process, cultural studies, pedagogy, history, and research methods typically hold the doctoral degree and are expected to engage in a research agenda that leads to the presentation of research and the publication of books and/or articles in national forums. For many faculty members who have M.F.A. degrees, seeking a doctoral degree is a choice to pursue new career directions which, in addition to research, may include academic leadership and administration.

It is important to remember that studio and theory work are deeply connected and individuals have several different options when deciding which academic degree to pursue. Many faculty members with M.F.A. degrees teach a variety of undergraduate and graduate theory courses in their areas of expertise and dance faculty with Ph.D. degrees often teach technique as well as choreograph and perform. While their scholarship may be primarily art making or research, M.F.A. faculty often write about their teaching and artistic practice, design curricula, and administer programs; faculty with doctoral degrees often produce their artistic work, engage in a variety of collaborative art making enterprises, and serve as artistic mentors.

The decision to pursue an M.F.A. or a Ph.D. as a terminal degree is primarily a decision of career emphasis and how one hopes to shape her or his future teaching and scholarship practice. Many dancers with M.A. degrees and a deep interest in studio work decide to pursue the M.F.A. in order to make a transition to higher education teaching where a M.F.A. is, almost in every instance, required to be competitive in the job market for tenure-track positions in dance. There are also those dancers who have an interest in research and writing, and while developing their skills as dance artists in their M.A.
programs, also develop the theoretical background and research skills necessary to pursue a doctoral degree. Another typical scenario of career path and terminal degree is the university faculty member with an M.F.A. degree and several years of teaching experience who decides that she or he would like to pursue scholarly discourse in the form of researching and writing in a particular area of interest. Engaging in doctoral study provides this opportunity and, in the end, the doctoral degree is earned.

**Graduate Study: An Integration of Theory and Practice in Dancemaking and Research as Scholarship**

The professional roles of artist, educator, and researcher in academe are defined by teaching, scholarship and service to the profession. The content and the experiential nature of the graduate programs at TWU are also shaped by this traditional integration of teaching, scholarship and service. However, at TWU, particularly in the Department of Dance, we use the term “scholarship” rather than “research,” the traditional and more limiting term. For us, scholarship encompasses contributions of new knowledge in diverse forms and expressions including performance, choreography, new media artistic work, publications, and presentations. The important feature of our Department is the belief that at the core of all scholarly endeavors in dance is the actual experience of dance making in its *many and diverse contexts.* In this sense, physicality is a core value of the graduate program and guides our work as we theorize from our practice and use these insights to inform our practice – choreographing, performing, researching, writing. While courses may be classified as studio or theory based on emphasis, all of the graduate course work is characterized by this integration of theory and practice. The experiences of doing and reflecting, making and perceiving, dancing and thinking/talking/writing about dancing are interwoven throughout the programs of study for all graduate degrees.
Master of Arts in Dance

The Master of Arts degree in Dance provides a comprehensive approach to dance learning merging studio work with in-depth study of dance as art and cultural expression. The program of study develops a broad knowledge of the discipline and is concerned with the intersections of theory and practice in the context of artistic, cultural, and educational praxis in dance. The M.A. program at TWU offers a flexible degree geared to the professional goals of the individual student.

Students interested in academic and arts leadership may elect to address issues related to the role and significance of dance in education, the place of dance in society, and the development of personal pedagogical philosophies and practices. Students interested in research and writing may choose to emphasize course work designed to develop the knowledge and research skills necessary to undertake independent research in specialized areas of interest.

The focus of the department is on qualitative research including philosophical inquiry, ethnography, and historical and cultural studies. Interdisciplinary work is encouraged and students have the option to include course work from other areas such as Women’s Studies, Rhetoric, Visual Art, Theatre, Marketing, and Music.

The objectives of the Master of Arts Program are:

1. To further develop an understanding of the nature of dance as an expression of human experience in diverse artistic, cultural, and educational contexts.

2. To develop an understanding of dance praxis (the relationship of action and reflection) in dancemaking (choreography and performance), researching, writing, and pedagogy.

3. To facilitate the pursuit of individual areas of interest relative to the student’s professional goals.
Program of Study

The Master of Arts degree requires the completion of 37 semester credit hours. The Program is comprised of four components: 1) the dance core, 2) electives, 3) thesis or professional paper/project and, 4) final oral presentation/examination. In consultation with the advisor and the Advisory Committee, the student focuses the course of study to address her or his individual interests and professional goals. In consultation with the advisor and the Advisory Committee, the student may substitute courses from other disciplines for those listed within the Dance Core as long as the substitutions clearly address her or his individual interests and professional goals as well as meet the needs of graduate study in the discipline of dance.

The Dance Core: 19 Credits

<table>
<thead>
<tr>
<th>Technique: 7 Credits</th>
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<th>Theory: 12 credits</th>
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<tbody>
<tr>
<td>Graduate Level Technique (Level III or IV, or approved substitution) 4 Credits (One in each of 4 semesters)</td>
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<td>DNCE 5023 Research Methods</td>
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<td></td>
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<td>DNCE 5223 Historical and Cultural Studies in Dance</td>
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<tr>
<td>Selected from: DNCE 5281 Advanced Ballet Technique I</td>
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<td>DNCE 5243 Pedagogical Foundations in Dance</td>
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<tr>
<td>DNCE 5291 Advanced Ballet Technique II</td>
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<td>DNCE 5433 Dance in Contemporary Contexts</td>
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<td>DNCE 5301 Techniques in Contemporary Dance I</td>
<td>DNCE 5233 Workshop in Dance: Summer I Guest Artist Residency 3 Credits</td>
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<td>DNCE 5311 Techniques in Contemporary Dance II</td>
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Professional Project or Thesis: 6 Credits

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<tr>
<th>DNCE 5973 Professional Project 3 Credits</th>
<th>DNCE 5913: Individual Study: Professional Project Paper 3 Credits</th>
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<td>or DNCE 5983 and 5993 Thesis I and II 6 Credits</td>
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Electives: 11 Credits

In consultation with the advisor, electives may be selected from graduate dance courses and may include a combination of both studio and theory courses. Electives may also be selected from any program in the University or The University of North Texas (see p. 16 of Graduate Catalogue for Federation of UNT details) that offers graduate courses.

The Department of Dance, as well as other programs in the University, offers the individual study option for students who are interested in pursuing a problem of individual or professional interest that does not fall within the context of organized courses. The student may initiate individual study problems with any member of the University graduate faculty.
**Elective Choreography Option**

M.A. students wishing to choreograph for the DanceMaker’s series may enroll in a DNCE 5913 Individual Study course that will be facilitated by the instructor for DNCE 4182 Concert Choreography. Unless otherwise indicated, the master’s student will attend all classes and follow all guidelines and requirements outlined in the syllabus for DNCE 4182. If the student would like to create other project parameters she or he must propose these in writing to the DNCE 4182 instructor by the end of the first week of the semester. If the instructor approves the proposal, he or she will sign the document and it will be used as a guideline for the student’s course of study during the semester.

**Professional Project (3 Credits)**

The **Professional Project** provides the student with an opportunity to engage in an individual project of professional relevance. The project should be of sufficient depth and breadth to demonstrate professional growth and achievement. Typically, the professional project is a practicum related to the student’s professional career goals. The Professional Project proposal is developed in consultation with a Research Director and approved by a two-member Research Committee, the M.A. advisor (chair) and one other dance faculty member. The Research Director and the other member of the Research Committee provide guidance during the development and implementation stages of the project and serve to evaluate the project at its completion.

At the completion of the project and before the Final Oral Examination, the student is required to submit a written report of approximately 20 pages documenting the project. The form of the report will be determined by the nature of the project. It may take the form of a critique, chronology, journal, DVD, Website, report of results, curriculum, or a narrative of the effects and impact/significance of the project. The format for this written submission will be decided in consultation with the advisor. Specific guidelines for conducting professional project research and filing the final project are contained in the next section “Guidelines for Preparing the Professional Paper and Project Report.”

**Thesis (6 Credits)**

The thesis is a formal, fully researched paper demonstrating the student’s ability to conduct systematic inquiry in a research area of special interest. The thesis is the culmination of master’s level scholarly work and should be of sufficient quality to be considered a contribution to the dance literature.

The purpose of the thesis is to demonstrate the student’s ability to think creatively and originally about a topic or issue by framing an appropriate problem, research questions and method of inquiry. The study is supported by an extensive review of literature and the gathering of sufficient data to develop a logical and coherent argument that results in making appropriate conclusions. The development of a formal prospectus and the thesis follows the specific guidelines established by the Graduate School and is carried out under the guidance of a three-member Research Committee comprised of the Research Director and two additional members.

**Final Oral Presentation/Examination**

In accordance with Graduate School policy the Master of Arts student is required to take a comprehensive final examination focusing on his or her course work and culminating project (thesis, professional paper, professional project.) The Research Committee serves as the Final Examination Committee. See the section entitled “Final Oral Presentation/Examination for Graduate Degrees in Dance.”
Advisors/Directors and Master of Arts Committees
Academic, Research, Final Examination

On entering the Master of Arts program the student is assigned an academic advisor. This faculty member will assist the student in formulating a program of study and will serve as Chair of the Advisory Committee.

The student will select one other committee member to provide guidance, support, and critical review as he or she progresses through the various phases of the program. (If the M.A. student chooses to do a thesis rather than a professional paper/project, he or she will select two other committees in addition to the student’s advisor.) These committees consist of the following:

- **Advisory Committee**: Academic Advisor and one faculty member. Committee members selected by the end of student’s first year of graduate study.

- **Research Committee**: Research Director and one faculty member or if doing a thesis, two faculty members. Committee member selected when student first signs up for Professional Paper/Project.

A student may elect to have both the Advisory and the Research Committee consist of the same members. The chair of the Research Committee is the faculty member directing the Professional Paper/Project course when the student is actually submitting the final paper or project. Students are encouraged to select faculty members from other departments or performing arts programs when appropriate to the research. The advisor and research director must be from the Department of Dance and members of the Graduate Faculty. The student should discuss the composition of the committee with her or his advisor/director before inviting faculty to serve.

**Role of the Advisor/Director and Committee Members**

The student should work closely with the advisor/director to develop the formal Program of Study and the prospectus for the thesis or professional paper. These written documents should not be circulated to members serving on the various committees until the student and the advisor/director agree that they are in final draft form. Although these documents are not distributed until they have been refined, the student is expected to discuss his or her ideas with the faculty members serving on his or her committees while the proposals are being formulated.

While the major responsibility of directing the project or research rests with the director, the committee members will serve as consultants to provide guidance, support and critical review throughout the development and realization of the project and the writing of the thesis or professional paper. The student is responsible for seeking guidance at appropriate points during the process.

**First Year Review and Approval of the Program of Study**

During the spring semester of the first year, M.A. students will have a formal review of their studio and theory work with the M.A. advisor. During this meeting, students should be prepared to discuss their accomplishments during the first year and their goals for the remainder of the program (second year of study and professional paper/project or thesis).

In preparation for this meeting the student will prepare, in consultation with her or his academic advisor, the official *Program of Study* to be submitted to the Graduate School. The *Program of Study* is completed during the second semester of full-time study and must be submitted to the Dance Graduate Faculty one week prior to the First Year Review Meeting (end of the 14th week of classes in the spring -- the week before the last week of classes). The Program of Study will be reviewed and discussed at the First Year Review Meeting. When approved, this document becomes the official degree plan and any changes must be submitted in writing to the Graduate School. The student becomes a candidate for the Master of Arts degree when the Program of Study is approved and filed in the Graduate School.
Approval of the Professional Project or Thesis Prospectus

The prospectus for the thesis or professional paper may be approved without a formal meeting of the committee by requesting faculty to sign the appropriate signature page. A meeting of the full committee to review and discuss the prospectus must occur if the student or any faculty member serving on the committee requests such a meeting. In any case, the prospectus must be approved before the student begins working on the thesis, professional paper, or project.
Professional Project and Thesis
Guidelines for the M.A. Degree

The Professional Paper (DNCE 5973) is the required written component for the M.A. and demonstrates a student’s ability to engage creatively with ideas related to her or his professional interests and communicate these ideas effectively in written form. The nature and scope of the Professional Paper is directly related to the context, content, and purposes of the master’s degree program in which the student is enrolled. In the case of the M.A. degree, students may choose to pursue a professional project or research paper.

**Thesis** (M.A. degree option)

The thesis is a formal, written research paper of approximately 60-80 pages, excluding bibliography and title page. The thesis represents original thinking and demonstrates the ability to engage in in-depth research. The thesis may be a development of a research project from a course or may be investigations of new areas of inquiry.

**Professional Project** (M.A. degree option)

The Professional Project provides the student with an opportunity to engage in an individual project of professional relevance. The project should be of sufficient depth and breadth to demonstrate professional growth and achievement. Typically, the professional project is a practicum related to the student’s professional career goals. The Professional Project proposal is developed in consultation with a Research Director and approved by a two-member Research Committee chaired by the Director. The Research Director and the other member of the Research Committee provide guidance during the development and implementation stages of the project and serve to evaluate the project at its completion. At the completion of the project and before the Final Oral Examination, the student is required to submit a written report of approximately 20 pages documenting the project. The form of the report will be determined by the nature of the project. It may take the form of a critique, chronology, journal, report of results, curriculum, website, or a narrative of the effects and impact/significance of the project. The format for this written submission will be decided in consultation with the advisor and advisory committee.

**Organization, Style and Formatting Professional Papers, Projects and Theses**

The form, organization of content and structure of the professional paper, project or thesis are not stipulated, rather these should develop naturally from the nature of the project designed by the student or the research purpose and problem. However, the formatting of the paper must follow the Graduate School guidelines as detailed in the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* available on-line at the Graduate School web site. Citations must conform to the style specified by the research advisor. This information and a variety of approaches to scholarly writing are addressed in *DNCE 5023 Research Methods in Dance*. In addition, throughout the coursework, students have the opportunity to refine their writing skills in a variety of different professional contexts.

Students must be registered for thesis (DNCE 5983 & 5993) or professional project (DNCE 5973) to receive any form of consultation from either the research director or members of the research committee.

