

# *University of Massachusetts Amherst Dance Program Handbook*

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## **Directors Greeting**

Welcome to the 2023-24 academic year in the UMass Dance Program! You are embarking on another year toward meeting your career and artistic goals and I encourage you to take advantage of the wealth of opportunities, personal contacts, and diverse artistic visions that we are so fortunate to have within our program and the Five College Dance Consortium. As an individual following an artistic path, whether as a performer, a creator of new work, or as a scholar, you face many challenges and opportunities for self-reflection and self-examination. These are important opportunities for personal growth and I encourage you to talk to faculty members and professionals already in the field to learn how they faced such challenges. We are all ready to provide you with the insights, experiences, and mentorship that you need to determine your own path to a rewarding and fulfilling life in the arts.

For our first-year students, the transition from a private dance school to a liberal arts college is adventurous and exciting, and you may find many differences and challenges. Our faculty, as well as this document, will help you make this transition. Upon entering our dance program, your prior training may have been focused primarily on developing technical skills and improving performance execution, and your dance studies here will be much more wide ranging. Therefore, we hope that you keep an open mind to new dance opportunities and cultivate a healthy curiosity about all aspects of the art form.

This handbook is designed to be a resource for information concerning requirements and policies. We update the handbook regularly and welcome any suggestions from students on how this document can be more informative and helpful.

## **Our Mission**

The University of Massachusetts Dance Program aims to be at the forefront of educating the contemporary dance major through physical, creative, and theoretical scholarship. The program supports this by creating an environment that embraces inquiry, rigor and risk; providing a robust and relevant curriculum; engaging the wider, diverse regional community, and supporting a faculty that brings to the classroom/studio the benefits of national and international creative and scholarly research.

Consequently, goals for the Dance Program include providing majors with a comprehensive academic and technical course of study that will facilitate their work as artists or prepare them for further graduate study. Other goals include providing opportunities for: diverse performance and choreography, exploring connections to disciplines outside the field of dance, and developing the skills which can help support the often tenuous life of a professional dance artist.

We are committed to:

- The highest aesthetic standards.
- Being of service to our diverse campus and local community.
- Excellence in creative and scholarly research.
- Exemplary, experientially based teaching.

We strive to:

- Offer a diverse range of movement techniques
- Instill a deep and factual understanding of anatomical information in order to be more articulate in the body
- Engage our students in artistic traditions and current trends in dance-making
- Foster critical thinking and emphasize the ability to express oneself through language and movement
- Raise social and cultural awareness
- Provide a methodology for creation, editing and presentation of one's work in order to move from conceptual idea to performance
- Facilitate a high level of craft alongside a distinctive artistic voice

### **Learning outcomes for our Dance Majors:**

Students who major in Dance will develop the skills, values and perspectives necessary to achieve sustainable careers as artists, educators, and scholars. As ambassadors of dance, students will learn to advance, and advocate for, the discipline through practice, inquiry and research.

**Through practice, inquiry and research, students will gain a substantial knowledge of dance theory and its application to various aspects and issues in the field of Dance. Students will develop as artist scholars, learning to advance and advocate for dance studies through their gained knowledge of dance theory, history, performance, cultural, and cross interdisciplinary studies.**

- **Research:** Majors will learn a range of new and emerging research methods and technologies. They will learn to express and communicate ideas and opinions through clear, cogent writing and oral skills. They will develop a reflective and critical awareness of the research methodologies available in the specialized fields in Dance Studies. These include fields such as dance theory, history, ethnography, education, and dance therapy.
- **Dance Criticism and Dance Ethnology:** Majors will learn how to put performance in a cultural, historical, or theoretical context. They will develop a proficiency in reading the body as text, specifically as cultural text. The observation and analysis of dance in its cultural and global context is central to the study of cultures and a vital aspect of exploration in cross-cultural inquiry.
- **Cross Disciplinary Research:** Majors will prepare for graduate-level study, internships or jobs in the field of dance or to apply what they have learned to a related field (such as Kinesiology, Management, English, Communications, and Psychology) in which our students frequently double major.
- **Lifelong Learning:** Majors will develop skills and attitudes that prepare them to be lifelong learners, such as efficient practice, self-directed learning, problem solving, time management, sustained attention, self-awareness, curiosity, motivation, confidence, and flexibility.

