Stephen F. Austin State University
School of Theatre and Dance
CRN 27620, DANC 3249-1 Jazz III
Spring 2024

Instructor: Heather Samuelson  
Course Time & Location: MW 11-12:30, GFNA 324
Office: GFNA 304  
Office Hours: MW 8-9 am, TR 8-10 am
Office Phone: 936 468-1614  
Credits: 2
Department Phone: 936 468-4003  
Email: Samuelsoh@sfasu.edu

Prerequisites: Jazz II or the equivalent.

I. Course Description:
Analysis, demonstration, and practice of intermediate/advanced technique of Jazz dance.

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.

Course Justification:
DANC 3249 Jazz III (2 credit hours) meet between 150-270 minutes per week for 15 weeks. Course assessments are movement combinations to be practiced, memorized, and performed during summative assessment periods. Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour. Readings, vocabulary & terminology, and critical analysis papers also require additional study of the required and recommended texts. Students are also tested on the material given in class, and throughout the texts.

II. Intended Learning Outcomes/Goals/Objectives:
These goals support and reflect the Dance Program’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and dispositions 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.

**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. To gain a broader knowledge and experience in choreographic design. (PLO 2,3,5,6).
2. To develop the ability to critique and analyze a movement composition. (PLO 1,6)
3. To develop individuality in manipulating movement as related to phrasing, abstracting, editing and generating compositional ideas. (PLO 1,3,5).
4. To develop the ability to set movement phrases on more than one dancer and enhance skill in the rehearsal and performance process. (PLO 1,4,5).
5. To make informed decisions related to lighting, sound editing, costuming, set design and publicity. (PLO 2).
6. To provide an opportunity to present original choreography in a concert setting. (PLO 1).
DANC 3249Samuelson,H.  
Spring 2024

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

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

The student will be required to participate in a complete Jazz warm up in the styles of Luigi, Fosse, Giordano, and Broadway. Upon learning jazz technique, the student will be asked to present learned material in the center of the floor and movement that locomotes across the floor. The student will be given activities that include partner work to better understand the dancer body, phrases of movement including specialized turns, leaps, and syncopation in which the student will learn through repetition, and activities that incorporate the knowledge of meter and time for musicality purposes. The student will have written assignments that utilize the jazz terminology obtained in class. However, the student is not required, but encouraged, to use technology in the attempt to learn jazz but to use technology to gain a better understanding and appreciation toward jazz as an art form. **All students enrolled in this course will be expected to attend the Danceworks concert, April 10-13, 2024, in support of their dance family, program and department. Attendance will be taken.** **APPLE WATCHES WILL NOT BE ALLOWED TO BE WORN IN THE TECHNIQUE CLASSROOM.**

**Injury/Accident Statement:**

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

**Procedures to be Followed for Injury or Accident of a SFA Student:**

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD)(911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.
5. The instructor should complete an accident report which can be obtained from the department office.

IV. Evaluation and Assessments (Grading):

Participation:

Active and committed participation throughout each class is expected. *Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour.* Each student’s active participation, including both effort and improvement will be assessed based on their individual levels. Dancers with less experience will not be compared with those who have more experience.

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. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives 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, injury or University sponsored events may result in needing to drop the course entirely. Daily participation means committing to the class and is worth a considerable amount of the student’s final grade.**

<table>
<thead>
<tr>
<th>Grading Percentages:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance 15%</td>
<td>100-90 = A</td>
</tr>
<tr>
<td>Daily Participation (including DW) 15%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Skills Tests 20%</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>Midterm 25%</td>
<td>69-60 = D</td>
</tr>
<tr>
<td>Final (including DW) 25%</td>
<td>59 or lower = F</td>
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Daily Participation Grading:

For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving 100% effort. Students will lose points for being late, or leaving early, not wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful. As stated before, a student who observes class will only earn partial points. No points can be earned if the student is absent.
Skills Tests:

Periodically throughout the semester, the student is required to perform skills tests. These tests usually consist of short combinations that the class has learned during the semester. Students will perform in small groups for their skills tests. These tests are recorded and are available, to the student, for viewing. The students will be graded on factors, which include alignment, technique, stability, mobility, musicality, memory, coordination, performance, and style. If a skills test is missed, the student CANNOT make it up! Each exam will be graded separately and recorded as an individual grade.