See the section “Suggestions for Working with Your Research Advisor” for additional information and suggestions.
Preparing the Professional Project or Thesis

The student works closely with her or his research director/project mentor in the development of the prospectus and the completion of the professional project or thesis. The prospectus and project report or thesis must be reviewed and approved by all members of the committee and submitted to the Department Chair for review.

The minimum reading time for faculty and administrators to review drafts of the prospectus and the professional paper project is two weeks.

Deadlines for submitting of Final Examination Forms (M.A. and M.F.A. Professional Paper/Project) and Theses (M.A. degree) for completing degrees in May, December or August are published by the Graduate School on the Graduate School Website. Students should pay close attention to these deadlines as they approach the final stages of their programs. The deadlines for application for graduation and the submission of materials are final, and if missed, will delay completion of the degree.

Procedures:

1. Discuss ideas for the paper with the research advisor or project mentor and seek input from committee members.

2. Prepare a prospectus for the professional paper that outlines the proposed focus, research process, and conceptual framework of the paper in 8-10 pages, excluding references. Typically, research proposals contain the following content; however, M.A. projects and MFA Culminating Project Professional Papers may vary, depending on the nature of project.
   
   Tentative Title
   Introduction
   Statement of the Purpose and research questions
   Proposed Research Procedures
   Review of Related Literature
   (3-6 representative references)
   References

3. Submit prospectus to research director or project mentor for review and make necessary revisions.

4. Circulate prospectus (in final draft form) to members of the committee for review.

5. Meet with the research director/project mentor, and committee members, if necessary, to discuss the comments and suggestions.

6. Prepare a revised final draft and submit to the research director or project mentor for approval.

7. If necessary, circulate revised final draft of the prospectus to the committee for approval.

8. If requested, schedule a meeting of the Professional Paper/Project or Thesis Committee/MFA Committee to discuss and/or approve the prospectus.

9. Once approved by the Committee, the prospectus is submitted to the Department Chair for approval.

10. Distribution of copies of the approved prospectus:
   
   • The original and one copy to the Dance Office (one for the student’s file; one for the notebook of approved proposals)
• One Copy to the Chair of the Research Committee
• One copy to each member of the Research Committee

Note: Only the original prospectus for a thesis must be filed in the Graduate School.

11. In regular consultation with the research director or project mentor begin researching, gathering data, and writing the professional project, or thesis. The student is encouraged to seek substantive input from committee members as the paper or project progresses from initial stages to final draft. Students should be aware that few faculty teach during the summer sessions and should plan their work accordingly.

12. The final draft of the professional project report or thesis is submitted to the committee for review in the same manner as described for the prospectus (Steps 3-8).

13. Prepare an abstract of the professional project report or thesis, not to exceed 250 words.

Steps 14-17 apply only to the submission of the Professional Project Report.

14. Once approved by the committee, the professional project report, abstract, title page, and signature page are submitted to the Department Chair for approval.

Please note students are responsible for printing the title page and obtaining the necessary signatures on the signature page.

15. The professional project report is to be spiral bound at one of the local copy stores with a cardstock cover. Binding does not occur until the paper or project has been approved and signed. Title and author information must be visible on the cover. Materials to accompany the written portion of the professional project must also be submitted with the bound written copy.

Bound original and copies of the Professional Project Report (to include all extra materials to fulfill the needs of the project) must be submitted to the research advisor no later than the final class day of the semester in which the student is graduating.

16. After the final oral presentation/examination the title page of the professional paper/project is attached to the Final Examination Form and turned in to the Graduate School.

17. Distribution of copies of the professional paper and project is as follows:

Student gives research advisor original and one copy for Office of the Department of Dance (original in student file and a copy for Department Library)

One copy to the Research Director
One copy to the Additional Committee Member or members upon request

18. Procedures for submitting the thesis:

Once approved by the committee the thesis, abstract, and title page with signatures are submitted through the Department Chair and to the Dean of the Graduate School for approval.

Distribution of copies of the thesis is as follows:

One copy to each of the following:
Graduate School (Original copy with original signature page)
Office of the Department of Dance (Hard bound copy)
Research Director (Spiral bound copy)
Each Committee Member (Spiral bound copies)
The student is reminded to review carefully the *GUIDE TO THE PREPARATION AND PROCESSING OF DISSERTATIONS, THESSES, AND PROFESSIONAL PAPERS*. This Graduate School publication is available on-line at the Graduate School web site. In addition, all students are responsible for the information regarding masters programs contained in the Graduate Catalog in effect at the date of their admission to the Graduate School.

**Title pages, degree plans and other forms required by the Graduate School are available on the TWU Graduate School Web Site.**

www.twu.edu/o-grad

Select *forms* from the menu
The Master of Fine Arts in dance program provides qualified graduate students with opportunities to acquire and develop skills and knowledge needed to participate significantly in the field of contemporary dance. Through the development, implementation and expansion of individual artistic vision and goals the successful candidate for the M.F.A. in Dance will excel in critical engagement while exploring innovative formats, venues and creative processes as a choreographer, performer, researcher/writer and arts leader.

**Perspective of the Professional in the Field of Dance Guiding the M.F.A Program**

The current state of affairs for dance in our culture creates a critical need for dance artists to stretch their thinking about where and how to reach audiences. Leaders in the field require an understanding of contemporary dance practices that acknowledges the development of individual somatic engagement and the implementation of emerging artistic visions in shifting professional landscapes. In addition, the ability to use and adapt a variety of technologies that will enable the artist/leader to expand the notion of “venue,” “context” and “format” is of particular importance as the field seeks to find new ways to reach audiences.

- **“Venue”** refers to the variety of physical locations in which dance performance can be realized.
- **“Context”** refers to the aims and purposes of artistic endeavors and the theoretical arenas in which such endeavors acquire meaning. These contexts might include the pedagogic, the interventionist, the social activist, or the aesthetic.
- **“Format”** refers to the form that such endeavors take, such as live performance, digital media and web-based performance as well as verbal and written forms of communication.

**Objectives**

The objectives of the M.F.A. Program are:

1. To acquire the knowledge and ability to function in the role of the practicing artist in a professional and/or academic environment.

2. To develop the artistic process skills and conceptual understanding necessary for the attainment of a high level of dance artistry.

3. To develop the creative thinking and problem-solving skills that are necessary for the conception and creation of dance works.

4. To engage in extensive choreographic and performance exploration leading to the development of a body of work.

5. To develop the ability to describe, analyze, interpret, and evaluate works of art in various media; to relate dance to these forms; and to draw from them concepts that will enrich the creative process and enhance the understanding of dance as an art form and social phenomenon.

6. To become proficient in communicating artistic conceptions and creative intentions in written and verbal form.

7. To acquire an understanding and appreciation of dance as an expression of culture and the trends in dance history that have shaped the nature of choreography and performance.

8. To develop the leadership skills to design, implement and evaluate projects for diverse
artistic, academic and community contexts and be mindful of socially responsible artistic practices.

**CONTENT AREAS**

I. Dance Making

**Outcome:**
M.F.A. students will demonstrate the artistic process skills necessary to create a significant body of work, articulate a well-developed personal aesthetic and explain how this aesthetic informs scholarly and pedagogical work.

**Outcome:**
M.F.A. students will be able to demonstrate advanced performance/technique skills supported by the development of personal autonomy, agency, and initiative in a variety of performance contexts and movement styles.

**Outcome:**
M.F.A students will be able to demonstrate the pedagogical skills necessary to coach, guide, and communicate artistic intentions to other creative participants verbally and through performative processes (i.e., teaching, coaching and rehearsing).

II. Production

**Outcome:**
M.F.A students will be able to negotiate their emerging artistic visions with production and performance contexts appropriate to individual, artistic and professional agendas.

**Outcome:**
M.F.A students will be able to implement creative initiatives by taking appropriate and direct action that leads to the realization and production of dance performance in contexts appropriate to one’s artistic vision.

**Outcome:**
M.F.A students will be able to design effective strategies for managing, publicizing, marketing and developing audiences for artistic and professional agendas.
III. Understanding and Theorizing

Outcome:

MFA students will be able to articulate relevant cultural, political, social, historical and philosophical threads of thought and implications of these ideas for their creative work and professional contexts.

Outcome:

M.F.A. students will be able to demonstrate the knowledge and research competencies to design and carry-out an original creative project resulting in the writing of a scholarly paper, the making of a professional presentation to a public audience and responding substantively to questions.

Outcome:

M.F.A. students will be able to develop pedagogical/content knowledge and articulate a personal teaching philosophy grounded in their scholarly visions and apply this pedagogical theory in appropriate studio and theory teaching contexts at the college/university and/or professional level.

The Integrated Professional Profile

The following is a diagram illustrating how the three content areas of our program overlap to support the development of a dance professional who is able to integrate diverse ways of knowing and engage in dance praxis. The depth and richness of the program of study rests upon the way the individual synthesizes the three content areas to develop her or his own unique body of work.
The center area where the three content areas intersect is the potential space where the identity of the dance professional emerges. A variety of different profiles may develop depending on individual students’ unique agendas and professional goals. For example, a student may work to develop original choreography (Creating) to be produced for a venue or format specific to the goals of the overall project (Professional Context/Production), and then write a paper or make a professional presentation that illuminates the theoretical, historical and cultural underpinnings of the endeavor (Understanding/Theorizing).
Program of Study

The M.F.A. degree requires a minimum of 63 semester credit hours. The completion of a number of hours, however, is not in itself sufficient; the nature, quality, rigor, and currency of the artistic work are the major considerations.

The program is comprised of four components: 1) the dance core and electives 2) the Culminating Project and professional paper 3) the professional DVD portfolio, and 4) the comprehensive oral presentation/examination.

M.F.A Core Courses: 56 Credit Hours

The dance core provides the student with a theoretical and practical foundation for personal artistic growth. The "core" consists of technique, choreography, performance, and dance praxis courses.

Technique: 9 credit hours required

1. Six credits of either of the following are required:
   - DNCE 5301 Techniques in Contemporary Dance I (Level III, IV)
   - DNCE 5311 Techniques in Contemporary Dance II (Level III, IV)

2. Three additional credits, which may also include:
   - DNCE 5281 Advanced Ballet I (Level III, IV)
   - DNCE 5291 Advanced Ballet II (Level III, IV)
   - DNCE 5911 Urban Global (Independent study in consultation with advisor)

A student must be registered for at least one technique course every semester.

Choreography & Performance/Creating a Body of Work: 32 credit hours required

Developing Artistic Vision and Practice (15 credit hours)

- DNCE 5211 Workshop in Dance: Somatic Practices
- DNCE 5222 Workshop in Dance: Improvisation/Spontaneous Composition
- DNCE 5222 The Art of Remembering: Composing the Body in Space and Time
- DNCE 5222 Workshop in Dance: Producing Dance in the Professional Realm
- DNCE 5222 Workshop in Dance: Exploring Alternative Formats
- DNCE 5233 Workshop in Dance: Summer I Guest Artist Residency
- DNCE 5253 Artistic Processes

Implementing Artistic Vision/Practice (15 credit hours)

- DNCE 5903 Individual Study: Dance Making Project I
- DNCE 5903 Individual Study: Dance Making Project II
- DNCE 5903 Individual Study: Dance Making Project III
- DNCE 5913 Individual Study: Culminating Project I
- DNCE 5913 Individual Study: Culminating Project II

Performance (2 credit hours)

- DNCE 5101 Workshop in Dance: Performance
- DNCE 5101 Workshop in Dance: Performance

Students may not register for more than one Dance Making or Culminating Project course in a semester.
Dance Praxis: 15 credit hours required

DNCE 5023 Research Methods
DNCE 5223 Historical and Cultural Studies in Dance
DNCE 5243 Pedagogical Foundations in Dance
DNCE 5433 Dance in Contemporary Contexts
DNCE 5973 Professional Paper

Interdisciplinary Aspects of the Program and Electives: 7 Credit Hours

To enhance artistic inquiry M.F.A. students engage in a program of related studies which supports their art making and professional goals. This includes reading and writing projects that are part of core theory courses as well as relevant inquiries related to choreography and performance projects. The professional paper also provides an opportunity to further extend or deepen interdisciplinary study. The value for interdisciplinarity is embedded throughout the M.F.A. course work and is in keeping with the mission of the Department of Dance (See Goal # 2 Collaboration, Integration, Interdisciplinarity). This goal is intended to encourage an exchange of ideas among the various arts, facilitating interdisciplinary creative endeavors, as well as developing a more in depth understanding of dance as a discipline as it is part of a larger world of knowing.

The elective requirement may be met by taking dance and/or interdisciplinary course(s).

Electives may be selected from graduate dance courses or from any program in the University that offers graduate courses. The Department of Dance as well as other programs in the University offers the individual study option for students who are interested in pursuing a problem of individual or professional interest that does not fall within the context of organized courses. The student may initiate individual study problems with any member of the University graduate faculty.

Electives must be graduate-level courses (courses with numbers 5000 and above).

Summary of Credit Hours

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>9</td>
</tr>
<tr>
<td>Choreography &amp; Performance</td>
<td>32</td>
</tr>
<tr>
<td>Dance Praxis</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

Special Requirements

Continuation in the program is contingent upon successful completion of a first year review.