**Students will learn the creative and technical skills necessary for sustainable careers as performing artists and choreographers presenting dance in the 21<sup>st</sup> Century.**

#### **Objectives:**

- **Technique:** Majors will develop an understanding of craftsmanship within the artistic and technical demands of the classroom and performance. They will attain technical proficiency, based on sound creative, anatomical, critical principles, at the high intermediate/advanced level of at least two dance techniques.
- **Choreography:** Majors will develop an understanding of the basic principles of choreography. They will progress in their ability to generate and analyze movement and become knowledgeable about compositional structures. Through dance making, students will learn to structure original abstract ideas and to create movement to express them in original work. They will develop an analytic insight into the structure, use of metaphor and creative choice making involved in choreography.
- **Professionalism:** Majors will develop critical values to present themselves as technically astute, creatively intelligent, and independently motivated citizens of the performing arts community. They will exemplify standards of professionalism including: productive work habits, organizational skills, and effective communication in written and oral forms in order to advocate for themselves and the discipline.

**Students will experience interdisciplinary scholarly/artistic collaboration and participate in community engagement initiatives.**

**Objectives:**

- **Collaboration:** Majors will dialogue with related, and seemingly unrelated, disciplines in the arts and sciences- finding commonalities and pathways for collaboration. They will strengthen interpersonal skills, including the capacity for problem solving, conflict resolution, and multicultural communication.
- **Outreach:** Majors will gain a sense of community, cultural sensitivity and respect through community-based performances and teaching dance. They will have a heightened sense of commitment towards civic duty/community involvement as future teachers, performers, or workers in community agencies.
- **Activism:** Majors will use dance as a powerful platform for social justice and change in the community. They will increase abilities in self-reflection, multicultural sensitivity, and the comparison of social values and ethical systems through interaction with other communities and cultures.

**Students will develop a holistic and culturally inclusive teaching philosophy and dance education practice.**

**Objectives:**

- **Teaching Practice:** Majors with a Dance Education concentration will balance the physical with the conceptual, making the studio and the classroom equal laboratories for inquiry. Through community based fieldwork experiences including observations, team teaching and individual teaching practicums, students will gain hands-on knowledge as teachers. They will learn to engage creatively in the classroom as they develop best teaching practices that promote intercultural awareness and understanding, social skills development, and anatomically sound artistic training.
- **Teaching Theory:** Majors will develop their own teaching philosophy while studying dance arts curriculum in elementary through higher education. They will develop their scholarly voices in the field by integrating their knowledge of historical trends in dance education and current trends in arts education research.

## **ACADEMICS**

### **Degrees Offered:**

In their first year, all students are placed in the BA degree program. After this transitional first year, a dance major may choose to continue with a BA degree or pursue a BFA degree.

The BFA and BA degrees have identical curricula for the first two years. If a student wishes to pursue a BFA degree, they are placed in the BFA tract with faculty recommendation and approval.

### **The Bachelor of Fine Arts in Dance (BFA)**

The Bachelor of Fine Arts in Dance prepares dance majors for professional careers in dancemaking, performance, theory, and teaching.

### **The Bachelor of Arts in Dance (BA)**

The Bachelor of Arts in Dance is a liberal arts degree for those students who seek an understanding of and an intimate orientation to the discipline of dance with more general goals.

### **Double Major vs. Dual Degree: Critical Differences**

A double major requires 120 credits and results in a single degree with a primary and secondary major. You can double-major in virtually anything. Dance majors may double-major in any other major that allows it. Dance majors have doubled in Psychology, Chinese, History, Biology, Management, Marketing, Communications, Kinesiology, English, Legal Studies, Hospitality, Public Health, Theater, Journalism, Philosophy and BDIC, among others. Note that double majors must complete all the requirements of both major programs.

UMass Amherst also offers the option of pursuing a Dual Degree - earning two separate degrees simultaneously. We encourage Dance majors to pursue this degree option. If you are interested in pursuing a dual degree in Dance and another major, please make an appointment with Professor Nikki Stoia, the HFA Associate Dean of Advising.

