



SCHOOL OF
MUSIC, THEATRE & DANCE
UNIVERSITY OF MICHIGAN

University of Michigan School of Music, Theatre & Dance

*Department of Dance
Master of Fine Arts in Dance Student Handbook*

AY 2018-2019

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Department of Dance Mission Statement

The University of Michigan's Department of Dance is committed to excellence, innovation, learning in action, and interdisciplinary inquiry. We encourage students to explore the University's breadth of resources, bridging knowledge across disciplines and communities to gain an understanding of dance as a significant mode of inquiry. Our internationally renowned faculty provides a range of perspectives that integrate practice and theory, with the goal of preparing dance artists for resilient and multi-faceted careers in a rapidly evolving field. We are committed to an inclusive learning environment that encourages deep engagement through the transformative experiences of dancing and dance making. We celebrate risk taking, engaged learning, and entrepreneurship. Our aim is for students to forge their own creative voice, consolidate a range of technical skills, develop strong collaborative skills, participate in extensive performance opportunities, and gain an understanding of the relevance of dance within culture.

NASD Accreditation

The University of Michigan Department of Dance has been an accredited institutional member of the National Association of Schools of Dance (NASD) since 2006. Students may access NASD's website: nasd.arts-accredit.org.

Dance Student Assembly Mission Statement

The Dance Student Assembly (DSA) is the official student government in the Department of Dance at the University of Michigan. In addition to its officers (President, Vice President, Treasurer), each year group in the BFA has at least one representative and the MFA cohort is represented by at least one student. The DSA is committed to building an environment that represents undergraduate and graduate student interests, concerns, and issues that relate to policies within the Department of Dance. Members report to and collaborate with the Chair of the Department on a regular basis, allowing the DSA to act as a liaison between students and the faculty. This relationship assists in shaping policy that responds to and reflects student needs. Moreover, the DSA organizes student activities, keeps students informed of Department events, provides an open forum for students to voice opinions, and strives to incorporate other departments in the School of Music, Theatre & Dance. The DSA encourages active participation in the Department of Dance, student and faculty projects, and provides a nourishing, learning environment for all.

For further information about serving on DSA please refer to page 45 of this handbook.

Individual Advisors & Graduate Director

Each graduate student is appointed an **individual advisor** from among the full-time faculty. The individual advisor meets periodically with their advisee(s) to provide guidance on the successful completion of the degree and professional development. Students are responsible for making appointments with their individual advisors to discuss aspects of the program and progress towards the degree. The individual advisor should be a first point of contact and is a resource for curricular policies and procedures.

The **Graduate Director** of Studies (GDS) provides an overview of the MFA program as a whole. The GDS is the main point of contact with the Rackham Graduate School and will also meet regularly with all Graduate Students throughout the year to discuss interests, concerns and issues as they apply to graduate studies in Dance.

Department of Dance Code of Ethics

The Department of Dance strives to sustain a lively community of artists/scholars who value self-expression, independent thinking, and a diversity of creative responses to their academic and professional endeavors. This dynamic environment brings with it the responsibilities for mutual respect and a code of ethics. Policies for attendance, dress code, grading, evaluation and student/faculty interaction are outlined herein. Dance Student Assembly (DSA) acts as a liaison with faculty and the Chair to address issues and grievances, and as an important means of communication back to the student body. The Department of Dance is committed to fostering a positive and equitable workplace and promotes an environment free of harassment and discrimination.

Standard Practice Guide: spg.umich.edu/policy-category/student-affairs

Rackham Graduate Student Policies

The [Rackham Handbook](#) lists its Graduate student policies including: Academic Code of Conduct; Alcohol and Other Drugs Policy; Non-Academic Conduct; and Dispute Resolution Policy and Procedures. For information about resolving disputes, please visit the Rackham website: rackham.umich.edu/policies/dispute_resolution.

In congruence with these policies, the department asks of its faculty and students that they participate actively in building and maintaining a community with equal opportunity and responsibility for all, celebrating difference and the particular demands of the artistic pursuit on uniquely individual human beings.