Special Requirements for All Master's Degrees

Students are required to maintain a grade point average of 3.0 or better in all courses applied to the degree. A grade of ‘C’ or below in any course will not count toward the Master of Arts or Master of Fine Arts degree.
Course of Study (Does not include elective hours)

Note: Course offerings will vary based on the Course Rotation Plan

<table>
<thead>
<tr>
<th>Year I Fall Semester (Even Years)</th>
<th>Year I Spring Semester (Odd Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 5222 The Art of Remembering: Composing the Body in Time and Space</td>
<td>DNCE 5222 Workshop in Dance Making: Exploring Alternative Venues and Contexts</td>
</tr>
<tr>
<td>DNCE 5433 Dance in Contemporary Contexts</td>
<td>DNCE 5243 Pedagogical Foundations</td>
</tr>
<tr>
<td>DNCE 5903 Dance Making Project I</td>
<td>DNCE 5211 Workshop in Dance: Somatic Practices</td>
</tr>
<tr>
<td>DNCE 5301 Techniques in Cont. Dance</td>
<td>DNCE 5101 Workshop: Performance</td>
</tr>
<tr>
<td>DNCE 5281 Advanced Ballet Technique</td>
<td>DNCE 5291 Advanced Ballet Technique</td>
</tr>
<tr>
<td>DNCE 5023 Research Methods</td>
<td>DNCE 5311 Techniques in Cont. Dance</td>
</tr>
<tr>
<td>DNCE 5233 Summer Dance Intensive (May): Guest Artist Residency</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year II Fall Semester (Odd Years)</th>
<th>Year II Spring Semester (Even Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 5222 Improvisation: Spontaneous Composition</td>
<td>DNCE 5222 Workshop in Dance Composition: Producing Dance in the Professional Realm</td>
</tr>
<tr>
<td>DNCE 5903 Dance Making Project II</td>
<td>DNCE 5903 Dance Making Project III</td>
</tr>
<tr>
<td>DNCE 5253 Artistic Processes</td>
<td>DNCE 5223 Historical and Cultural Studies in Dance</td>
</tr>
<tr>
<td>DNCE 5301 Techniques in Cont. Dance</td>
<td>DNCE 5913 Culminating Project I</td>
</tr>
<tr>
<td>DNCE 5281 Ballet</td>
<td>DNCE 5311 Techniques in Cont. Dance</td>
</tr>
<tr>
<td>Electives (3)</td>
<td>Electives (3)</td>
</tr>
</tbody>
</table>
# Graduate Course Rotation Plan

## Offered Every Semester
- **DNCE 5101** Workshop in Dance: Performance
- **DNCE 5903** Independent Dance Making Projects

## Offered Every FALL Semester
- **DNCE 5301-01** Techniques in Contemporary Dance I, Level III
- **DNCE 5301-02** Techniques in Contemporary Dance I, Level IV
- **DNCE 5281** Advanced Ballet I
- **DNCE 5023** Research Methods

## Offered Every SPRING Semester
- **DNCE 5311-01** Techniques in Contemporary Dance II, Level III
- **DNCE 5311-02** Techniques in Contemporary Dance II, Level IV
- **DNCE 5291** Advanced Ballet I

## Offered in Fall of Even Years (2010, 2012, 2014)
- **DNCE 5222** Workshop, The Art of Remembering: Composing the Body in Space and Time
- **DNCE 5433** Dance in Contemporary Contexts

## Offered in Spring of ODD Years (2011, 2013, 2015)
- **DNCE 5222** Workshop in Dance Making: Exploring Alternative Formats
- **DNCE 5243** Pedagogical Foundations in Dance
- **DNCE 5211** Laboratory in Somatic Practices

## Offered in Fall of ODD Years (2011, 2013, 2015)
- **DNCE 5222** Improvisation: Spontaneous Composition
- **DNCE 5253** Artistic Processes

## Offered in Spring of EVEN Years (2012, 2014, 2016)
- **DNCE 5222** Workshop in Dance Making: Producing Dance in Professional Realm
- **DNCE 5223** Historical and Cultural Studies in Dance
- **DNCE 5311** Techniques in Contemporary Dance: Contact Improvisation

## Offered Every SUMMER Session I (May)
- **DNCE 5233** Summer Dance Intensive Guest Artist Workshop – Technique, Improvisation, Choreography

**Note:** All required courses must be taken as organized courses during the semester offered in the rotation schedule. Required courses cannot be fulfilled through individual study.

The individual study option (DNCE 5911, 5913) is provided for students interested in pursuing specific areas of study not included in the regular curriculum. Students who would like to undertake a specialized project should consult a member of the faculty and prepare a proposal for individual study. Students may pursue individual study with any member of the graduate faculty.

Credit for performance, choreography, and repertory projects may be received by registering for DNCE 5101 Performance, DNCE 5903 Individual Study: MFA DanceMaking Projects, or DNCE 5913 Individual Study: Culminating Projects. Course offerings are contingent on minimum enrollment.
Individual Dance Making Projects (DNCE 5903)

An important component of the curriculum is the Individual Dance Making Projects. These individual choreography projects are vital to the development of the Culminating Project. These projects are the student’s primary opportunity for experimenting with artistic ideas, producing work for the Concert series, and engaging in critical discourse about emerging work in the showing process. Graduate students should consider these projects as preliminary investigations that will lead them to more in-depth and expansive artistic inquiries that will comprise their Culminating Projects.

As part of the emphasis on process, each semester preliminary showings will be held as well as concert adjudications. All developing choreographic work must be shown in at least one preliminary showing each semester and adjudicated for the Concert series at least once during the first year and at each semester thereafter. Graduate students may be directing multiple projects altogether and are encouraged to revisit, revise and develop work shown, adjudicated or performed in previous semesters.

Guidelines for All Dance Making Projects (I, II & III)

Throughout the degree program students are expected to demonstrate greater sophistication in the conceptualization and realization of their artistic ideas, as well as greater autonomy and personal agency in the working process. Innovation, invention, and creative risk-taking are highly valued, however, students should keep in mind the practical and logistical considerations necessary for creating a work representing artistic integrity and high quality. While exploration is of critical importance if artistic growth is to occur, choreographers/performers must also be able to form closure and meet the artistic and schedule demands of finalizing a work for concert performance.

- Beginning with the second semester, graduate students are strongly encouraged to choreograph each semester of their program.
- Each semester graduate students are required to rehearse any and all dance making projects a minimum of 4 hours a week.
- Graduate students are expected to show their work at a preliminary showing and have the option of showing work in the final adjudication.
- Graduate students must create at least two projects on performers other than themselves.
- All students should store digital video copies of their Independent Dance Making Projects throughout the course of study on a separate hard drive.

Individual Dance Making Projects (DNCE 5903) are undertaken throughout the program of study and serve as preliminary explorations that will help define the scope and breadth of the Culminating Projects. Dance Making Projects may be integrated into the Final Project in the same way that individual dance works are integrated into a larger concert. It is also possible that the projects may serve as entry points for a completely different kind of project. Individual Dance Making Projects are intended to serve as a means for being continually engaged in artistic productivity throughout the program of study. Additionally, these preliminary projects should lead to the development of the Culminating Project.

Should a performance venue other than one of the TWU venues be selected, the students involved will be responsible for all aspects of the production and publicity. Some departmental resources are available to support these performances. Approval of projects that utilize off campus performance venues will be based on the following criteria:

1. The student's ability to function as an independent producer with minimal faculty guidance regarding the production aspects of the performance.
2. The student's demonstration that he or she has the necessary financial and personnel support to insure a production of the highest quality.
3. Previous commitments of performance spaces, equipment and personnel.
Sequence of Concert Related Activities

**Fall**
1. Auditions for *Independent Choreographic Initiatives*
2. Undergraduate and graduate student auditions for fall projects
3. M.F.A Culminating Projects/Concerts and/or events (venues TBD)
4. Fall DanceMakers’ and Dance UpClose Series (Margo Jones Performance Hall and Dance Studio Theater)

**Spring**
1. Auditions for *Independent Choreographic Initiatives*
2. Undergraduate and graduate student auditions for spring projects
3. M.F.A Culminating Projects/Concerts and/or events (venues TBD)
4. Fall DanceMakers and Dance UpClose Series (Margo Jones Performance Hall and Dance Studio Theater)
Second Year Review

The purpose of the Second Year Review held at the end of the third semester is to provide an opportunity for students to discuss their academic progress and the artistic goals that have emerged during the first three semesters and how those goals support the initial ideas for the Culminating Project. Typically, the 25-minute meeting is scheduled during December before the end of the fall semester.

In preparation for the meeting, students are asked to do the following:

1. Bring one completed copy of the Degree Plan for their Advisor’s signature.

2. Bring one copy of the Humanities Responsible Conduct of Research course completion certificate, indicating the student has completed the mandatory Responsible Conduct of Research online training (See the TWU Graduate School website for instructions on how to access.).

3. Review the objectives of the MFA program and the content area outcomes for Dance Making, Production, and Understanding/Theorizing. Students should be prepared to discuss their progress toward achieving these outcomes, particular areas of interest that have developed in relation to their initial ideas for the Culminating Project, and particular course work and outside research/workshops that might be helpful in successfully completing the Culminating Project.

4. Prepare a very brief (2-3 sentences) Initial Statement of Interest for the Culminating Project and bring a copy for each MFA Committee member. Before doing this, students should read carefully all of the descriptive information about the Culminating Project contained in the Handbook. In particular, it would be helpful to review the section on the “Integrated Professional” and consider how the project will lead to achieving and/or enhancing this professional profile.

Within 24 hours, following the meeting, students are asked to do two things: first email the MFA Program Coordinator two choices for Project Mentor and then second email your current Academic Advisor a brief summary of the Second Year Review meeting content.

The MFA Coordinator in consultation with the MFA committee will then assign a Culminating Project mentor prior to the end of the 3r d semester. The mentor replaces the student’s Academic Advisor and must be a member of the MFA Committee.

At the conclusion of the meeting the student’s Academic Advisor will write a summary to be placed in the student’s file.
Approval of the MFA Degree Plan

- The Degree Plan must be submitted to the Graduate School no later than the end of the fourth semester.

- The Degree Plan must be approved and signed by all members of the M.F.A. Committee before being submitted to the Department Chair for review.

- If everything is correct and the Degree Plan approved, the Department Chair will forward the Degree Plan to the Graduate School for review.

Once approved by the Graduate School, this document becomes the official degree plan of the student and any changes must be submitted in writing to the Graduate School.

The student becomes a candidate for the M.F.A. degree only after the Degree Plan is filed in and approved by the Graduate School.

At the start of the sixth semester, please review your Degree Plan and revise as necessary to integrate any changes in your course work since the submittal of your original Degree Plan.

Master’s Degree Plan forms are available on the TWU Graduate School Website – select ‘forms.’
Each candidate for the Master of Fine Arts degree shall conceive, create and (co-) produce a final event as a Culminating Project. Possibilities are numerous and range from producing a dance concert to designing and implementing an education/out-reach project for which dance making is the central component.

At its heart the Culminating Project is an opportunity for in-depth creative investigation. It provides the MFA candidate an opportunity to demonstrate the attributes of the integrated professional, to synthesize the experiences offered by the MFA and to establish a basis from which to begin entering the profession, especially in relation to the candidate’s emerging artistic vision.

The Culminating Project must have dance making as its core and must be an event that has a performative element: something that “gets it out into the world.” It is not simply a thesis or an assembly of previous works. Rather, the candidate’s ongoing aesthetic inquiry will shape the culminating project’s conceptual frame and define its nature and scope.

Examples of Three Possible Models for Culminating Projects

A. Performance
   Proscenium Theater
   Installation
   Site-specific performance event
   Commercial venue (such as a bar, café, restaurant, club)
   Art gallery/museum

B. Community Outreach
   Lecture demonstration in a community-based institution: public school, retirement home, prison.
   Educational program implementation

C. New media format- video, technology
   Performance event staged in an on-line venue
   Virtual venue (i.e. Second Life)
   Remote venues via “streaming,” Skype, I Chat
Culminating Project Progression

The Culminating Project proceeds over three semesters. During the 4th and 5th semesters the student enrolls in DNCE 5913 and during the 6th semester the student enrolls in DNCE 5973.

In the 4th semester the student engages in developing the Culminating Project Proposal that articulates the student’s vision and goals for the Culminating Project event. In the 5th semester the student creates the Culminating Project event through rehearsals and performance, and then following the performance of the Culminating Project receives feedback from the MFA Committee Faculty at the Debriefing. In the 6th semester the student writes a Culminating Project Analysis and the presents the Culminating Project Oral Presentation.

Culminating Project Proposal (4th semester)

↓

Rehearsal and Performance of Culminating Project Event (5th semester)

↓

Culminating Project Debriefing (5th semester)

↓

Culminating Project Analysis (6th semester)

↓

Culminating Project Oral Presentation (6th semester)
Five Stages of the Culminating Project

**Stage I: Culminating Project Proposal (4th Semester of the Program)**

During the 4th semester the student, working closely with the project mentor, will develop the focus and scope of the Culminating Project and prepare the Culminating Project Proposal. This planning stage is one of the most important phases of the project and students should plan on engaging in in-depth discussions with their project mentors, as well as completing numerous drafts of proposals as the ideas become increasingly more defined and refined. Detailed information regarding the content and approval of the Culminating Project Proposal and Presentation can be found in subsequent sections of the Handbook. Typically a first draft of the proposal is due to the project mentor by the Monday of the 1st week of the semester and proposals should be completed and ready for review by the 5th week of the semester.

As part of this process of developing the Culminating Project Proposal, students will also engage in a weekly two-hour rehearsal to be used for embodied research with the salient issues of her or his Culminating Project research. This two-hour rehearsal slot will be assigned following the Department’s regular audition process. A weekly rehearsal log documenting the embodied component of the rehearsal research through description, analysis, synthesis, and online video footage of rehearsal content should be submitted to her or his project mentor, as directed.

**Stage II: Rehearsal and Performance of Culminating Project Event (5th Semester)**

The Culminating Project Event is typically “staged,” “performed” or “realized” in the form of an “event” by week 15 of the fifth semester. Students are expected to work within this timeframe unless there is a compelling reason for an alternative schedule. Students are required to rehearse six hours a week in three two-hour rehearsals. Two of these rehearsals may be during the week, but the third must be during the weekend.

The Department will provide production hours for a two-camera shoot of the Culminating Project “event,” and a basic performance program, but all other production staff: light board operators, ushers, stage manager etc., will need to be provided by the student, working in collaboration with her or his peers. Based on the artist as entrepreneur students are not allowed to hire production staff.

**Stage III: Debriefing (5th Semester)**

Within two weeks after the event takes place, the M.F.A. Coordinator will schedule a debriefing session for all of the students having presented his or her Culminating Project event with the M.F.A. committee.

To this meeting, students should bring a completed Assessment of Dancemaking found in the Appendix of this handbook.

