Stephen F. Austin State University  
Department of Kinesiology and Health Science/Dance Program  
CRN 10813, DANC 3300 Choreography I  
Fall 2021

Instructor: Heather Samuelson  
Office: HPE 211  
Office Phone: 468-1614  
Department Phone: 468-3505  

Course time and Location: MW 1-2:15, HPE201  
Office Hours: TH 9-10:30 am, 1-2:30 pm  
Credits: 3  
Email: Samuelsoh@sfasu.edu

Prerequisites:  
4 hours of dance technique.

Co-requisite:  
Regular attendance in a level II technique class or higher.

I. Course Description:  
Choreography I is a physical and intellectual course in which the students will learn the basic skills needed to create choreography. This course is an advanced course in which the students involved are dance majors and minors; having advanced movement skills and background in dance technique to which they may apply to choreographic projects. The students’ main focus is on movement exploration through improvisation, composition with emphasis on spatial design, rhythmic and dynamic structure.

Students should expect a response to emails and phone calls within 24-48 hours from their contact efforts. This is only available Monday through Friday.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Justification:  
Choreography and Dance Composition I (3 credits) meets 150 minutes per week for 14 weeks and for a final exam. Course assessments are both theoretical and practical. Assigned readings and subsequent exams and quizzes require students to study between class sessions. Students are assessed through 4 major choreographic presentations. Students are required to utilize additional practice and rehearsals outside of class and in assigned locations. Students are also given comprehensive examinations over required and suggested readings. This equates to 2 hours per week
outside of class per credit hour. 150 minutes of Asynchronous minutes are applied to this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and disposition that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

Program Learning Outcomes:

1. Dance Technique The student will be able to execute intermediate/advanced level ballet, modern dance and jazz dance techniques. (Active)

2. Dance Production The student will be able to Identify and apply production values necessary for concert dance, including lighting, sound, costuming, and publicity. (Active)

3. Choreography The student will be able to identify, distinguish and apply the variety of choreographic devices, structures and forms used in contemporary concert dance. (Active)

4. Dance Kinesiology The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement. (Active)

5. Rhythmic Analysis The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement. (Active)

6. Dance History The student will Identify and discuss seminal works in the development of Western theatrical dance. (Active)

Student Learning Outcomes:
1. Demonstrate choreographic principles such as motif, theme and variation, use of space, time, and energy, positive/negative space through creation of solo and duet movement studies.

2. To learn the proper language and terminology needed to create choreography on one’s self or on a peer (PLO 6).

3. Edit, refine, embellish and amplify movement content while maintaining personal movement style, inspiration, and technique (PLO 1,4).

4. Develop musicality, spatial and rhythmic awareness while choreographing, and dancing to improve movement memory and personal style (PLO 5).

5. Distinguish the responsibilities of choreographer and dancer in the symbiotic relationship.

For additional information on meaningful and measurable learning outcomes, see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The students will be required to create a number of choreographic projects based on stimulating activities learned throughout the semester. Approaching each choreographic assignment, the students will journal their process, keeping record of where their motivation came from, how the process matures, the outcome of the process, and these journals are to be turned in at the midterm and final exam. The students will be given partner work to better understand the choreographic process on how to create choreography for solo/duet pieces. Each choreographic project will contain aspects of research to better engage each student in their journey through choreographing substantial work. The students are encouraged to use technology such as Youtube and DVD to observe substantial choreography in an effort to create personal, creative work.

All students are required to wear a face mask.

Tentative Danceworks Schedule (May be subject to change):

November 8-13, 2021

11/8  Set up light trees prior to class, Light Tech full show 4pm. Dances have a limit of 4-5 light cues.

11/9  Complete Light Tech if needed 4pm. Dry tech for tech crew. Dances have a limit of 4-5 light cues.

11/10  Dress Rehearsal: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 6pm run the show. Possible second run.

11/11  Opening night: Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, Show 7pm.

11/12  Second show. Crew call 4:30pm, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.

11/13  Final show. Call 1pm, warm up 1:15-2:15pm, show 3pm.

STRIKE AND MOP MARLEY
IV. Evaluation and Assessments (Grading):

Choreographing dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Face masks and gloves should be worn at all times. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives the students a good learning opportunity to listen to explanations and corrections the instructor has given out. Lack of participation for any sustained period of time due to illness or injury may result in the possibility of dropping out of the class entirely. **Daily participation means committing to the class and is worth a considerable amount of a student’s final grade.**

<table>
<thead>
<tr>
<th>Grading Percentages:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Attendance 15%</td>
<td>100-90 = A</td>
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<tr>
<td>Daily Participation 15%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Projects 20%</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>Midterm 25%</td>
<td>69-60 = D</td>
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<tr>
<td>Final 25%</td>
<td>59 or lower = F</td>
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**Daily Participation:**
For each class, the students have the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, having material ready, keeping up with their journal entries, and giving 100% effort. Students will lose points for being late or leaving early, not wearing proper attire, slacking off, having a bad attitude or being rude or disrespectful, and not having journals entered and ready. As stated before, a student who observes class will only earn partial points. No points can be earned if the student is absent.