SMTD Academic Integrity & Code of Ethics

SMTD prohibits all forms of academic dishonesty and misconduct, including cheating, plagiarism, or otherwise representing the work of others as one's own. All cases of academic misconduct will be referred to the appropriate Associate Dean. Being found responsible for academic misconduct will result in a grade sanction or even failure of a course, and could result in academic probation or dismissal from the university. Policies on scholastic dishonesty will be strictly enforced. It is each and every student's responsibility to be familiar with University rules and guidelines on academic integrity. The Department also follows the SMTD Code of Ethics. See SMTD Handbook for complete Code of Ethics and Academic Code of Conduct at smtd.umich.edu/current-students-2/policies-procedures/code-conduct-academic-policies/.

Dress Code for Studio Courses

All students are expected to follow the directions of their individual instructor regarding appropriate and acceptable wear in class. In general, it is expected that students dress for technique classes so that the instructor is able to clearly see—without obstruction—the body at work: its articulations, alignment, points of movement initiation, and paths of completion.

Policies

Department of Dance Attendance Policy

Students are expected to attend all scheduled class sessions within each course. It is also expected that students will take as much advantage as possible of master classes, guest lectures, Department forums, guest residencies, and other special events that may occur both within courses and outside the auspices of a particular course. Since courses in the Department have a variety of structures, instructors in the first week of class will indicate in writing the specific attendance/participation requirements for each course. When the instructor considers the number of late arrivals, early departures, and/or absences excessive, and when a student's absence from a course endangers their satisfactory academic progress and/or the work of other students, the instructor may submit a written report at mid-term to the student's advisor, the Department's Graduate Director, the Department Chair, and the office of the Associate Dean of Graduate Studies. In no case can a student expect to earn a passing grade without consistent attendance and class participation.

Excused absences include absences on the part of pre-approved University or Departmental functions, absences due to illness or injury that are accompanied by a physician's note, and absences for religious holidays (see below for more details). Students are required to notify faculty in advance of these excused absences. Email the professor promptly, in as much advance of an absence as possible. If a student must be absent, it is their responsibility to be prepared to execute or discuss any material missed.

School of Music, Theatre, & Dance Attendance and Absence Policy

Students should account for absences to their instructors and advisor when appropriate and may expect unexcused absences to be reflected in their final grade. Those who have been absent from any one course for more than **three consecutive weeks** will not receive credit for the course unless permission to continue is granted by the instructor and the Associate Dean for Academic and Student Affairs. Students who are absent from all courses for more than three consecutive weeks may be required to withdraw from the School for the rest of the term. Application for permission to continue enrollment must be made to the Associate Dean for Academic and Student Affairs.

Department of Dance Injury/Illness policy

It is mandatory for students to communicate with teachers in the case of injury or illness if it impacts the student's participation in a class. Absences due to illness or injury with a note from a health care professional are considered excused absences. Teachers strive to support students in their recovery. When absent, please notify the teacher, if at all possible, prior to the class. A student's failure to communicate with teachers about absences will result in the student's absences being unexcused. If a student feels ill or becomes injured during a class, please inform the teacher.

****Appendix F contains the entire Injury/Illness policy, including how to fill out a Recovery Plan of Action Form (Appendix G) with the instructor. Please refer to these documents for more in-depth information and policies regarding injury and illness.**

Accommodations for Students with Disabilities

If a student thinks they need an accommodation for a disability, they should let the instructor know at their earliest convenience. Some aspects of the course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate the student's participation and progress. As soon as the student makes the instructor aware of their needs, they can work with U-M's Services for Students with Disabilities (SSD) office (G664 Haven Hall, Central Campus) to help determine appropriate academic accommodations. SSD (734-763-3000; email at ssdoffice@umich.edu; ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. The student must present their SSD-approved VISA form to the instructor no later than two weeks prior to the need for an accommodation. The purpose of these accommodations is to provide all students with an equitable and fair opportunity to learn, grow, and demonstrate mastery of course content. Accommodations will not alter the fundamental integrity of a course. Any information the student provides is private and confidential and will be treated as such. Contact the Associate Dean's office for assistance in accessing learning accommodations.

See ssd.umich.edu/article/syllabus-statement for more ideas.