Rather than engaging in a dialogue about the Culminating Projects, the M.F.A. committee faculty will offer feedback on each of Culminating Projects. Students are encouraged to take notes, but there will not be an opportunity for questions or discussion at this debriefing. This meeting is open to Culminating Project casts and other interested students.

Following the debriefing students should re-read her or his Culminating Project Proposal and then schedule a meeting with his or her project mentor to help integrate the feedback and prepare for the Culminating Project Analysis and Presentation.
Stage IV: Culminating Project Analysis (6th Semester)

The writing of the Culminating Project Analysis (a written component of the Culminating Project) will typically occur during the sixth semester. Often, students work on content for the analysis throughout the project, even though focused writing may not begin until after the project has been produced. It is not unusual for students to have outside editors to assist in the development of the analysis. So please take advantage of the TWU Write Site and professional editors.

The Culminating Project Mentor guides the writing of the project analysis. Specific guidelines for conducting professional paper research, writing the analysis are contained in the section Culminating Project Analysis. The section Working With Your Culminating Project Mentor provides information on developing an effective working process with your Mentor and members of the MFA Committee.

Stage V: Culminating Project Oral Presentation (6th Semester)

The Final Culminating Project Oral Presentations and Examination are scheduled during the first week in April in order to meet the Graduate School deadlines for May graduation. Following the Final Oral Presentation and Examination, revisions to Professional Portfolio and the paper are completed and the MFA Professional Portfolio is submitted to your Project Mentor no later than the last day of class.
Culminating Project Proposal
Guidelines

The following outlines the content for the Culminating Project Proposal. All of the items listed below must be included in the proposal, which is intended to be a prose document. Proposals must use the formatting (i.e., margins, font size, title and subheading style format, pagination) prescribed by the Graduate School. This information is provided in the Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers, which is available on-line at the Graduate School web site.

The Culminating Project Proposal should not exceed 5 pages in length; excluding cover page, works cited and list of references.

Content for the Culminating Project Proposal

- **Introduction**: Provides a concise overview of the proposed project and a brief discussion of the conceptual framework of ideas informing the development of the project.
  - What in your experience and education gives you the authority to speak about the topic you will be focusing on?
  - How did you get interested in this topic?
    - Typically no more than a page

- **Purpose Statement**: This is a more distilled description of the proposed project that articulates the artistic agenda in a single sentence. It helps to begin the sentence: The purpose of this choreographic project is to explore... or The purpose of this multi-platform, digital media, bi-costal performance project is to consider...

- **Project Description**: In one paragraph describe what you are envisioning for this project? What is it that you want to make happen?

- **Resources**: In this section discuss the ideas that are influencing your project. For example, this might be a discussion of three artists who are related to your topic or are also working in a similar way to what you are proposing.
  - In discussing these resources, be sure to reference specific websites, interviews, reviews, articles, videos, books and other scholarly resources that you have found.

- **Methods**: What are the rehearsal processes and choreographic practices that you will use in generating content for your project? What are your rehearsal strategies for working with others? What is your plan for working with your mentor to get feedback on your project?

- **Works Cited**: Bibliography of works cited in your proposal – use the Chicago Manual of Style.

- **List of References**: Include a list of resources (in Chicago format) that are influencing your thinking. These might include art works, articles, books, interviews with artists, videos, websites, blogs, and other sources of information.

- **Acknowledgements**: Briefly list the CP mentor, committee member(s), faculty, editors and writing coaches that assisted you in the writing of your proposal.
Review of the Culminating Project Proposal

Once an MFA Candidate’s Culminating Project Proposal has been reviewed by the MFA Committee, there are four typical outcomes:

Projects may be:

1. **Approved** without additional revision to the formal proposal,
2. **Approved Conditionally** pending revisions to the proposal,
3. **Deferred** pending the completion of significant revisions to the project proposal and further review by the Committee, or
4. **Not Approved**.

If the project is approved then the MFA Committee will sign the MFA Culminating Project Proposal Signature Page.

The MFA Candidate should download and prepare the MFA Culminating Project Proposal Signature Page, from the Forms page of the Department’s website (See a sample copy in Appendix B) and after first obtaining the mentor’s signature, seek the signatures of the other committee members.

If a project is not approved, the MFA Candidate will be required to develop a new project concept and develop a new proposal for review by the full MFA Committee. Should this occur, completion of the MFA program may extend beyond the 6th semester.

Students should complete required revisions to the project proposal within one week. Final proposals should be submitted to the Project Mentor who will be responsible for filing the proposal.

Once a project has been approved, including any required revisions to the proposal, the MFA Candidate, working with her or his Project Mentor, will develop an action plan and schedule to ensure systematic undertaking of the project. Although working closely with the Project Mentor, students at this stage of the program are reminded to seek review and advice from the members of the MFA Committee at appropriate intervals throughout the process.

**Final approved copies of the Culminating Project Proposal** should be placed in the student’s file and in the notebook of **Approved Culminating Project Proposals** located in the Dance Graduate Library. See the MFA Culminating Project Proposal Signature Page for filing directions.
The Culminating Project Professional Paper (DNCE 5973) is a written component of the Culminating Project. The Professional Paper has two components: the Culminating Project Analysis and the Culminating Project Presentation. Please see the section on each component for more information.

The Culminating Project Analysis focuses on the aesthetic ideas that inform the project, examines the nature of the aesthetic inquiry that is at the heart of the Culminating Project, and considers this artistic endeavor in relation to a larger world of art making, essentially asking you to focus on your Culminating Project in greater detail and depth. There are three sections to the Culminating Project Analysis: creative process, the big idea, and implications to your career path.

Creative Process: How did your project evolve from your project proposal? What did you do in rehearsal? How did you create your Culminating Project both in rehearsal and in performance?

The Big Idea: What is important about your project? Identify and define your big idea? What are the attributes of your big idea? What are five topics stemming from your big idea that you could address in a one-week workshop?

Implications to Career Path: What are the implications of your Culminating Project to your professional pathway? How does this project inform the job that you want? How does the big idea at the core of your Culminating Project connect you to the wider professional field and consequently create a professional pathway for you into the wider dance field? How do you envision yourself working in the field and how does your project support your visions of yourself in the field?

The length of each section of the Culminating Project Analysis is 2-3 pages, excluding references and acknowledgments. The whole Culminating Project Analysis, excluding references and acknowledgments is typically 8-9 pages.

Typically the student’s final draft is submitted to the project mentor by the Monday of the first week of the semester for review and to make necessary revisions. Please review the Culminating Project Analysis schedule for specific deadlines. If the proposal is not completed on time, it may be necessary for the M.F.A. candidate to defer graduation a semester.

The student works closely with her or his project mentor in the development of the Culminating Project Analysis. Once the Project Analysis is deemed complete by the project mentor it will be submitted to the second committee member for review. The second committee member will then offer written feedback to be integrated by the student with his or her Project Mentor’s guidance, in preparation for the students Culminating Project Presentation.

The customary reading time for faculty to review drafts of the project proposal is one week. Similarly students are required to integrate faculty feedback and submit revised drafts within one week. Please review the Culminating Project Deadlines Schedule for specific dates.

Format

The formatting of the Culminating Project Analysis must follow the Graduate School guidelines as detailed in the Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers available on-line at the Graduate School web site. Citations must conform to the Chicago Manual of Style. This information and a variety of approaches to scholarly writing are addressed in DNCE 5023 Research Methods in Dance.

Review of the Culminating Project Analysis
Once a MFA Candidate’s Culminating Project Analysis has been reviewed by the Culminating Project Mentor following the integration of the second MFA Committee member’s feedback, there are four typical outcomes:

Projects may be:

1. **Approved** without additional revision to the Culminating Project Analysis,
2. **Approved Conditionally** pending revisions to the Culminating Project Analysis,
3. **Deferred** pending the completion of significant revisions to the Culminating Project Analysis and further review by the whole MFA Committee, or
4. **Not Approved**.

If the Culminating Project Analysis is approved then the MFA Culminating Project Mentor will sign the Project Analysis Signature Page before the proposal is submitted to the Department Chair for approval.

Distribution of the copies of the approved analysis:

   a. The original to the Dance Office for the student’s file  
   b. One Copy to the Project Mentor  
   c. One copy to Dayna Morgan’s mailbox to be filed in the notebook of approved proposals

Deadlines for submitting of Final Examination Forms (M.F.A. Culminating Project Professional Paper) for completing degrees in May, December or August are published by the Graduate School on the Graduate School Website. Students should pay close attention to these deadlines as they approach the final stages of their programs. The deadlines for application for graduation and the submission of materials are final, and if missed, will delay completion of the degree.

**Students must be registered for professional paper (DNCE 5973) to receive any form of consultation from either the Project Mentor or MFA committee members.**
When all other requirements for the respective degree have been met, as required by the Graduate School, the student stands for the final examination. In the Department of Dance, this examination is oral and takes the form of a public presentation open to all members of the Department of Dance -- students and faculty. The length of the exam, format, and content are specific to the degree. The Culminating Project Final Oral Presentation and Examination for the M.F.A. degree is a synthesis of all work presented to meet the requirements for the degree. This includes course work, the culminating project proposal, event and analysis. The examination is one hour in length, excluding the executive session.

All candidates are expected to demonstrate knowledge of their specialized areas of study based on the course work and scholarly projects undertaken during their specific degree programs. The ability merely to reproduce facts from courses and the literature is not sufficient to merit awarding a graduate degree in Dance from Texas Woman’s University. Candidates should be able to demonstrate an understanding and an application to professional practice of significant ideas and modes of inquiry related to their programs of study. They should be able to speak articulately about their work and respond to questions with appropriate substance and authority.

The Final Oral Presentation and Examination begins with a 20-25 minute formal presentation. The centerpiece of the presentation is the candidate’s Culminating Project and its implications for a career path.

In the presentation the candidate should address the following question:

**Integrating the three components of your Project Analysis, how do you envision yourself working in the field and how does your Culminating Project support your vision of yourself in the field?**

This is a professional occasion and candidates are expected to present a substantive and polished presentation. It is advisable to practice several times in the actual space and rehearse using all technological equipment. The model for these presentations are the kinds of formal public presentations applicants are asked to give when seeking artistic leadership positions in the community or faculty positions in higher education.

Video documentation of the candidate’s Culminating Project event must be part of the oral presentation, but should take up no more than 50% of the presentation time. Additional visual aids and handouts may be used. The candidate should discuss the format, content, and style of the presentation with her or his Culminating Project Mentor.

The Final Oral Presentation and Examination is a formal academic event at which the candidate is examined for the degree for which she or he is making application. All participants should remember that these are not social occasions and candidates are not expected to provide refreshments. The Chair of the examination committee reserves the right to ask observers to leave at any time.
Policies Governing the Final Oral Presentation and Examination:

1. Final Presentations for master’s degrees are scheduled for the first week in April for students completing degrees in May. The MFA Program Coordinator selects the date, time and location.

2. The examination is one hour in length, excluding the executive session.

3. The Final Oral Presentation and Examination follows a general outline, which includes the following:
   a. The Culminating Project Mentor serves as the Chair of the Final Oral Presentation and Examination Chair and welcomes participants, introduces candidate and committee members and explains the format and protocol for the proceedings.
   b. Oral presentation by the candidate for 20-25 minutes.
   c. Initial questioning by members of the candidate’s committee.
   d. Questions from observers after which they are thanked by the Committee Chair for attending and asked to leave.
   e. Continued questioning of the candidate by members of the committee.
   f. Committee deliberates in executive session (candidate leaves the room).
   g. Candidate returns and the Committee Chair, with members of the committee, informs the candidate of the results.
   h. Committee Chair informs the Graduate School, in writing, of the results of the Final Examination.

4. The MFA candidate is responsible for bringing the Final Examination Form to the meeting.

Review of the Culminating Project Final Oral Presentation and Examination

Once an MFA Candidate’s Culminating Project Oral Presentation and Examination has been reviewed by the MFA Committee, there are four typical outcomes:

- **Approved** without additional revision to the presentation,
- **Approved Conditionally** pending revisions to the presentation,
- **Deferred** pending the completion of significant revisions to the presentation, an additional presentation, and further review by the Committee, or
- **Not Approved**.

Following the successful completion of the Culminating Project Final Oral Presentation and Examination, the MFA Committee will sign the Final Examination Form and the Professional Paper signature page, which includes the title of the Oral Presentation. (Please note students are responsible for printing the title page, which should include the title of the Oral Presentation, and obtaining the necessary signatures.)

Candidates will then make two copies of the Final Examination Form and Professional Paper signature page:

- One copy will go Penny Lewis in the Office of the Department of Dance
- One copy should be kept by the students for his or her personal records
- The student will walk the original forms to the Graduate School

Candidates who fail the Final Oral Presentation and Examination may repeat the examination once. If they do not successfully complete the examination a second time then the MFA candidate will typically need to re-enroll in DNCE 5973 Professional Paper in the following semester and completion of the MFA program will extend beyond six semesters.

*A student must be registered in DNCE 5973 during the semester the Final Oral Presentation is given to receive faculty consultation on choreographic projects, portfolios, and the professional paper.*
It is the responsibility of the student to apply to the Graduate School for graduation, to check and ensure that all required forms and materials have been received by the Graduate School, and to meet all deadlines for the submission of professional papers and theses.

Detailed information regarding deadlines, graduation application, title pages, degree plans and other forms and all Graduate School policies may be found on the Graduate School web site: http://www.twu.edu/gradschool/
The focus of the M.F.A. program is on creating a significant body of work that represents a high level of artistry, original creative exploration and a sophisticated understanding of the artistic process in dance. Like the Ph.D., the M.F.A. is a terminal degree, and therefore, the Professional Portfolio carries considerable weight in meeting the requirements for the M.F.A. degree (as does the dissertation in the doctoral program). The DVD and written materials presented in the Professional Portfolio should be considered a significant artistic contribution upon which the M.F.A. graduate can build a career as a working artist in academic or professional settings.