A Dual Degree requires:

- 150 credits taken in consecutive semesters
- completing the requirements of both majors, *and*
- completing the College requirements of both majors, if they are in different colleges

For more information, please consult the Academic Regulations Handbook:

<https://www.umass.edu/registrar/sites/default/files/academicregs.pdf>

### **University General Education Requirements**

All students graduating with a Bachelor's degree from the University of Massachusetts Amherst must satisfy the university's General Education requirements. These requirements are designed to give all students a broad background in the liberal arts and sciences.

<https://www.umass.edu/gened/students/fulfilling-requirements>

### **Foreign Language Requirements for BA Students**

This requirement pertains only to students earning a BA degree from the College of Humanities and Fine Arts - Students earning a BFA Dance degree do not have these requirements:

<https://www.umass.edu/hfa/foreign-language-requirement>

### **Internships**

The Dance Department strongly encourages 2 internships within your 4 years of study. Approved internships will be discussed in classes and in advising meetings with faculty during the semester. Here are some examples of internships in the US and abroad.

<https://docs.google.com/document/d/1LdkHfZeEAo6bXWPxC0l52aQzGEEFtbKiNYb3JHcqaoU/edit>

# BFA in Dance Core Requirements 2023-24

## First Semester

2-3 Techniques (Ballet 1, Modern 1, Jazz 1 or Hip Hop)

Improvisation

## Second Semester

2-3 Techniques (Ballet 2, Modern 2, Jazz 2 or Hip Hop)

Dance History 171

Dance Composition 1

## Third Semester

2-3 Dance Techniques

Dance Composition 2

Music Elective

## Fourth Semester

2-3 Dance Techniques

Rhythmic Analysis for Dancers

Theater Elective

## Fifth Semester

2-3 Dance Techniques

Writing for Dance

Dance History 272 or 200-300 level course equivalent

Dance Production

## Sixth Semester

2-3 Dance Techniques

Scientific Foundations 1 or Kinesiology 100

Integrative Experience

## Seventh Semester

2-3 Dance Techniques

Senior Capstone Seminar

Art History Elective

## Eighth Semester

2-3 Dance Techniques

3cr Dance Theory Elective

**All BFA majors are expected to maintain continuous enrollment in at least two technique classes per semester.**



# BA in Dance Core Requirements 2023-24

## First Semester

1-2 Techniques (Ballet 1, Modern 1, Jazz 1 or Hip Hop)

Improvisation

## Second Semester

1-2 Techniques (Ballet 2, Modern 2, Jazz 2 or Hip Hop)

Dance History 171

Dance Composition 1

## Third Semester

1-2 Dance Techniques

Dance Composition 2

3cr Dance Theory Elective

## Fourth Semester

1-2 Dance Techniques

Rhythmic Analysis for Dancers

3cr Dance Theory Elective

## Fifth Semester

1-2 Dance Techniques

Writing for Dance (primary or dual degree majors only)

Dance History 272 or 200-300 level course equivalent

## Sixth Semester

1-2 Dance Techniques

Scientific Foundations 1 or Kinesiology 100

Integrative Experience (primary or dual degree majors only)

## Seventh Semester

1-2 Dance Techniques

Senior Capstone Seminar (primary or dual degree only)

3cr Dance Theory Elective

## Eighth Semester

1-2 Dance Techniques

3cr Dance Theory Elective

The BA track is recommended for those students who want to dual major in Dance and in another academic department as well. The BA is built to support a focus in some of the following concentrations: Dance Education; Dance Production; Dance Technology; Dance Science/Somatics/Arts Therapies; and History/Cultural Studies/Aesthetics of Dance. Through Five College Dance Department classes, or classes in other departments on this campus, a student will design a curriculum focused on a particular area of interest. This will be accomplished through detailed meetings with an advisor to develop a plan that will fulfill the objectives of that focus and will engage the creative interests of the student.

## **AREAS OF FOCUS**

The following are some of the possible areas of focus suggested by the Five College Dance Department for pursuing studies in dance. This may help you clarify your choice of degree track.