Midterm and Final Exam:

The midterm will be conducted in a way that resembles a skills test. The midterm exam will consist of materials and dance mechanics that the student has learned up to the mid semester point. The final exam will be composed of all elements that have been learned during the semester and will be performed in front of a paneled jury on Monday, April 29, from 1:20-2:50pm for placement and at the end of the semester in an Informal Concert, Wednesday, April 24, from 4-6:30 for a final grade. Please make arrangements with employers and instructors. These two exams will be electronically recorded and assessed. If the midterm or final is missed the student CANNOT make it up! Each exam will be graded separately and recorded as an individual grade.

Make-Up Policy:

Exams and skills tests will not be accepted late and cannot be made up. Written assignments will be accepted late, however 1 letter grade will be deducted for each day the assignment is late. NO assignments will be accepted after the 5th day. If the student is in good standing with the course, the instructor may allow absences to be made up by attending another technique class of the same level or higher that the student is NOT currently enrolled in with the instructor’s permission. Proof of the make-up class, in the form of a signed document will be submitted within 2 days of taking the approved class.

V. Tentative Course Outline/Calendar:

Week 1-2

1/22 Introduction to course. Syllabus. Introduce the class to the instructor and course material.

1/22-31 Jazz technique focusing on control, use of plié, and Luigi style.

Week 3-4

2/5-12 Jazz technique focusing on control, use of plié, and style. The dancer will begin to learn a stylized Luigi combination constructed
with movements that balance for periods of time and utilize control through suspension in the dancer’s body.

2/14 Stylized Luigi jazz combo skills test. Present the learned combo to the instructor for a graded evaluation.

**Week 5-6**

2/19-28 Begin working turns across the floor. Introduce character shoes to Jazz technique focusing on turns and turns that go to the floor. Begin learning a midterm combination consisting of movement that was learned in both the Luigi combination and turn segments of the course.

**Week 7-8**

3/4 Review Midterm Combo.

3/6 Midterm. Present the learned midterm material to the instructor for a graded evaluation.

3/9-17 **Spring Break**

3/18 Jazz technique focusing on Fosse technique, use of character shoes and leaps. Begin learning large jumps performed in jazz technique and the mechanics on how to execute a proper landing in character shoes.

3/20-25 **Dance Faculty and RDC at ACDA Conference.**

**Week 9-10**

3/25-27 Jazz technique focusing on Fosse technique, use of character shoes and leaps. Begin learning large jumps performed in jazz technique and the mechanics on how to execute a proper landing in character shoes.


https://school.ballet58.org/blog/2015/10/27/dance-shoes-explained Dance Shoes Explained; read about character shoes

https://www.youtube.com/watch?v=O8OpCoOln0Y&list=RDCMUClJSUWHWp6KohfnR5OQTXnQ&start_radio=1&rv=O8OpCoOln0Y&t=0 The Verdon Fosse Legacy
https://www.youtube.com/watch?v=fR_SOerApkI&list=RDH1R0NwUeez8&index=3 Steps on Broadway, John Leggio choreography

3/28-31 EASTER BREAK

4/1-3 Jazz technique focusing on Fosse technique, use of character shoes, and leaps. Learn a combination consisting of large jumps for testing purposes.

Week 11-12

4/10 Present the leap combination to the instructor for a graded evaluation.

4/15-17 Prepare Jury class and Informal Performance material.

4/8-13 DANCEWORKS Tech and Concert

Week 13-14

4/22-24 Continue working material for juries and final; character shoes are optional.

4/24 Informal Concert 4-6:30pm in Performance Studio.

4/25 Program Auditions 2-4pm, DW/RDC Auditions 4-7pm.

4/29 Jazz III Jury: see time below.