The Professional Portfolio documents the Culminating Project and represents the student’s capacity for achieving artistry as an independent dance artist and future leader in the field, as demonstrated by:

- Capacity for original thinking.
- Sophistication and refinement of artistic work.
- Ability to work independently while seeking critical review from peers and faculty at appropriate intervals during the process.
- Competence in the artistic process skills of the choreographer, performer, and/or performance coach.
- Understanding of the various factors that contribute to the effective realization of a dance project with significant scope.
- Ability to engage in reflective thinking, assess artistic choices, and use this information to develop, refine, and/or enhance personal approaches to dance making.
- Understanding of the aesthetic ideas that inform the student’s creative work and how her or his artistic endeavors are part of a larger world of art making.

The DVD of the Culminating Project in the Professional Portfolio serves as a representation of the nature and quality of the artist work being submitted for the requirements of the M.F.A. degree.
Guidelines for the Professional Portfolio

The Professional Portfolio should include the following items:

1. Project Description from the Culminating Project Proposal
2. Culminating Project Proposal
3. Culminating Project Analysis
4. DVD of the Culminating Project event.
   a. The DVD should only include the Culminating Project.
      i. The opening credits of the video on the DVD should include complete program
         credits, such as event title, event date(s), event venue, performers, music,
         costumes, lighting design etc.
      ii. If the Culminating Project involves a community outreach model then the DVD
         should include documentation of outreach events, including excerpts of classes,
         lecture demonstrations or workshops followed by at least one full-length event,
         most likely the centerpiece of the culminating project (i.e. a
         lecture/demonstration).
      iii. If the model for the Culminating Project involves a new media format such as
         video or other digital media then the final Portfolio may include documentation
         appropriate to that format, permanently storable and adequately representing
         the breadth and scope of the culminating project. (DVD or web based resource,
         etc.).
5. Curriculum Vita. (See suggested format in Appendix).

The Professional Portfolio should be first submitted to the Project Mentor by the 1st Monday following the Final Oral Presentation and Examination.

A final approved copy of the Professional Portfolio containing all elements should be given to the project mentor no later than the last day of classes in the semester in which all requirements for the degree are completed.

The Professional Portfolio will be added to the Department of Dance Archives.
Submission Format for the Professional Portfolio

The Professional Portfolio is placed in the standard Department of Dance plastic portfolio case. A sample is available in the Dance Office. All Professional Portfolios must be submitted in the standard case. The design of the photo and label should communicate artistically a sense of the choreographic aesthetic and artistic vision of the candidate. The Professional Portfolio must be submitted in the following format and contain all required information listed below:

Name and Date on the spine of the plastic case.

Photo visible on the front cover with the following information:

Name, B.A.
Candidate for the Master of Fine Arts in Dance
Texas Woman’s University
College of Arts and Sciences
School of the Arts
Department of Dance
May, 2016

Submission Procedure for the Professional Portfolio

The Professional Portfolio including a copy of the signed Culminating Project Professional Paper Signature Page is placed in the standard Department of Dance plastic portfolio case. This case should then be submitted to the Culminating Project Faculty Mentor, who will file the portfolio with Dayna Morgan to be placed in the Department of Dance Archives.

Checklist for Professional Portfolio materials:

______ Project Description from the Culminating Project Proposal
______ Culminating Project Proposal
______ Culminating Project Analysis
______ Copy of Signed Professional Paper Title Page
______ DVD of the Culminating Project event
______ Curriculum Vitae.
______ Has the Professional Portfolio been placed in the required case?
______ Has the case been labeled correctly with all required information?
______ Is the Professional Portfolio professionally and artistically presented?
Spring 2016 Deadlines for MFA Culminating Project Proposals, Analysis and Presentation

Please note that the deadline for students to integrate faculty feedback and provide a revised draft is one-week.

**Culminating Project Proposal**

Tuesday, January 19, 2016 (week one)
- Student’s Culminating Project Proposal to project mentor

Monday, January 26, 2016 (week two)
- Project mentor requests revisions, if necessary

Monday, February 1, 2016 (week three)
- Final draft, integrating requested revisions to MFA Committee for review

Monday, February 8, 2016 (week four)
- MFA Committee requests revisions, if necessary

Monday, February 15, 2016 (week five)
- Final draft Culminating Project Proposal, integrating requested revisions, to MFA Committee for approval
- If proposal not approved, MFA Candidate may need to defer for a semester

Please note that typically multiple drafts of the Culminating Project Proposal are needed before the student is able to effectively articulate and conceptualize their Culminating Project. In such situations this schedule is extended, based on one-week deadlines for integrating feedback and providing revised drafts.

Nonetheless if the initial Culminating Project Proposal provided to the project mentor on the first day of the semester is of inadequate quality or if the student does not fulfill deadlines, the MFA Candidate may need to defer for a semester.

**Culminating Project Analysis**

As you know from the CP proposal process, writing the CP analysis is a multi-draft process and you will need to use your time as efficiently as possible. Students should integrate feedback and provide revised drafts, as soon as possible, rather than using a whole week to do so.

Tuesday, January 19, 2016 (week one)
- Student’s Culminating Project Analysis to project mentor

Monday, January 26, 2016 (week two)
- Project mentor requests revisions, if necessary

Monday, February 1, 2016 (week three)
- Culminating Project Analysis integrating requested revisions to second MFA Committee for review
Monday, February 8, 2016 (week four)
  • Second MFA Committee member provides feedback
  • Project Mentor directs student in integrated second committee member feedback requests and revisions

Monday, February 15, 2016 (week five)
  • Culminating Project Analysis integrating feedback of second MFA committee member to Project Mentor for review

Monday, February 22, 2016 (week six)
  • Project Mentor requests revisions, if necessary
  • If analysis approved Culminating Project Presentation development begins
  • If analysis not approved, MFA Candidate may need to defer for a semester

**Professional Presentation**

Monday, February 29, 2016 (week seven)
  • Culminating Project Presentation due to Project mentor

Monday, March 7, 2016 (week eight)
  • Project mentor requests revisions, if necessary

Monday, March 14, 2016 (spring break)
  • Revised Culminating Project Presentation to Project mentor

Monday, March 21, 2016 (week nine)
  • Project mentor requests revisions, if necessary

Monday, March 28, 2016 (week ten)
  • Latest date for submitting Culminating Project Presentation to Project mentor, if intending to graduate in May. Culminating Project Presentation submitted after this date will be reviewed for August or December graduation.

Monday and Tuesday, April 4 and 5, 2016 (week eleven)
  • Final Oral Presentation and Examination

Friday, April 15, 2016 (week twelve)
  • Certification of Final Exam due to Graduate School for May graduation
The M.F.A. Committee and Role of the Committee Members

The M.F.A. Committee is comprised of Coordinator, Prof. Jordan Fuchs, Prof. Sarah Gamblin and Prof. Mary Williford-Shade. Other members of the Dance Graduate Faculty may be added to individual student committees. The Department Chair serves as an ex officio member.

The M.F.A. Committees for Culminating Projects will be comprised of two M.F.A. Committee members. The full three-member M.F.A. Committee will meet for the Second-year Review and Culminating Project Debriefing.

The role of the M.F.A. Committee is to provide guidance, support, and critical review as the student progresses through the various phases of the program. The student should work closely with her or his advisor and/or project mentor throughout the various stages of the program. Written proposals and documents should not be circulated to members serving on committees until the student and the advisor and/or project mentor agree that the document is in final draft form. Although these documents are not distributed until they have been refined, the student is expected to discuss his or her ideas with the faculty members serving on his or her committees while the proposals are being formulated.

While the major responsibility of directing the various stages of the Culminating Project rests with the project mentor, the committee members will serve as consultants to provide guidance, support and critical review throughout the development and realization of the Culminating Project. The student is responsible for seeking guidance at appropriate intervals during the process.

The Roles of the Academic Advisor and Project Mentor

Academic Advisor

Upon acceptance to the M.F.A. program each student is assigned an academic advisor. This faculty member will assist the student in formulating a program of study, facilitate the Second-Year review and work with the student on preparing the Degree Plan (to be submitted at the Second Year Review and finally to the graduate school by the end of the 4th semester).

Project Mentor

After the Second-Year Review, in consultation with the MFA committee, the student will select a project mentor who will mentor the development and implementation of the Culminating Project, the writing of the Professional Paper and the preparation for the final oral examination. The Culminating Project Mentor is the ‘major professor.’

The Committee Process

Culminating Project Committee members are selected because they have particular knowledge and expertise related to the student's research and dance making interests. You should make every effort to utilize the members of your committee by seeking consultation at appropriate intervals throughout the process. However, committee members do not receive load credit, therefore, the project mentor is responsible for the initial review of all written drafts and ensuring that these drafts are in polished form before being submitted to members of the committee for review. The valuable time of committee members should not be imposed upon by asking them to read drafts that have not been carefully and thoroughly edited.

No drafts of the prospectus, thesis, or professional paper/project should be submitted to the members of the committee without prior approval from the project mentor.
The working relationship with the major professor is an important part of ensuring a successful research process and the timely completion of the Culminating Project components. She or he serves as the student's scholarly mentor and guides the student's research and the writing the process. It is understood that at this phase of the program the student works independently and is responsible for establishing the pace of the work and completing the research document in accordance with all Graduate School and Department of Dance policies and deadlines.

The following suggestions may be helpful in facilitating productive discussions with your research advisor and establishing an effective working relationship.

- It is helpful to discuss working style early in the process, particularly how drafts will be submitted, reviewed and comment provided, as well as the process for submitting revisions and circulating work to other committee members.

- In consultation with your mentor, develop a working calendar for each phase of the research process. Make sure to take into consideration your commitments as well as those of your advisor, the required one-week reading time, summer schedules, and university deadlines. These are particularly critical during the semester you are planning to complete the degree requirements and attempting to meet graduation deadlines.

- It is your responsibility to come fully prepared to meetings with your project mentor. You might find it helpful to prepare outlines, visual models, or idea maps to focus discussions. In addition come prepared to take notes and following the meeting to summarize these notes in an email to your mentor.

- The content of the proposal, analysis and presentation and the style of the writing are guided by the nature of the research. As the Culminating Project components are being developed discuss their overall concept, content, and format with your advisor. You will find it productive to review course materials from DNCE 5023 Research Methods and review recently completed professional papers.

- All work submitted for review should be polished to the best of your ability and in correct form, including all citations in the agreed upon style format. Students should use the Chicago Style Manual. Recognizing that a first draft typically has problems that you have not been able to solve, it is helpful to provide your research advisor with this information. Sometimes it is useful to include specific questions to facilitate the critical review of your work.

- If an editor or writing coach is to be used, discuss with your project mentor appropriate working relationships and responsibilities. She or he may want to schedule a meeting with you and your editor to clarify specific aspects of the writing process. Remember that the purpose of an editor is to assist you in polishing the formal rhetoric, grammar and syntax of your writing. The ideas and research must be your own. **In the acknowledgments it is imperative that you acknowledge the contributions of your editor or writing coach.**

- Students should be aware that few faculty teach during the summer sessions and winter break and should plan their work accordingly.
Description of the Dance Movement Practices Component

Mission or Purpose of the Technique/Performance Component

Why do we study technique?

The purpose of study in the Technique/Performance Component of the graduate and undergraduate programs at TWU is to facilitate the development of creative performers with strong individuality that are able to actively engage an audience as well as sustain a critically and socially responsible community of creative artists. The nature of a dance technique class is to be physical, move one’s body and have physical contact with others in each class. The study of technique, as an integral element of a studio practice that leads to performance and choreographic artistry, is viewed as a form of scholarly inquiry, and in keeping with the mission of the Department of Dance, provides a context for theoretical studies within the program.

Students should be able to identify and embody the kinesthetic, aesthetic, and stylistic practices of a designated technique by the end of each semester. By doing so, each dancer will continue to build an articulate, efficient and fully integrated movement style that includes inherent, learned, and improvised movement as well as reflecting an understanding of technical-somatic practices, and musical acuity. In addition, TWU Dance strives to cultivate an environment of professionalism and encourages respect for one another and our processes, recognizing that we are part of a larger community and share responsibility in the maintenance of the health and history of our art.

Technique Level Placement

Technique level placement determinations are made by the technique committee coordinator in consultation with the graduate faculty. Incoming graduate students are assigned appropriate levels typically at the M.F.A. audition. At the end of the school year, technique level placement is reassessed by the technique committee and returning students are informed of their technique level placement for the following fall semester.

All students must enroll in the technique level in which they are placed. If students would like to take additional technique classes they may concurrently enroll in the level below the level in which they are placed. For example if students are placed in level IV technique class then they must enroll in level IV and may also elect to enroll in level III. If students are placed in level III, they must enroll in level III and if they wish to take an additional class, they may elect to take level II.

Only level III and level IV technique classes (DNCE 5301, 5311, 5281, 5291) will be counted toward the Master of Fine Arts degree in dance. Therefore if students elect to enroll in a level II technique class they should enroll as an independent study (DNCE 5911) with the permission of the teacher and under the supervision of the advisor.

Because the TWU Department of Dance and The MFA program are grounded in Contemporary Dance practices, it is expected that all MFA students will enroll in at least one Techniques in Contemporary Dance I or II class DNCE 5301 and DNCE 5311 at the appropriate level every semester.
Coordination of the Technique Program

The Technique Committee is comprised of the dance major technique instructors during a given semester, the Coordinator(s) of the Somatic Fitness program and a representative from other bodywork classes that may be offered during a particular semester. The committee will typically meet at four intervals during the course of the semester: once during the first week of classes, before mid-term and before and after the formal assessments. The responsibilities of the Technique Committee will include the following:

1. Set annual goals for the Technique/Performance Program guided by the outcomes of the Institutional Effectiveness Assessments.
2. Review course syllabi and discuss creative ways for each teacher to implement the concepts and material.
3. Cross reference rolls for technique, bodywork and performance classes.
4. Discuss assessment processes including final and mid-term assessments. The agenda should include such items as structure of the evaluations, assessment criteria, guidelines and consistency of grading procedures within the dance major technique classes, and criteria for promotion.
5. Make decisions about promotions of students in all dance major technique classes.
6. Review requests from students seeking approval for additional technique classes.
7. Review requests from students for technique course substitutions.
8. Make recommendations to the Department Chair regarding schedule of technique classes and teaching assignments.