**Choreographic Projects:**
Periodically throughout the semester, the students will be given instructions on specific choreographic projects and how to create them. These projects will include material discussed in class per each stage of the students’ choreographic journey. These projects are electronically recorded and are available for viewing upon a scheduled request. Each choreographic project will be graded on time (duration of material), content (consistency with classroom instruction), memory, use of space, and ability to make clear the content of the project.

**Midterm and Final:**
The Midterm will consist of a written midterm and a choreographed piece which will include all elements learned up to the mid semester point. The choreography
journal of each student is to be submitted on this date. The midterm choreography will not exceed 3 minutes per student and can be no less than 1 minutes. The midterm is also electronically recorded and available for viewing upon scheduled request. The Final is similar to the midterm, in that it consists of a written final and a choreographed piece that will cover all elements learned throughout the entire semester and may be set in a site specific location; being no less than 2 minutes and no longer than 4 minutes. The final is also electronically recorded and available for viewing upon scheduled request. The students’ journal is to be submitted on this date. As part of the final grade, each student will also Crew the Danceworks, November 8-13. Attendance for this concert will be taken daily.

Make-Up Policy:
Exams and choreographic projects will not be accepted late and cannot be made up, unless accompanied by a doctor’s note. Written assignments or journals will be accepted late, however, 1 letter grade will be deducted for each day the assignment is late. If the student is in good standing, absences can be made up by other assignments at the instructor’s discretion.

V. Tentative Course Outline/Calendar:

Asynchronous Minutes = AM

Week 1&2
8/23-9/1 Syllabus
Begin reading and discussing Chapters 5 & 9 over Space and Abstraction
Begin researching your favorite animal and its origin for the “Art/Animal” project (30 sec-1 minute of choreography) creating abstract movement. Research conducted outside of class. AM= 50 minutes.

Week 3&4
9/6-8 Cont. reading and discussing Space and Abstraction
The Process of a Choreographer TedTalk:
https://www.youtube.com/watch?v=hEVQdkRtbqI AM= 15 minutes.

9/8 Perform the “Art/Animal” project. Begin reading and discussing Chapter 6 over Time.

9/13-15 Begin assignment for the “Prop” project, which consists of 2 parts. Part 1- bring in a prop that the student has obtained from home. Part 2- create choreography based on the texture, color, weight, shape and
meaning/history of the prop, while incorporating elements learned from the book. (1-1 ½ minutes) creating in the Jazz genre.

**AM= 50 minutes**
How to use props in dance and rhythm - https://youtu.be/BS-LyKorcq8

**Week 5&6**
9/20-22 Cont. reading and discussing Time and working on the “Prop” project
9/27-29 Perform the object project “Prop” project. Receive midterm review and instruction for the movement midterm. 1 ½ - 2 minutes-Grocery Shopping). Creating movement by combining abstraction and Jazz.

**Week 7**
10/4 Review all course material for the written midterm.
10/6 Work Day- work on choreography in the classroom.

**Week 8&9**
10/11 Take the Written Midterm
10/13 Perform the movement Midterm/JOURNALS DUE
10/18-20 Begin reading and discussing Chapter 7 over Energy/Force & LMA
Receive instruction for the Paper project, which consists of 2 parts. Part one- LMA/energy/dynamics. Part 2- Forming and motifs. Creating in a contemporary/balletic style while maintaining abstraction.

Choreography TedTalk- https://www.youtube.com/watch?v=GaKMQwhsAk AM= 20 minutes

**Week 10&11**
10/25-11/1 Begin reading and discussing Chapter 8 Compositional Structures used in choreography and cont. working on the Paper project
11/3 Perform the Paper project. Begin final movement project; site specific duet/trio choreography.

Week 12&13
11/8-10 Work Day on final movement project. Using the selected site and its contents as inspiration for dance movement. Creating abstractly.

Site-specific Choreography by Trisha Brown:
https://www.youtube.com/watch?v=MpGsEOR9db0&list=PLEXJWuATJ93wstkJ333hSV0u0eHOF1eCv. AM = 5 minutes.

11/10 JOURNALS DUE
11/8-13 Danceworks Concert
11/15 Film and Submit site specific work to the choreography folder on D2L for a final movement grade.
11/17-18 Dance Workshop in HPE Big Gym 8am-4pm
11/18 Auditions for Danceworks Spring Semester 4-7pm.

Week 14, 15, &16
11/20-28 THANKSGIVING BREAK
12/TBA Written Final

HAVE A GREAT CHRISTMAS, FESTIVUS, HOLIDAY BREAK!!

December 11, 2021- COMMENCEMENT!!