Monday, April 29:

1. Jazz I 9am-10:30am
2. Modern II 10:40am-12:10pm
3. LUNCH 12:15pm-1:15pm
4. Jazz III 1:20pm-2:50pm
5. Modern IV 3pm-4:30pm

Tuesday, April 30:

1. Modern I 9am-10:30am
2. Ballet II 10:40am-12:10pm
3. LUNCH 12:15pm-1:15pm
4. Ballet III 1:20pm-2:50pm
5. Jazz IV 3pm-4:30pm

*Theory courses will have to review on Wednesday or Thursday in preparation for their final.
Week 15

5/6-10  FINALS WEEK

5/11  Spring COMMENCEMENT

FINAL EXAM SCHEDULE CAN BE FOUND AT: https://www.sfasu.edu/registrar/final-exams-grades/final-exam-schedule

**Tentative Danceworks Schedule (May be subject to change):** April 8-13, 2024

**April 8**
4pm Light Tech. **Dances have a limit of 4-5 light cues and 20 minutes to set lights.**

**April 9**
Dry Tech for Crew: ALL call 6pm, crew sweep 6:15pm, 6:20-7 dancers space/lifts, Run show 7:30pm, crew mops floor after run.

**April 10**
Dress Rehearsal: Dancer call 5:30pm, warm up 5:45-6:45pm, Show 7:30pm.

**April 11**
Opening night: Crew call 4:30pm, Dancer call 5:30pm, warm up 5:45-6:45pm, show 7:30pm. Crew mop floor after concert.

**April 12**
Dancer call 5:30pm, warm up 5:45-6:45pm, show 7:30pm.

**April 13**
Closing Show: Call 12pm, warm up 12:15-1:15pm, show 2pm

**STRIKE**

**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, assuming each student begins the semester with an A. For example: 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 of 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.):

- Jazz Dance; The Story of American Vernacular Dance (Sterns, Marshall and Jean.) Collier Macmillan Publishers, 1968. (Recommended Reading)

ISBN: 0-02-872510-7

Required Attire:

Women: Leotard, black tights, leggings, or capri’s and bare feet/character shoes (required). NO SHORTS of any kind and no bare legs. Hair MUST be pulled back into a secure bun or pony tail. For Skills Tests: Black leo, tights/leggings/capri’s, appropriate shoes.

Men: Form fitting t-shirt, Black spandex tights (non-see through), jazz pants or joggers, bare feet or Black jazz shoes, and a dance belt. For Skills Tests: White fitted t-shirt, black tights/jazz pants/joggers, jazz shoes.

No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary!

Hair must be pulled up and away from the face (buns, braids, and ponytails are perfect). No dangling jewelry. NO GUM IN CLASS! NO APPLE WATCHES!!!

VII. Course Evaluations:

Near the conclusion of each semester, students will electronically evaluate courses taken within the MECFA, through MySFA. 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 MECFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

VIII. Student Ethics and Other Policy Information:

https://www.sfasu.edu/docs/policies/10.4.pdf (Code of Student Conduct and Academic Integrity)

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/](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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

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.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Classroom Etiquette

Cleaning protocols should be performed before/after each class and rehearsal. Supplies can be found in the storage closet.
1. To create a clean flow of traffic, please enter the studio through the main door and wait for classes to finish before entering. Walking into a classroom before it is finished is disrespectful.

2. Do not loiter in the hallways or faculty offices. There are study rooms available, designated lounge areas in the lobby, or you can enjoy the beautiful outdoor spaces on campus.

3. Disinfecting wipes will be used to clean the ballet barres. 2-4 dancers 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 are needed for this task.

5. 2 dancers will sweep the dance studio floor using the push brooms. The debris will be thrown away in the dance studio trash can.

6. Equipment in the conditioning room is only to be wiped down with the cleaning solutions, in the spray bottles, in the storage cabinet located in the conditioning room. Any other chemicals can damage the equipment.

7. 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/conditioning room and throw it away in the dumpster.

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.