Students who have suggestions or need clarification of the policies regarding the technique program should contact Professor Sarah Gamblin, Chair of the Technique Committee.

Technique/Performance Mission developed in 1997
By a faculty committee chaired by M. Williford-Shade
Approved: Fall, 1997
Revised: Spring, 2006
Like the performance curriculum, the choreography curriculum assumes the choreographer-at-work as the paradigm for teaching/learning rather than traditional choreographic design principles or elements. The goal is to guide each student in the discovery of her or his own creative voice. The focus is on the development and refinement of personally-relevant approaches to dance making. While the specific emphasis of the choreography curriculum is on facilitating the development of artistic process skills, teaching and learning is shaped by the symbiotic relationship of process and product. In this sense, we are interested in how the process shapes the product and the product, in turn, shapes the process.

The M.F.A Choreography Program is designed to include experiences that will prepare the professional for full immersion in the field of contemporary dance as an artist, producer and director of choreographic enterprises. Ample opportunities are provided both inside and outside of formal class meetings to develop, experiment with, and implement individual artistic ideas in an environment that values both the failures and the successes that come out of taking large risks. The shape of the program is designed to provide opportunities to create, produce, and perform original work. Included in this program are: Guided and self-directed explorations of artistic processes and ideas; self-directed coaching and teaching/learning opportunities with undergraduates and fellow graduate students; numerous opportunities for critical engagement with peers and faculty; one-on-one mentoring relationships; opportunities for collaboration and a culmination of study through the design, implementation, and production of individual creative projects.

Graduate Choreography Program

The graduate-level choreography program is predicated on the assumption that graduate students have studio experiences and dancemaking knowledge equivalent to the undergraduate choreography program.

At the graduate-level the choreography curriculum includes advanced-level MFA workshops in improvisation and choreography, performance process, production design and individual dance making projects which comprise the MFA portfolio. M.F.A. choreography and performance workshops (offered under the numbers DNCE 5233 or 5222) are open to M.A. and Ph.D. students.

For M.F.A. students, the focus is on creating a significant body of work that represents a high level of artistry, original creative exploration and a sophisticated understanding of the artistic process in dance. Like the Ph.D., the M.F.A. is a terminal degree and therefore the body of work presented to meet the Professional DVD Portfolio requirement carries considerable weight in the program (as does the dissertation in the doctoral program). This body of work should be considered a significant artistic contribution upon which the M.F.A. graduate can build a career as a working artist in academic or professional settings.

M.A. students engage in choreographic study as part of a comprehensive course of study in which they are deepening their understanding and skills in all facets of discipline. As an initial graduate degree, emphasis is on breadth and choreography and performance requirements are an integral part of this breadth of study.
Evaluation and Assessment of Choreography

Evaluation/assessment is a process of thinking about what choices have been made and whether these are appropriate choices. At the center of the evaluation process in the choreography program is the artistic intention of the student and how this shapes the process of creating the dance. Assessment focuses on what the choreographer does as well as on the dance as it emerges in rehearsal and is refined throughout the performance process. By placing the student’s work at the center of critical discourse, faculty become facilitators of the teaching/learning process in choreography. Individual students’ processes often shape the content of choreography courses as these emerge in response to dance making projects designed by the teacher, and frequently, projects developed by the teacher and the students working together. Considerable care is taken to provide artistic mentoring without imposing personal aesthetics on the students’ work.

During each semester there will be a minimum of two scheduled showings of all choreography work in progress. These showings are held on Friday afternoons and all choreographers and performers are expected to be present for the entire showing. These showings provide opportunities for choreographers and dancers to engage in discussions about their own emerging works and benefit from seeing the works of others. All in-progress works that are being created as part of MFA Choreography/Performance Portfolio, Individual study Projects and Concert Choreography courses must be shown at these showings.

In addition to the two scheduled showings faculty will visit rehearsals at appropriate intervals during the semester. M.F.A. students working on DanceMaking Projects will meet approximately every two weeks on Friday afternoons.

Students, particularly those in the M.F.A. program, are expected to seek input from their peers as well as faculty and frequently invite observers to look at their work in order to provide critical review as the work takes shape. Please note that ‘working independently’ does not mean working in isolation – take advantage of the resources that are available to you.

Each semester there are several opportunities for performance, these include the following:

- **Proscenium and Dance Studio Theatre Concerts** Usually in November and April
- **Additional Venues** On and off campus, schedule varies. These are typically concerts produced by a MFA student or group of students in venues ranging from an on-campus studio theatre setting to site-specific concerts to concerts in a variety of DFW Metroplex venues which might include performances in galleries, festivals, loft spaces, and theatres.
Concert Adjudication Recommendation Committee

The Concert Adjudication Recommendation Committee was established in Fall 2002 to provide a process for reviewing and selecting works for the various concert venues. Works are adjudicated for the DanceMakers and Dance UpClose Concert Series each semester and recommendations from the Committee are submitted to its faculty members for review and approval.

The process used in the Department of Dance for adjudicating works is based on a committee structure used by most public universities known as “shared governance.” Shared means that everyone has a role. For this reason the Concert Adjudication Recommendation Committee is made up of students and faculty members.

While students and faculty both have a role in the process, it is the faculty who must remain accountable for the final decision and it is therefore their role to review the decisions made by the committee before making the final recommendation. The faculty final recommendation takes into account their perspective of the needs of the Department of Dance and Texas Woman’s University as a whole.

The Concert Adjudication Recommendation Committee is typically made up of at least four members, two students (one undergraduate one graduate student) and two faculty members. The undergraduate and graduate student members are elected by students enrolled in DNCE 4182 and DNCE 5913 respectively, prior to the adjudication process and may not serve two semesters in a row. Committee members may serve regardless of whether they are submitting work for adjudication.

The roles and responsibilities of the Concert Adjudication Recommendation Committee include the following:

- View all works at the final semester showing(s).
- Provide each choreographer with substantive ‘process feedback.’
- Recommend works and program orders for the two concert venues: DanceMakers, and Dance UpClose.

Summary of Adjudication Process

Following the final showings, the Concert Adjudication Recommendation Committee meets and goes through a simple, anonymous voting process.

The process requires the Concert Adjudication Recommendation Committee members to place each work in the appropriate venue for performance.

Throughout the voting process, commentary regarding personal opinions on the works is kept to a minimum, in an effort to keep the process as objective and impartial as possible.

In cases where there is a tie in voting, the Committee holds a secondary anonymous vote to determine its recommendations.

Generally the factors considered in the voting process include:

- Choreographic quality
- Performance quality
- Performance “readiness”

Additional programming considerations may include: genre, length of the work, appropriate venue and staging, technological requirements, uniqueness of choreographic vision, human and financial resources available for production, cast size. (For example, more intimate works or works performed in the “round” might be placed in the Dance UpClose, while works of a more graphic or architectural choreographic nature might be placed in DanceMakers.)
Once the Concert Adjudication Recommendation Committee has made its recommendations, the faculty committee members review those recommendations, taking into account the needs of the Department of Dance and Texas Woman’s University as a whole, before making the final adjudication decisions.

Works not selected for additional public performance will have fulfilled the course requirements for public performance through performance in the adjudication showing.

Adjudication Eligibility Policies

- All works created through Concert Choreography (DNCE 4182) and Dance Making Projects I-III (DNCE 5903), with dancers selected through the Performance (DNCE 3101 or DNCE 5211) audition process, or through a separate approved audition, as agreed to in an accepted Independent Choreographic Initiative proposal, and all pieces created through Culminating Projects I-II (DNCE 5913) are eligible for the adjudication process.

- Graduate student choreographers, enrolled in Dance Making Projects DNCE 5903, may adjudicate works, created outside of the DNCE 5903, provided they obtain faculty approval and have cast the work through a faculty approved audition process or with their peers in the graduate student cohort.

- In addition, faculty and guest artist choreographers, including student choreographers, creating work for DanceLab and IDC may also adjudicate work, provided they have cast the work through an open audition process.

- Students may adjudicate as many works as they like, but typically, no more than two works will be selected from a choreographer, whether as the sole choreographer or as a co-choreographer in a collaboration.

Eligible Performers

- Performers must be enrolled in technique class and in Dance Performance (DNCE 3101 or DNCE 5101) in order to participate in the adjudication process. To be considered for adjudication at the South Central Regional American College Dance Association performers must have at least a 2.5 cumulative grade point average.

- To use guest artist performers who are not enrolled in the University, choreographers must write a proposal providing a rationale for using these performers and have the proposal approved by the full-time faculty teaching the performance courses (Jordan Fuchs, Sarah Gamblin, Matthew Henley and Rosemary Candelario). Works with guest artist performers who are not enrolled in the University are not eligible for ACDA.

- To use TWU students who are not dance majors, choreographers must write a proposal providing a rationale for using these performers and have the proposal approved by the full-time faculty teaching the performance courses (Jordan Fuchs, Sarah Gamblin, Matthew Henley and Rosemary Candelario). These students must register for Performance (DNCE 3101 or 5101) and meet all requirements for the Performance course. If the student is not a dance major and his or her role does not involve “dancing” but performing of some other kind (acting, painting, reading, etc.) the student performer need not be enrolled in a technique class concurrently with Performance.

- In special circumstances, such as the loss of a cast member in mid-process due to injury or illness, after the choreographer consults with the faculty member supervising the choreography project, the choreographer may be allowed to find a replacement cast member.
Cast Size

Guest artists and faculty may use as many dancers as they like. **All student choreographers are limited to no more than eight (8) dancers.** Choreographers creating work for **Graduate Culminating Projects or Independent Choreographic Initiatives** may use more than eight dancers only after a written request providing a rationale has been approved by the Performance faculty.

Length of Works

There are no departmental policies regarding the length of a work submitted for adjudication. However, students are encouraged to discuss the length of their works early in the process with their Concert Choreography (DNCE 4182) or Dance Making Projects I-III (DNCE 5903) teachers/mentors. It is important to remember that works considered for performance at ACDA must be less than 12-minutes in length. In addition, longer works are more difficult to program than shorter works, and thus the length of a dance may impact the decision regarding performance venue.

Independent Choreographic Initiative

The **Independent Choreographic Initiative (ICI)** provides an opportunity for the exceptional undergraduate and graduate choreographer to gain additional choreographic experience through producing a concert of her or his own work, usually in a late night 10 p.m. performance following the Friday night of the Dance UpClose concert.

**Independent Choreographic Initiative Proposal**

Students interested in developing an **Independent Choreographic Initiative** should initiate discussion with a faculty member at least one year in advance of the proposed project.

Working with the faculty advisor, the student should develop a short proposal that will include the following:

- a description of the proposed project
  - What it is you envision doing?
  - What resources and support will you need from the Department to fulfill your vision?
- a statement of how this project will contribute to your artistic growth and development
- a justification for your project
  - What will you seek to accomplish through this project that you cannot accomplish through other choreography/performance opportunities or independent study available in the program?

It is important that the proposal demonstrate that significant planning has already occurred and that you possess sufficient artistic and production skills to successfully fulfill your project. The proposal must be well written and thoughtfully prepared. (Ask the faculty mentor for samples of previous proposals.)
Given the size of the Department and the complexity of production schedules, it may not be possible to approve all projects that are worthy of production. Criteria for the selection of Independent Choreographic Initiative projects will include the following: record of choreographic experience, artistic merit of previous choreographic work, demonstrated knowledge and skills to carry out the project, potential quality of the proposed project, evidence of the ability to provide leadership for the project, a minimum 2.75 student cumulative grade point average, department production schedules, and production resources available to support the proposed project.

Independent Choreographic Initiative project proposals, will receive an initial review by the faculty members who are currently responsible for producing the DanceMakers Concert Series. Proposals worthy of further consideration will be brought to the full faculty for review and comment. The final selection of Independent Choreographic Initiative projects will be made by the concert production faculty, in consultation with the Department Chair.

Producing Independent Choreographic Initiative Projects

If an Independent Choreographic Initiative project is approved, the student must register for DNCE 4182 Concert Choreography or DNCE 5903 DanceMaking Projects. One of the concert production faculty will serve as the project mentor.

Students producing Independent Choreographic Initiative projects may hold their own audition for dancers, provided the audition is open to all Department of Dance students. Guidelines for eligible performers, cast size etc. can be found in the Adjudication Policies.

Students must assemble their own production crew in consultation with the Technical Director. This includes a lighting designer, back stage crew, stage manager, ushers, sound operator, light board operator etc. Production hours are not given to students for working on ICI.

The Department will provide production hours for a two-camera shoot of the Independent Choreographic Initiative and a basic performance program, provided the student initiates contact with the Digital Media and Publicity Coordinators in a timely manner no later than six weeks before the concert date.

Typically tech and dress rehearsals take place on the Thursday evening following the Thursday afternoon performance of Dance UpClose.

Following the performance, the student as directed by her or his faculty mentor may be required to write a short one to two page statement discussing the Independent Choreographic Initiative and what they learned from the opportunity.

Students must be registered for DNCE 4182 or DNCE 5903 to receive any form of consultation on Independent Choreographic Initiative Project Proposal development.

Students engaged in producing an Independent Choreographic Initiative project must be continually enrolled in DNCE 4182 or DNCE 5903 throughout the process.

Students producing Independent Choreographic Initiative projects hold their own audition for dancers, provided the audition is open to all Department of Dance students. Guidelines for eligible performers, cast size etc. can be found in the “Adjudication Policies” section of this handbook. Students must assemble their own production crew. This includes a lighting designer, back stage crew, stage manager, ushers, sound operator, light board operator etc. Production hours are not given to students for working on ICI. Typically, tech and dress rehearsals take place on the Thursday evening following the Thursday afternoon performance of Dance UpClose.
Participation in the American College Dance Association

The Department of Dance annually participates in the American College Dance Association, South Central Regional Festival. The festival is usually in March and works are typically selected from those created and/or performed during the fall semester.

In May 2000 Stephanie Beauchamp’s work Fists of Spaghetti was selected for performance at the National American College Dance Festival in Washington, D.C. and Stephanie was one of nine national nominees for the Dance Magazine Choreography Scholarship.