### Technique, Choreography and Performance

Technique includes study of diverse idioms and the physical, cultural, stylistic, musical and performance issues they embody. In Repertory, students hone technical, performance and interpretive skills by learning dances from a variety of cultural and choreographic styles. Performing in formal or informal concerts/venues sharpens focus and brings this study to life. Careers in: performance, choreography, teaching, and many of the careers noted in the other areas.

Suggested Degree Track: BFA

### Choreography and Creative Studies

Students learn to imagine, craft, and critique choreography/performance events. They study improvisation, composition, choreography, criticism, and the creative practices of other arts. They question who dances, and what themes, aesthetic forms, traditions, sites, and other media the dances involve. This area requires familiarity with music, set, costume and lighting design. It explores rehearsal processes, performance coaching and collaboration with performer, designers, and production crews. Careers in: choreography, teaching in schools or studios, community-based performance, web design/choreography for the camera, dance videography/filmmaking, movement analysis, and dance notation/reconstruction.

Suggested Degree Track: BFA

### Dance Studies: History, Culture & Aesthetics

This area explores the historical, cultural, anthropological and philosophical dimensions of dance, drawing on such disciplines as performance studies and cultural theory to interpret the meaning of dance practices from diverse contemporary perspectives. Courses develop skills in reading, writing, and speaking about dance and the experience of watching dance, in descriptive, ethnographic, analytical, and critical ways.

Students analyze and contextualize choreographic traditions in a variety of performance areas, from sacred and social space to the concert stage. Careers in: teaching, publishing, journalism, dance scholarship and critical writing in the performance arts.

Suggested Degree Track: BA

### Dance and Technology

The intersection of live performance and digital technologies creates new possibilities and fusions in dance performance, including dance and video/film, choreography for the camera,

interactive video and performance on stage and on the internet. This area challenges and transforms the ways students read the moving image beyond its most popular forms, and it creates important dialogues among the languages of dance, film/video and digital technologies. Careers in: film/video editing/directing/producing, choreography; animation or sound design, web design and interactive technologies.

Suggested Degree Track: BA or BFA

#### Dance Education and Community Outreach

Education courses in the 5CDD focus on methods and materials of teaching dance in schools, studios, and community centers, and ways of using dance to teach other subjects in those settings. In Community Outreach, students bring dance into the community in performances, lecture-demonstrations, workshops or inter-active activities. Students develop skills working with different populations, study the histories, environments and issues of various settings, and accommodate diverse dance styles. This area provides service and linkage to off-campus communities, internship opportunities, and familiarity with the many functions dance fulfills in society. Careers in: education (dance teacher studios or schools, Artist in the Schools specialist, or K-12 teacher who uses movement as a teaching strategy), and community development/activism.

Suggested Degree Track: BA

#### Dance Science, Somatics and Arts Therapies

This Area focuses on the human body, psyche and spirit in dance. It investigates the physical body and bodily ways of knowing and imagining. It includes studies of the physical body, applications of dance to psychological and social well-being, and dance in ritual or contemplative practices. Careers in: physical therapy, dance kinesiology, injury prevention and rehabilitation, movement analysis, somatics disciplines (such as Alexander technique or Feldenkrais), dance/movement or expressive arts therapy, arts in healthcare settings, designing dance rituals or rites of passage, yoga, and Authentic Movement.

Suggested Degree Track: BA

#### Design, Production and Management

The design and production aspects of performance include lighting, set, costume and sound design; production, stage management, arts management, grant-writing, box office management, publicity, and website design. In addition to coursework, students have ample opportunities to develop skills through hands-on work on crews and production teams in a range of performance venues from large theaters to small black box studio-theaters.

Suggested Degree Track: BA

## Senior Project

All Dance BFA/BA **primary majors** or Dual-Degree majors are required to complete a project that will synthesize relevant aspects of their learning experiences at UMass Amherst, using dance as a vehicle for critical inquiry, exploration, and problem solving. It is expected that a student's senior project will build upon their course of study. It is also expected that each student will continue to pursue artistic risks and undergo significant challenge, experimentation, and transformation during the senior project process.