Diversity, Equity and Inclusion (DEI) Commitment

SMTD is committed to the ideal of inclusion as a core academic and artistic pillar. We construe inclusivity in the broadest possible terms and aspire to promote an inclusive and fully representative learning environment with respect to race, ethnicity, social class, sexuality, religion, gender, and ability, and also diversity of thought, experience, and outlook upon the world. SMTD's strategic DEI plan can be found at smtd.umich.edu/about/diversity-equity-inclusion/. Contact Chief Officer of Diversity, Equity and Inclusion, Freyja Harris via email freyharr@umich.edu, phone (734) 764-3757, or drop-in at Moore 2313, with suggestions, questions, or concerns.

See U-M's Non-Discrimination Policy for more information:

hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/nondiscrimination-policy-notice.

Sexual Misconduct Policy

The SMTD community understands that sexual violence can undermine academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience. Confidential support and academic advocacy are immediately available through U-M's Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line at (734) 936-3333 and at sapac.umich.edu. Alleged violations can be non-confidentially reported to U-M's Office for Institutional Equity (OIE) via email at institutional.equity@umich.edu or by phone at (734) 763-0235. There is also an online Harassment and Discrimination Reporting Form that you can fill out at hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/harassment-discrimination-reporting-form. SMTD has an on-site counselor—Emily Hyssong (LMSW)—assigned from the University's Counseling and Psychological Services (CAPS). Email her at emhyss@umich.edu for an appointment. CAPS services are always free and confidential.

See CRLT's Sexual Assault Awareness page for more information:

crlt.umich.edu/blog/sexual-assault-awareness-across-curriculum.

Religious Holidays

It is the policy of the University of Michigan to make every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

University-Related Absence

When absent from class on behalf of the University of Michigan, it is the expectation that the student will make alternative arrangements for fulfilling class assignments. The alternative arrangement should not unduly inconvenience either faculty members or other students. It is the student's obligation, if they expect to miss classes, examinations, or other assignments as a consequence of representing the University, to provide their individual advisor with reasonable notice for dates of anticipated absences and to work with course instructors to obtain assignments, so as to prepare the necessary academic material. Additionally, it is the student's responsibility to find out what took place in the missed class(es). Be prepared to execute or discuss any material missed.

Expectations

Graduate students are important artistic and pedagogical voices in the Department, and we ask you to regularly attend events and participate. In addition to policies stated elsewhere in this handbook, Dance MFA's are expected to:

- Assist/lead in the late August/early September new MFA orientation. Take note of these dates, as they will affect your summer travel and return to Ann Arbor.
- Assist as needed during the MFA audition, held in January.
- Be an example to the undergrads (both BFA Dance and non-major students).
- Document progress through the program in coordination with the individual advisor using the Advisor/Advisee Checklist (See Appendix A).
- Work closely with the individual advisor on program requirements, pathways and career plans.
- Attend all BFA and MFA WIP showings, also assisting/leading feedback sessions when asked.
- Regularly check and use the UMICH email for all Department communications, and practice professional email etiquette.
- Regularly check the Department's [Google calendar](#) and blog to keep up to date with Department events.
- Attend Friends of Dance event(s).
- Attend all Department forums. Attendance will be taken.
- Attend all Research in Action colloquiums.
- Email the Dance faculty and Grads in the event of a necessary absence from a required event, explaining the absence.

Graduate Student Instructors

Graduate Student Instructors (GSIs) have a significant responsibility as teachers within the Department. The courses taught by graduate students provide our graduate students with the opportunity to deepen their proficiency as teachers, develop their teaching philosophies, develop new courses, and convey their passion for the field to their students. GSI teaching will be assigned and mentored by Dance faculty. GSIs are also encouraged to draw upon the resources of the Center for Research in Learning and Teaching (CRLT), which provides workshops and guidance for a variety of teaching issues. For more information, please visit: crlt.umich.edu/index.php.

CRLT also produces a GSI guidebook that can be accessed online: crlt.umich.edu/gsis/gsi_guide.php.

GSI Canceled Class Policy

In the event that a GSI is unable to teach a class due to illness, they should report this ASAP to the Department Administrator and the Director of Grad Studies. The Department will make every reasonable effort to hold the class – a make-up session is hard to schedule for non-majors across so many academic programs – and may ask the student to help identify a substitute. If unable to identify a substitute or another non-major class that the students can join, the GSI should email the students immediately, informing them of the cancellation and assign an outside assignment to make up for the loss of class time.