FINAL EXAM SCHEDULE CAN BE FOUND AT: http://www.sfasu.edu/registrar/194.asp

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STRIKE AND MOP MARLEY

Attendance: Each student is allowed to miss 2 individual classes for any reason, i.e., sick, tired, skipping, sleeping, traveling. Each additional absence, after the initial 2, will drop the student’s final grade by 1 full letter grade. For example, assuming the student currently holds an “A” in the course: 3 absences = B, 4 absences = C, 5 absences = D. Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class. An absence will be excused if the student notifies the instructor when late and when the student presents a doctor’s note the next class day that he/she is ok to return to class. Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to class and forgot to bring the doctor’s note. Points will be deducted for students who leave class prior to dismissal. If the student is tardy, they will be counted absent! Attendance will be strictly enforced. It is the responsibility of the student to keep track or their number of absences. The student may ask the instructor on the amount of absences accrued, but please do this at the end of class.
### VI. Readings (Required and recommended—including texts, websites, articles, etc.):


**Required Attire:**
Women: Black leotard, tights (pink or black), no shoes. You may wear jazz pants or hot shorts.
Men: White T-shirt, jazz pants or knee length shorts, dance belt, no shoes.
Hair should be pulled up and away from the face. This is best for the dancer’s safety and it also helps in the mastery of dance technique and choreography. Please do not wear dangling jewelry and there should be absolutely **NO GUM IN CLASS!**

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
<th>InTasc</th>
<th>NDA/SHAPE</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<tr>
<td>Exam 2</td>
<td>1.3</td>
<td>1.6k, 1.7k, 1.8k, 1.9k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
<td>1</td>
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<tr>
<td>Exam 3</td>
<td>1.3</td>
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<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<tr>
<td>Critique</td>
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<td>1.7k, 1.8k, 1.9k, 3.8s, 3.9s, 3.13s</td>
<td>3g, 5i</td>
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<td>3</td>
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<tr>
<td>Journal/Reflections</td>
<td>1.5</td>
<td>1.1k, 1.2k, 1.11s, 2.2k, 5.5k</td>
<td>1c, 2a</td>
<td>3m, 5c, 6i, 6q</td>
<td>6</td>
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VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes’ and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade
change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline   1(800) 273-TALK (8255)
Crisis Text Line:  Text HELLO to 741-741

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling
responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
IX. Other Relevant Course Information:

Dance Program Cleaning List for the Studio, Alcove, and Conditioning Room

ALL CLEANING SUPPLIES ARE LOCATED IN THE DANCE STUDIO SOUND CLOSET WHERE THEY WILL BE AVAILABLE AT ALL TIMES. IF SUPPLIES ARE LOW OR EMPTY, PLEASE INFORM THE FRONT OFFICE; THIS INCLUDES THE HAND SANITIZER STATIONS.

Cleaning protocols should be performed before/after each class and rehearsal.

1. To create a clean flow of traffic, please enter the studio through the main door and exit the studio through the back door; located at the back of the studio near the chalk board.

2. Do not loiter in the hallways, alcove, dance studio, or faculty offices. If you do not need to be in the building, please return to your dorm/apartment or enjoy the beautiful outdoor spaces on campus. If you have a half hour break, you will need to leave the building and then return 5 minutes before class or rehearsal.

3. Disinfecting wipes will be used to clean the ballet barres. 2-4 dancers, wearing gloves, need to clean the barres before/after each class and rehearsal regardless if they were used or not.

4. Disinfecting spray or wipes will be used to clean ALL door handles, inside and out, and light switches. 2 dancers, wearing gloves, are needed.

5. Locker handles and the interior of the lockers MUST be sprayed with disinfectant spray after every use.

6. 2 dancers will sweep the dance studio floor using the push brooms in the sound closet. The debris will be thrown away in the dance studio trash can NOT the trash can in the sound closet.

7. All hard surfaces in the sound closet are to be wiped down with disinfectant wipes and the cubby holes are to be sprayed with the disinfectant spray. 2-4 dancers, wearing gloves, will clean this space.
8. The sound box will need to be wiped down with a disinfectant wipe, inside and out. The sound box is not available to students after hours. You must provide your own speaker for your rehearsals.

9. Equipment in the conditioning room is only to be wiped down with the vinegar solution located in the spray bottle on the sink. Any other chemicals can damage the equipment.

10. The last class or rehearsal in the space is responsible for throwing away the trash. 1-2 dancers are need to remove the trash from the studio/alcove/conditioning room and throw it away in the dumpster. The dumpster is located outside of the HPE in the front corner of the faculty parking lot.

Classroom Etiquette
Classroom Rules of Conduct:

1. Please be on time. It is considered disrespectful to walk into a dance class late. If the student is tardy, he/she should first ask the instructor for permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.

2. Please no cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying.

3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. Please pick up after yourself and throw away any trash you might bring into the dance space. **ABSOLUTELY NO GUM!**

4. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.