### Choreography Capstone Project:

FALL: (3 credit class)

Research and creative choreographic process

SPRING: Presentation of Capstone Project

The choreography project should be an original research initiative determined by the student, in consultation with a dance faculty member and subject to approval by the dance program. As an artist/scholar, the student will produce a choreographic work that synthesizes relevant aspects of their learning experiences, using dance as a vehicle for critical inquiry, exploration, and problem solving. The goal for this requirement is to create a finely crafted body of work. A sound understanding of approaches to movement invention, structure, sound and/or video technology, staging, props and costumes, scenery, and lighting is necessary. A 10-12 minute choreographic work will be developed in the fall semester, to be performed in the spring semester. A written thesis and self-evaluation of one's creative process, will be completed by the end of spring semester.

One capstone course is required during senior year: DANCE 495A in the Fall: Research and creative choreographic process (3 credit class). The capstone project will be presented early in the spring semester.

Evaluation:

The general criteria for assessment will apply to the overall choreographic project:

- The quality of your work:
  - Clarity of intent
  - Choreographic cohesiveness
  - Level of sophistication of choreographic craft
  - Depth and clarity of performance

- The difficulty of the choreographic task you set.
- Written paper:
  - The clarity of its structure and analysis.
  - Its logic and eloquence.
- Project organization and administration.
- Your effort and participation in all aspects of the course.

Fieldwork/Community based project capstone project:

FALL: (3 credit class)

Research process fieldwork/community project (science based, teaching based etc.), and research based writing. Written thesis based on fieldwork/community project research Artifact based on research

The field work/community project should be an original research initiative determined by the student in consultation with a dance faculty member and subject to approval by the dance program. As an artist/scholar, the student will produce an artifact in the spring that is a result of their fall semester research process, which includes fieldwork and/or a community-engaged project. This work will synthesize relevant aspects of their learning experiences, using dance-based research as a vehicle for critical inquiry, exploration, and problem solving.

A sound understanding of the varied approaches to dance research *is necessary*. The project is to innovatively merge the student's academic and dance interests in the form of a research project and paper presentation.

One capstone course is required during senior year: DANCE 495A in the Fall: Research process field work/community project (science based, teaching based etc.), and research based writing (3 credit class) including a written thesis based on field work/community project research and performed lecture, communicating research process, findings and conclusion.

**Take advantage of the open structure to the Field/Community Senior Project, as it provides you with an unequalled flexibility to explore research areas.**

For example, the project may serve you as a touchstone for post-graduation research, become a notable highlight in your resume, potentially publishable, and innovatively furthers the field of dance.

The students' projects have potential for presentation in diverse public forums.

Students with a viable presentation related to their research paper will have several options for exhibition such as a PowerPoint presentation, documentary film, dance-film (creative and technical study).

You are required to establish and declare your research topic by the last two semester before graduation. If there are any issues with your topic, your dance faculty advisor will guide you through. Finding a co-advisor/mentor from outside the dance faculty (preferably in your other major) is strongly encouraged.

#### Evaluation:

The general criteria for assessment will apply to the overall project and written paper. The Fieldwork/Outreach Senior Project should be a clear and articulate integration of the student's areas of interest and studies in Dance as well as other major, minor, and certificate studies.

Faculty will assess:

- **Content-** Develops competency in the terminology, concepts, methodologies, and theories of dance studies and knowledge of varied applications of dance.
- **Critical Thinking-** Analyzes and fosters dance studies inquiry in correlation with diverse creative, historical, social, cultural perspectives, and/or other disciplinary perspectives.
- **Communication-** Develops and articulates in writing and/or practice applications of dance studies.

## **ADDITIONAL REQUIREMENTS FOR ALL MAJORS**

### Grade Point Average

- Dance majors should maintain a B average (3.0) in their dance courses each semester in order to remain in good standing. They must maintain an overall C average (2.0) at the University. Anyone who fails to maintain this average for two consecutive semesters will be dropped from the major.
- A grade of B is expected for advancement to the next level of technique. A student receiving a B- may advance with the permission of the instructor. A student receiving a grade of C+ or lower in technique or C- or lower in a theory class must repeat the course or take a comparable course that fits the core requirement, in order to graduate.
- For a senior to be cleared for graduation, grades in all required theory classes must be a grade of C or above. Grades in all technique classes being applied toward the major must be a grade of B- or above.