In May 2010 José Zamora’s work Curios Y Serpentinas (2009) for 14 dancers was selected for the ACDFA National Festival and was performed at the Kennedy Center for the Performing Arts on May 27, 2010. José’s work was one of 30 selected from 431 works adjudicated in ten regional festivals. In 2009-10, over 6,000 students participated nationally in ACDFA festivals.

In May 2012 Elyse Cox’s duet Same As It Ever Was (2011) was selected for the ACDFA National Festival and was performed at the Kennedy Center for the Performing Arts on May 27, 2012. Elyse’s work was one of 30 dances from more than 400 works adjudicated in ten regional festivals chosen for performance.

All students who wish to create works for consideration for all public performance venues or ACDA must be registered for credit (MFA Portfolio, DNCE 5903, Individual study, or DNCE 4182 Concert Choreography for undergraduates).
Individual study Option

The individual study option (DNCE 5911 or DNCE 5913) is available for those interested in pursuing a problem of individual or professional interest that does not fall within the context of organized courses. In consultation with the advisor, students may initiate individual study problems/projects with members of the University graduate faculty.

All required courses must be taken as organized courses during the semester offered in the rotation schedule. Required courses cannot be fulfilled through individual study.

A syllabus for the individual study developed by the student and approved by the faculty member facilitating the individual study is due no later than the end of the 2-week of class in the fall/spring semesters and by the end of the first week of classes in the summer session.

The syllabus should include at least the following:
- Course description/focus of the individual study
- Goals, objectives and/or learning outcomes
- Plan of work to be accomplished
- Nature of the final product or documentation
- Criteria for evaluation

A summary document of work accomplished during the individual study must be prepared by the student and submitted to the faculty member at the conclusion of the semester in which the individual study was undertaken. The summary should be no longer than 2 pages and should provide a synthesis or abstract of the work for which credit will be awarded. The summary document will serve as a record of the individual study and will be placed in the student’s file as documentation.

All individual studies must be completed in the semester for which the student was registered for the course. No incompletes should be awarded for individual studies.
Concert Attendance Requirement

An important part of the educational experience in the performing arts is developing an understanding of how dance, music, and theatre are unique, yet interrelated art forms. Critical to becoming literate in the arts is being exposed to a variety of kinds of performances and having the opportunity to consider how meaningful worlds are created by choreographers, directors, composers, actors, musicians, and dancers. Furthermore, as an interdisciplinary department committed to collaborative art making endeavors, we all should share a commitment to supporting the work of our colleagues and fellow artists.

To this end, the Department of Dance, beginning Fall, 1998, requires all undergraduate and graduate dance majors to attend the following on-campus performances during the academic year.

**Fall Semester**
- Fall Dance Concerts and Showings
- One Drama Performance
- One Music Performance
- One Visual Arts Gallery Opening

**Spring Semester**
- Spring Dance Concerts and Showings
- One Drama Performance
- One Music Performance
- One Visual Arts Gallery Opening

All students will receive a TWU School of the Arts Culture Card and are required to submit the punched cards at the end of the semester. Students registered in Performance (3101, 5101) will submit their cards with the Performance Portfolios; all other students will submit their cards to their advisors.

Dance major students are expected to attend all Department of Dance concerts and events throughout the year. In addition, there are many dance, music and theatre performances and art exhibits throughout the Dallas-Ft. Worth Metroplex and students are strongly encouraged to take advantage of these opportunities.
TWU Attendance Policy

Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students’ grades. Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student’s immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to University policy, such determinations are within the discretion of the instructor. (See General Catalog.)

Attendance Policy for Departmental Sponsored Events

Only students participating in Departmental sponsored events, such as Kids Dance, Texas Dance Improvisation Festival, International Dance Company, and ACDFA, who have completed a Field Trip Information Form may be excused from class. (The Field Trip Information Form can be found on the Department’s website on the Toolkit page.)

Please note that the Field Trip Information Form requires the signature of the instructor for each class missed (inside and outside of the department) and must be returned to the sponsoring instructor, at least ten days prior to the day of departure. In addition students cannot participate in a Departmentally Sponsored Event if they will miss a class in which they are having serious scholastic difficulty or if they will be missing an announced test.

Department of Dance Grading Policy

Since performance in dance practice classes in particular relies almost entirely on the body and the work accomplished during each class, any absence from class will impact the grade. Studio classes include, but are not limited to, all technique/art making classes and studio-theory classes such as Movement Analysis, World Dance Forms, and Dance History.

For courses with three class meetings per week:
- Each absence will result in a “0” for the Daily In-Class Participation grade.
- Each absence after the second absence will result in a drop of one letter grade. For example, if your final grade is a B but you had three absences you will automatically receive a C. If you had four absences you will automatically receive a D, etc.
- 6 absences will result in an automatic F.
For courses with two class meetings per week:

- Each absence will result in a “0” for the Daily In-Class Participation grade.
- Each absence after the first absence will result in a drop of one letter grade. For example, if your final grade is a B but you had two absences you will automatically receive a C. If you had three absences you will automatically receive a D, etc.
- 4 absences will result in an automatic F.

Lateness and Early Departures
Students should not arrive late to class or ask to leave early. Typically, three (3) tardies and/or early departures will equal one absence. In order to insure all students are properly warmed up and prevent injuries, students arriving more than 5 minutes late for class may not be allowed to take class.

Memo of Verification of Absence
In the event that a student must miss class the student may obtain an absence verification memo from the Office of Student Life. The student will be responsible for providing the Office of Student Life with proper verification for the absence. This memo does not excuse the student’s absence from class, it verifies that the student notified and presented verification for the absence to the Office of Student Life. Excused absences, if made at all, are made at the discretion of the instructor only. The Office of Student Life may be contacted at 940-898-3615 - SU 206.

Additional Attendance Policies

Students should not arrive late to class or ask to leave early. Typically, three (3) tardies and/or early departures will equal one absence. In order to insure all students are properly warmed up and prevent injuries, students arriving more than 5 minutes late for class may not be allowed to take class.

There are certain rules of classroom etiquette that include but are not limited to: no use of technology equipment unless allowed by the teacher, no leaving class during an exercise unless there is an emergency, no going to the restroom between classes, no chewing gum, and no food/beverages other than water in the studio during class.

In the event of an injury or serious illness that prevents a student from engaging in any activity for more than two weeks, the student should drop the course rather than risk receiving a failing grade. It is not possible to make up missed studio work by submitting written assignments. However, students may continue enrollment in a class by fulfilling minimal participation requirements agreed upon with the teacher until recovery from the injury or illness allows for return to full participation.

Minimal or adapted participation may be in the form of substituting floor work for standing work, working upper body while sitting in a chair, adapting choreography assignments to accommodate physical limitations, refraining from jumping, or working with a reduced range of motion. In addition, an extended Pilates program may be the appropriate course of action during injury recovery. The goal is to maintain physical conditioning and fitness during recovery so that the return to full activity will not compromise health and wellness.

A period of minimal or adapted activity due to injury or illness should not exceed a total of four (4) weeks during any long semester.

Students should request to observe a class only in exceptional cases -- the expectation is that all students will participate even though the level of activity and kind of activity may be adjusted to accommodate specific health issues. If an observation is approved by the teacher, the student will take notes following specific directions given by the teacher. These notes will be turned in at the conclusion of class. The quality of these notes will determine the student’s grade for that particular day. Under no circumstances should students study for other courses during an observation. Typically, observations are considered one-half absences, as the student is not fully engaged in the activity or the class.
Should a student need to sit down during a technique class, she or he is expected to remain attentive and engaged with the class. Doing floor work, stretching, or otherwise adapting movement off to the side of the studio is appropriate. Sitting at the front of the studio, watching and learning through attentive observation is also appropriate. Lying on the floor, sleeping or engaging in conversation during class is not considered appropriate. Typically, ‘sitting out’ for three times equals one absence.
Residencies, Guest Artists and Visiting Scholars

Each year the Department of Dance provides several opportunities for students to interact with nationally recognized artists and scholars. The annual dance residency brings an artist and/or company to TWU for classes, performances, and lecture-demonstrations. The SUMMERDANCE program offers extended workshops with guest artists and includes technique, performance, repertory and composition. Several individual master classes in different dance genres are offered throughout the year. These opportunities to work with outstanding artists, particularly the residency activities and the SUMMERDANCE workshops, should be considered as an integral part of your dance study at TWU. In recent years guest artists have included, Nia Love, Tere O’Connor, K.J. Holmes, Stafford Berry, Miguel Gutierrez, Lisa Race, Mark Dendy, KT Niehoff, Michael Foley, Sean Curran, Bebe Miller, Mark Taylor, Kariamu Welsh Asante, Jennifer Keller, Teena Custer, Karinne Keithly, Melissa Young (Dallas Black Dance Theatre), Alexandra Bellar, Gesel Mason, Amii LeGendre, Rosalie Jones Daystar, Doug Elkins, Nycole Ray (Dallas Black Dance Theatre) and Larry Keigwin.

All students are expected to participate fully in all residency activities during the Fall and Spring semesters and should plan to attend at least two summer workshops during their undergraduate and graduate studies—one Summer Dance workshop is required for all students in the Department of Dance.

Visiting scholars offer graduate students and advanced undergraduates the opportunity to interact with writers/researchers who have made significant contributions to the dance literature or who have been key players in shaping certain aspects of the field. These lectures and summer seminars encourage in-depth exploration of topics not included in the core courses of the program and provide important opportunities to become part of the network of dance scholars. Visiting scholars have included Joann Kaaliinohomoku, Ann Cooper Albright, Sondra Horton Fraleigh, Larry Lavender, Judy Van Zile, Frances Bruce, Tina Hong, Carey Andrezejewski, and Margaret Wilson.
Scholarships and Financial Aid

The Department of Dance has a limited number of highly competitive scholarships that are offered in recognition of excellence in choreography, performance, and/or academic achievement. Some scholarships are designated for continuing students, others for new students demonstrating potential for artistic and academic achievement. These awards typically range from $500.00 - $1000.00. Some may include a waiver of out-of-state tuition. Students who receive scholarships are asked to volunteer four service hours each semester to help support the many activities of the department. Scholarships are awarded for one-year and students must reapply each year. Recipients of all dance scholarships must be full-time graduate or undergraduate dance majors. Except where noted undergraduates must have a GPA of 3.5 and graduates a GPA of 3.8 to be eligible. The deadline for all Dance Scholarships is March 1.

Scholarships Awarded by the Department of Dance

Excellence in Performance Scholarship Award

Awarded to a continuing graduate or undergraduate student for accomplishments in performance. Selection is based excellence, (achievement beyond expected norms) in performance based on the following criteria:

• Demonstration of extraordinary accomplishment in stage presence, physicality, technical clarity, artistry, awareness and effectively communicating the idea of the work in performance whether through the use of interpretation, imitation or improvisation.

• Demonstration of extraordinary accomplishment in the ability to engage creatively in working processes in rehearsal to aid the successful realization of the work whether in collaboration with or in service to the choreographer’s artistic vision.

• Demonstration of extraordinary accomplishment in professional work ethics in the rehearsal and performance processes: promptness, self-directedness, integrity, consideration of others and the commitment to the successful realization of the creative endeavor underway.

• All of the above are predicated on the student’s successful academic and artistic participation within the dance major as a whole.

Excellence in Choreography Scholarship Award

Awarded to a continuing graduate or undergraduate student for accomplishments in choreography. Selection is based excellence, (achievement beyond expected norms) in choreography based on the following criteria:

• Demonstration of extraordinary accomplishment in the role of artist/choreographer toward the successful realization of artistic vision.

• Demonstration of extraordinary accomplishment in the role of leader throughout the choreographic process toward the realization of artistic vision: leading all members of the cast in a fruitful realization of the artistic vision.

• Demonstration of extraordinary accomplishment in professional work ethics in the rehearsal and performance processes: promptness, self-directedness, integrity, consideration of others and the commitment to the successful realization of the creative endeavor underway.

• All of the above are predicated on the student’s successful academic and artistic participation within the dance major as a whole.
Aileene S. Lockhart Endowed Scholarship
Scholarship endowed by Professor Emerita Aileene S. Lockhart. Criteria include: 1) Academic and/or artistic achievement, 2) Graduate student but may be given to an undergraduate if no graduate student meets criteria, 3) must be a U.S. citizen.

Frankie B. Clark Endowed Scholarship
Scholarship endowed in memory of Frankie B. Clark, a former student of the College of Health, Physical Education, Recreation and Dance. Criteria: Must be a full-time student taking at least the minimum hours to qualify as a full-time student (12 credit hrs.) and have a C (2.00) GPA or higher. Scholarship should be awarded on the basis of financial need. Award may be given to an entering freshman.

Dance Scholarship Fund and Dance Endowment Fund Scholarships
Scholarships to recognize academic and/or artistic excellence may be given to new or returning graduate and undergraduate students

General Scholarship Fund Scholarships
The purpose of the General Scholarship Fund is to attract high achieving students -- 50% of the recipients for a given year must be new students. Priority of criteria: 1) Academic Excellence, 2) Financial Need.