### Class Attendance/Grading Policy

The following policy will be used for grading in all Dance Major Classes:

- Grades for Dance Major Classes will be determined by evaluating three factors: attendance, participation, and progress. It is the prerogative of each teacher to determine the importance of each factor in determining grades.
- Attendance is of the utmost importance and any absence from class is significant.
- Students should attend all dance classes even when they are unable to participate unless they have a contagious illness, a condition requiring bed rest or a doctor's excuse.
- Students who have an injury or for some reason cannot dance, should plan on using their class time performing physical therapy, constructive rest, RICE (rest-ice-compression-elevation), or a foam roller to get credit for technique
- Two excused, documented (doctor's note, family emergency, University sanctioned activity) absences will not affect your grade. All subsequent absences will result in a half letter drop in grade (eg: B+ to B). These may be made up, at the discretion of the faculty.
- Every two latenesses will count as one absence and your final grade will be adjusted accordingly
- The length and extent of written projects will vary, and the number of classes that they make up will also vary. Teachers will discuss with each individual student the amount of written work or alternate class participation necessary to make up class absences.
- It is proper etiquette to notify the teacher ahead of time, when possible, if you are going to be late or absent. If this is not possible, please notify the teacher as soon as possible afterwards, to show your commitment to the class.
- Written work, when it is accepted on rare occasion for class make-ups, must be neatly typed and double-spaced, in MLA (Modern Language Association) format.

### Dress Code

All Students are asked to wear dance attire that meets the preference of your professor. In general, avoid overly baggy clothes and maintain a clean look including hair, jewelry, etc...

### Etiquette

The UMass Dance Program is interested in fostering an atmosphere that enhances learning, encourages creativity, creates community, and values cooperative learning. You are ambassadors for Dance on campus. We hope you will learn to communicate effectively, powerfully, and assertively and contribute to the deepening of focus in each class you attend. Some general guidelines below:

- Cell phone use/texting is absolutely prohibited in any class, meeting, or rehearsal situation. please put your devices on Silent Mode during class.
- Carry out your own trash; if you see trash that has been left behind, be a good neighbor and help carry that out.
- See if there are ways that you can help keep the studios looking nice.
- Be in place for class before the teacher begins.
- Learn how you can make the department into a more positive, helpful atmosphere: avoid negative talk about another dancer, teacher, or department.
- When using music equipment in the studios, keep the volume to a reasonable level.
- Be considerate of others: lend a hand when needed, offer a smile or a hello to someone who is new, be an ambassador for Dance.

### Self Care

Dance majors are encouraged to take good care of their Mind | Bodies. Finding ways to balance and care for your yourselves now will follow you into your future beyond university. Examples of ways to keep organized and care for yourself: good calendar-keeping strategies, good study habits, time-management, breathing techniques, meditation, eating well, getting plenty of rest, hydrating, surrounding yourself with positive people. We encourage all students to remember that your body | mind is your tool...treat them with great dignity and they will serve you well.



### Creative Research/Academic Presentations

- BAs are expected to present their creative or academic research at Least Once in Four Years including their Senior Thesis Project
- BFAs are expected to present their creative research at least twice in Four Years including their Senior Thesis Project
- Every dance major must present work in a department approved concert including: Junior Choreography Project, Senior Thesis Project. In addition, Dance Majors may also choose to have their work produced in a concert on a five-college campus. Produce their own show

### Rehearsal and Performance Policy

- No one student may perform in more than three dances during one cycle. Exceptions are made on a case by case basis, and by meeting with the Director. This policy does not include performances that come out of class work or Repertory classes. The cycles are:  
    Fall Semester  
    January Term  
    Spring Semester
- Students are expected to treat each performance opportunity with the same standards and level of respect (Faculty, Guest Artist and Student work).
- All rehearsals are to be attended unless an unforeseen circumstance prevents you. Communication at the earliest possible time with your choreographer/director is a must. Failure to attend a rehearsal without making prior arrangements with the choreographer may result in being asked to leave the dance as well as loss of the privilege to audition, choreograph, or perform the following semester.
- Dancers should arrive to rehearsals on time and be warming up in the space.