In addition to the above scholarship, students are encouraged to seek scholarship support and/or financial assistance through the Office of Financial Aid. There are many university-wide scholarships and a variety of financial aid opportunities. See the General Catalog for specific information and contact the Office of Financial Aid directly. It is imperative that all application deadlines be met -- contact the Office of Financial Aid and pay very close attention to these deadlines and all application directions.
Appendix

(Recommended Format for Vita)

Curriculum Vita, 2014

Name
Street Address
City, State, Zip Code
Phone Number/ E-mail address

Education

2014 Texas Woman’s University Denton, Texas
M.F.A. in Dance (Candidate)

2000 Hallmark College City, State
B.A. in Dance, Rocket Science minor, Summa Cum Laude

Academic and Professional Appointments

2009 - present Graduate Teaching Assistant
Texas Woman’s University - Denton, Texas
Instructor - Improvisation, Modern, Ballet, World Dance Forms (online);
Assistant – Dance, Gender, and Culture

2008 - 2009 Instructor
Dance Discovery - Austin, Texas
Instruct and choreograph for toddler through adolescent in ballet, jazz, tap,
modern, hip-hop, and creative movement

2007 Graduate Teaching Assistant
Texas Woman’s University, Denton, Texas
Teacher of Record for non-major courses in ballet, modern dance and jazz

2006, May Guest Choreographer
Best Darn Dance Company, Addison, Texas
Created new group dance and taught daily technique class for a regional modern
dance company

1999-2004 Adjunct Lecturer
Your Favorite Community College, Big City, Texas
Modern technique, Choreography and Creative Dance for Secondary and
Elementary School Teachers
Dance Companies

2010 - present  Big Rig Dance Collective  
Denton, TX  
Dancer, and collaborator of a pick-up dance collective producing a monthly performance series, performances in regional festivals, and offering community classes

2009 - present  DanceLab  
Texas Woman’s University, Denton, TX  
Dancer and collaborator of experimental collective of dance artists directed by Sarah Gamblin that has performed at the Out of the Loop Festival in Addison, TX, Dan Silverleaf, Denton, TX, and ACDFA 2012, Laredo, TX

2009-2011  Merge Dance Company  
Texas State University, San Marcos, TX  
Performer

Performance

2012  No Beginning  
Dance UpClose, Texas Woman’s University, Denton, TX  
An eight-minute duet choreographed by Lance Armstrong about racing in the French Tour with music by the Pentecostal Salesmen

2011  Under the Benign Sky  
Arts Triangle, Texas Woman’s University, Denton, TX  
Choreography and art instillation by D. Chase Angier  
A guest performer for a 20-minute sight-specific performance for ten performers

2009  Great Dance Title  
Miller Outdoor Theater, Houston, Texas  
Choreographed by Wilma Doo  
A 57-minute quartet exploring negative space and proximal relations with music by DJ Spooky

Choreography

2012  Bling  
Dance Makers Concert, Texas Woman’s University, Denton, TX  
A 7-minute duet exploring love, loss and tax evasion to music by Tom Waits

2011  Home Made Dance Project  
Denton, TX  
A 45-minute site-specific work in an old vacant house at 418 Texas Street, exploring sense of place in the context of home; in collaboration with Amanda Jackson with live sound composition by the Hentai Improvising Orchestra
Get Be Dirty/Little Red Shoes
Big Range Dance Festival, Austin, TX
A 17-minute collaborative duet with Mary Gwen exploring historical women in country music and pageantry, to music by Wham

2010
Echoes of Other Dances
College of Collaborative Arts, Miracle City, Oklahoma
A 20-minute dance work created for 7-dancer student company, The Splits, created as part of a four-week guest artist residency, with music by Bach

2009
A Spoonful of Sugar
Texas Woman's University Department of Drama, Denton, Texas
Created choreography and stage movement and received citation for Excellence in Choreography from the Kennedy Center American College Theatre Festival

Theatrical Design and Production

2010
Costume Designer
Sheila Really Excellent Dance Company, New York University, New York, New York

2009
Lighting Designer
PoorPeopleDanceCompany, Majestic Theatre, Dallas, Texas

2008
Stage Manager
Spring DanceMakers Concert
Margo Jones Performance Hall, Texas Woman's University, Denton, Texas

Publications

2009

Presentations (These vary widely and also need to be tailored to the specific activity)

2006
One Foot In/Out the Virtual Doorway of Dance.
Society for Simultaneous Envisioning, Boston, MA
Invited presentation on panel entitled Futuristic Visions for Dance in the Post-Technological Age.

2005
Pedagogy of Possibility.
Texas Music Educators Association, San Antonio,
TXPresentation with Stuart Younse, Charles Harrill and members of the TWU Music Theatre Ensemble
2000  *Motion and Stillness, Sound and Silence, Form and Void: Interdisciplinary Teaching in the Arts*
Region XXIX Arts Education Faculty. Merry-Go-Round, Texas
A one-day workshop

**Service based on Professional Competence**

2006-2009  Worship Arts Assistant for Theatre and Dance
Grace Community Church, Gary, IN
Assisted worship arts pastor, co-produced Broadway Shows such as *Little Women*
and worked with incarcerated women

2006-2009  Board of Directors
Denton Dance Collective, Denton, Texas

2004-2006  Co-Director
Denton Dance Festival, Denton, Texas

2003-2005  Student Representative
Student Service Fee Committee Texas Woman's University, Denton, Texas
Reviewed applications for funding

2006-Present  Artistic/Administrative Director
My Name Dance Company, Denton, Texas
Hire dancers, arrange touring and rehearsal schedules, manage publicity,
fundraising and commission composers, visual artists, and costume designers for four to
six member unincorporated project-based dance company, presenting
two annual seasons at venues including Out of the Loop Festival, Addison, Texas and
Fusebox Festival, Austin, Texas;

**Certifications**

2010  Intermediate Labanotation Certificate

2009  Elementary Labanotation Certificate

2008  Texas State Teachers Certificate - Dance and Visual Art

**Reviews**

2008  *Sometimes It Happens*
“an entire universe of throbbing, sprinting natural life... a sense not of pathways or
travel, just of irresistible natural forces at work... magical.”
Jennifer Dunning
*New York Times*
Professional Training

(List teachers of note that you have studied with for an extended period of time.)

Ballet: Pat Colgate, Luz Morante, Shelley Padilla

Modern Dance: Joseph Alter, Jordan Fuchs, Sarah Gamblin, Melissa Nunn, Patricia Sandback, Leslie Seiders

Krumping:
Afro-Haitian Contact Improvisation:
Jazz and Tap:
Alexander Technique:
Choreography:
Movement Analysis:
Dance Aesthetics, History, Criticism:
Pedagogy:

Workshops: (List those that are one week or more)

2011 Cathy Martin, Amsterdam, the Netherlands

Master Classes Taken During Last Five Years:

2012 Bill Evans, Tempe, Arizona
2012 Katie Duck, San Diego, California
2011 Urban Bush Woman, San Diego, California
2011 K.T. Niehoff, Denton, Texas
2010 Rebecca Bryant, Denton, Texas

Courses Qualified to Teach

(List only those courses that you feel prepared to teach -- do not underestimate your abilities and do not over estimate them either)

Modern Dance - Beg. thru Adv.
Ballet - Beg. thru Adv.
Jazz - Beg.
Tap - Beg. thru Int.
Improvisation
Dance Composition
Directing Student Choreography Projects
Dance Appreciation
Introduction to 20th Century Dance History
Dance Production
Dance Pedagogy for Undergraduate Students
Awards and Honors

2012  Bessie Award

2011-2012  Alpha Chi Member
            Texas State University, San Marcos, Texas

2008-2011  Dean’s List
            Texas State University, San Marcos, Texas

2010  Grant ($15,000)
      New York State Music Fund
      To support collaboration with composer Big Bucks for the creation of Noize, Dance
      Theater Workshop, New York, New York

2009  Voice Pick
      Village Voice recommended performance of the week, New York, New York

2003  Pauline Bishop Memorial Scholarship Award
      Texas Woman’s University, Denton, Texas

Membership in Professional Organizations

2005-present  Dance Notation Bureau

2000-2010  Congress on Research in Dance

1995-2000  National Women’s Studies Association
To the Chair of the Department of Dance:

Please find attached a Culminating Project Proposal

written by ____________________________________________.

We have examined this Proposal for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Fine Arts with a major in Dance.

________________________________________
[Name, degree(s)], Major Professor

We have read this Proposal and recommend its acceptance:

________________________________________
[Other committee member, degree(s)]

________________________________________
[Other committee member, degree(s)]

Accepted:
Mary Williford-Shade, M.F.A., C.M.A,
Chair, Department of Dance

Filing Procedures – This form remains in the Department of Dance
1. Place proposal and original signature form in the student’s file in the Dance Office.
2. Place copy of proposal with signature form in Dayna Morgan’s mailbox for Dayna to place in the Approved MFA Proposals binder located in the Dance Graduate Library (DGL 119).
To the Chair of the Department of Dance:

Please find attached a Culminating Project Analysis

written by ____________________________________________.

We have examined this Analysis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Fine Arts with a major in Dance.

_________________________________
[Name, degree(s)], Major Professor

We have read this Analysis and recommend its acceptance:

________________________________
[Other committee member, degree(s)]

________________________________
[Other committee member, degree(s)]

Accepted:
Mary Williford-Shade, M.F.A., C.M.A,
Chair, Department of Dance

Filing Procedures – This form remains in the Department of Dance

1. Place analysis and original signature form in the student’s file in the Dance Office.
2. Place copy of analysis with signature form in Dayna Morgan’s mailbox for Dayna to place in the Approved MFA Analysis binder located in the Dance Graduate Library (DGL 119).
To the Dean of the Graduate School:

I am submitting herewith a professional paper written by [Type Your Name Here] entitled [Type Title Here]. I have examined this professional paper for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Masters of Fine Arts with a major in Dance.

[Type Name Here], Major Professor

We have read this professional paper and recommend its acceptance:

[Type Committee Member’s Name Here, degree(s)]

[Type Committee Member’s Name Here, degree(s)]

Mary Williford-Shade, M.F.A., C.M.A, Chair, Department of Dance
**Student ____________________________  Academic Year ________**

**OUTCOME:** By the end of the academic program, students will be able to create and implement a clearly focused and artistically significant culminating dance performance involving rigorous creative practices in performance, choreography, and pedagogy.

### Criteria for Assessment of Dance Making

<table>
<thead>
<tr>
<th>4) Exceptional</th>
<th>(3) Competent</th>
<th>(2) Needs Improvement</th>
<th>(1) Unacceptable</th>
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<tbody>
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<td>Work reflects the highest level of mastery of dance making characterized by sophistication, rigorous exploration, clarity of vision, risk taking, practical competence, insightful reflection, and a mature artistic and professional mission that exceeds expectations.</td>
<td>Work reflects mastery of dance making characterized by in depth exploration, clarity of vision, risk taking, discovery, and insightful reflection.</td>
<td>Work reflects minimal progress toward mastery of dance making characterized by a wide range of exploration, the presence of an artistic vision guiding the choice making, openness to exploring unfamiliar artistic territory, and critical reflection.</td>
<td>Work reflects no progress toward mastery of dance making characterized by a limited range of exploration, lack of focused artistic vision, guiding the choice making, working with generic vocabulary, and limited critical reflection.</td>
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</tbody>
</table>

### Performance:
Students will be able to apply technical skills, expression and artistry, somatic knowledge, and appropriate performance practices in the Culminating Project.

### Choreography:
Students will be able to create a meaningful world into which others can enter by creating movement content, shaping time and space, and selecting media, costumes, and sound that effectively realize the intentions of the Culminating Project.

### Pedagogy:
Students will be able to implement an effective pedagogy that imparts artistic ideas by creating a productive rehearsal culture, designing rehearsal strategies, and coaching movement material that results in focused, insightful performances that embody the artistic intentions of the Culminating Project.
OUTCOME: By the end of the academic program, students will be able to communicate, in written format, theoretical perspectives arising out of creative practices in performance, choreography, and pedagogy with sufficient breadth, depth, and currency to make a unique contribution of knowledge to the field of dance.

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<tr>
<th>Criteria for Assessment of Written Communication</th>
<th>(4) Exceptional</th>
<th>(3) Competent</th>
<th>(2) Needs Improvement</th>
<th>(1) Unacceptable</th>
</tr>
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<td>Communication reflects the criterion with sophistication and is logical and focused, involves appropriate breadth, depth, and currency, and delivers forward, independent, and imaginative thinking.</td>
<td>Communication reflects the criterion in a personally relevant way that is logical and focused and involves appropriate breadth, depth, and currency.</td>
<td>Communication reflects the criterion in a logical and focused way, but is inconsistent and needs work to fulfill appropriate depth, breadth, and currency.</td>
<td>Communication does not reflect the criterion and lacks logical links, is unorganized and difficult to follow, includes shallow references to ideas, and contains grammatical and syntactical errors.</td>
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Artistic Purpose: Students will be able to describe, analyze, and assess artistic activity.

Praxis: Students will be able to effectively theorize from personal artistic practices by collecting data from artistic activity, defining language, locating supportive creative frameworks, and applying relevant social, cultural, and political contexts.

Written Narrative: Students will be able to exercise a mature rhetorical structure and writing style free of errors, readable in syntax, and consistent with the nature of the research.

Organization: Students will be able to follow a cohesive and logical argument/discussion and organize ideas consistent with the nature of the project.
OUTCOME: By the end of the academic program, students will be able to support and assess, in a public presentation integrating verbal and digital formats, their culminating research and make relevant connections between ideas and current professional dance practices.

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<tr>
<th>Criteria for Assessment of Oral Presentation</th>
<th>(4) Exceptional</th>
<th>(3) Competent</th>
<th>(2) Needs Improvement</th>
<th>(1) Unacceptable Work</th>
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<tr>
<td>Verbal Communication Skills: Students will be able to make a clear and articulate verbal presentation of the ideas contained in the Culminating Project.</td>
<td>The presentation is articulate, clearly organized, sophisticated, poised and engaging, makes insightful connections to the professional field, inspires further discussion, and seamlessly integrates digital media.</td>
<td>The presentation is articulate, organized, makes connections to the professional field, enables discussion, and appropriately integrates digital media.</td>
<td>The presentation is not clearly articulated or organized, makes weak connections to the professional field, does not support further discussion, and ineffectively integrates digital media.</td>
<td>The presentation is not articulated or organized and does not make connections to the professional field, support further discussion, nor integrate digital media.</td>
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<td>Verbal Discourse Skills: Students will be able to respond to questions during the public presentation and oral examination with clarity and substance in a professional manner.</td>
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<td>Idea Synthesis: Students will be able to make relevant connections between the Culminating Project research and current professional dance practices and articulate how these will inform her or his professional practice.</td>
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<td>Scholarly Presence: Students will be able to present their research in a manner that makes a strong professional statement relative to the goals of the MFA degree.</td>
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<td>Digital Media Integration: Students will be able to present ideas and research through technological modes.</td>
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