### Concerts

Faculty and guest choreographed concerts for which students may audition, include:

- *University Dancers (UD)*: The UMass Faculty Concert takes place at UMass at the end of Fall semester. \*Auditions usually held the spring prior to the concert
- *Faculty Concerts on other campuses (Smith, Mt.Holyoke, Hampshire, Amherst)*: Students are able to audition for any faculty concert on the other campuses. FCDD Faculty auditions are held in early September.
- *Five College Dance Department Faculty Concert*: This usually takes place late winter/early spring on a different five-college campus each year. Choreography is by faculty and guest choreographers.

- *Multi-Bands*: This concert is in the Fine Arts Center Concert Hall, during homecoming weekend, which features one piece from each music ensemble in the Music and Dance Department, such as the orchestra, jazz band, and marimba ensemble, concluding with a performance by the UMass Marching Band. UMass Dance usually presents one piece in this concert.
- *Smith MFA Concerts*: Students are able to audition to work with MFA students on the Smith campus. Auditions are held in early September.

Other department-sponsored concerts include:

- *Senior Thesis Concerts*: These concerts are produced by the seniors and are a product of their creative research over the year. Auditions are usually in early Fall.
- *Junior Choreography Project*: This concert is made of works created by the juniors and comes out of the Integrative Experience Course.
- *Informal Concerts*: Occasionally, when there is enough interest in creating work that does not fit into the other two student concerts, the department may choose to sponsor an evening at the end of each semester to share work in progress or work from classes.

### Crew

- Every dance major must work backstage at University concerts at least three times during their time at UMass to provide labor for the shows and for the educational value and experience. Credit for working crew is earned by working fully in support of a performance, usually backstage. Examples of responsibilities that provide credit for crew include:
  - *Stage Manager Assistant Stage Manager*
  - *Stage Crew Light Board Operator*
  - *Sound Operator Flies Operator*
  - *House Manager*, for entire run of concert
  - *Box Office Manager*, for entire run of concert, including reservations
- During the fall semester the Dance Faculty will assign dancers to work crew for specific concerts. Generally speaking, freshmen will be assigned to work backstage for Fall Faculty production. Upperclassmen will be assigned to crew for various other student concerts and the FFCD Faculty Concert when UMass is the host institution.
- Five College crew may be substituted, as long as current concerts at UMass have sufficient crew.
- It is impossible to perform in a concert and to earn credit for working crew in the same concert; therefore, dancers will not be eligible to audition for the concert in which they are assigned to work crew.

- All students must keep the week before ALL concerts open, including the weekend prior to the concert for tech. No excuses for outside activities (family, work etc.) will be considered acceptable.
- Credit for working crew is not normally earned by working strike or a partial concert. A student assisting during a concert, with gels, props, etc. may earn credit for “strike”.
- Each semester the 5CDD Production Manager (Matthew Addelson) will report credit earned for working crew or strike to the faculty and the office where it will be kept with each student’s records.
- Faculty may make adjustments in crew requirements for a particular student in the case of a significant amount of work in some theatre capacity that is not included in the above list.

### Master Classes

Dance majors will have the opportunity to take master classes from visiting guest artists in a variety of contexts. We expect students to attend any master classes that are required for their courses and encourage students to experience as many opportunities as possible.

### Scholarships

Each year the Dance Program awards scholarships to worthy dance majors. Factors considered in making scholarship awards include merit, grade point average, financial need, and contribution to the Program. Once received, the scholarship is renewable each year until graduation providing the student continues to meet the qualifications for that scholarship. Students who accept scholarships are expected to set a good example by leading as ambassadors of the Dance Program. Scholarship students are evaluated each year.

### Communication

- E-mail  
All students are asked to check their email regularly for communications from the department. You are assigned a campus email address through the OIT office that the dance office will use. It is very important to check your email frequently to stay informed. Please let us know if your email address has changed or if you are not receiving mail from us.
- Facebook Page  
We discourage students and faculty from becoming friends on Facebook or other social media sites. We do certainly encourage visiting and liking our UMass Dance Facebook

page for various kinds of events. As with any social media site, we encourage the use of positive interaction.

- **Monthly Dance Major Meeting**

A informational/town hall style meeting is held once a month in the evening for all students to attend. Although not required, we encourage all students to attend when possible.