GSI Oversight of Injuries/Illnesses within courses the student is teaching:

Please carefully review and follow the Injury/Illness Policy guidelines and procedures found in **Appendix F**. **Please note: an Injury Report must be filed within 24 hours with the Department Administrator.** Follow up on injuries promptly, assisting the student(s) with seeking treatment at the University's Health

Center, MedSport, or with other healthcare professionals. The Injury Report form can be found here: finance.umich.edu/sites/default/files/2017-04/injury-report-for-non-employees-101112_0_0.pdf.

Course Schedule & Registration

For more information, refer to the Academic Procedures section of the SMTD website @ <http://smtd.umich.edu/current-students-2/policies-procedures/academic-procedures/>.

Registration Process

- 1. Advisor.** All students must see their individual advisor before registering for courses. They will help the student plan a class schedule based on degree requirements and personal goals. **It is the student's responsibility to initiate transfer of credits, to follow up on changes in the program, and to keep their advising record up-to-date by filling out the appropriate "Advisor/Advisee" form, thereby monitoring fulfillment of curriculum requirements.** Advisor/Advisee forms are available on the Department of Dance website and are included in the MFA handbook (Appendix A). This is a critical tool to help the student and the individual advisor navigate course choices and enables the student to track their progress through the program, as well as form part of the student's record.
- 2. Schedule of Classes.** The schedule of classes is online and can be viewed through Wolverine Access. Additionally, it can be found @ umich.edu/~regoff/schedule. The schedule is divided by term, then by School, then by Department.
- 3. Overrides.** An override is needed to elect all Dance MFA courses. Students should email the Department Administrator and cc their advisor to request an override. Please include the Dance course number (ex: Dance 511.001, Dance 601.001, etc.) and student's UMID number in the email request.
- 4. Registration.** Once the overrides have been entered, the student will receive an email indicating their ability to register via Wolverine Access @ wolverineaccess.umich.edu.

Drop/Add



If the student is registered for a course they do not intend to take, the student should drop it. The student is not automatically dropped from a class roster for non-attendance. **Through the third week of classes in a full term (or the second week of classes in a half term), students may use Wolverine Access to add or drop a course, change grading status, or increase or decrease the credit hours for a course within the range listed in the Time Schedule.** The Registrar's Office publishes each year's Drop/Add deadline on its website. Graduate program approval is necessary to change course elections. Certain graduate programs may have additional deadlines or procedures. **(See Rackham 2018-2019 Student Handbook)**.

Late Drop/Add

From the Rackham Graduate School Academic Policies:

After the third week in a full term (or the second week in a half term), and until the last day of classes of that term or half term, students must request a late drop or add via Wolverine Access. Any course for which a drop is registered after the third week in a full term (or the second week in a half term) will appear on the permanent record as “W” ([section 4.5](#)). For any other change of status (credit to visit, etc.) to a course during the term, a student must obtain signed approval from the course instructor and the chair of their graduate program on an election worksheet which is then submitted to the Registrar’s Office before the last day of classes. Students should contact the graduate program administrator for election worksheets or contact the Registrar’s Office at 1210 LSA Building, 500 S. State St.

Degree Audits

All students should meet with their individual advisor each term to ensure that credits are well distributed across the four terms of MFA study, and that all program requirements are met. An audit should occur at the end of Year 1.

Auditing a Course

From the Rackham Graduate School Academic Policies, Section 4 entitled, “*Coursework, Grading and Academic Standing*” @ rackham.umich.edu/policies/academic_policies/section4/-43:

With permission of the advisor and the course instructor, a student may enroll in a course as a visitor (auditor) rather than for credit. A notation of “VI” appears on the transcript when the course is completed successfully ([section 4.5](#)). After a grade has been issued, a course may not be changed from letter grade to visit (audit) status, or vice versa. A visit (audit) will not be counted toward degree credit requirements.

Full fees will be assessed at the current rate of tuition. After registering for the course online via Wolverine Access, the student must register for this status in person at the Registrar’s Office and present a Drop/Add form with the signatures of both the instructor and the student’s department graduate chair or advisor. Before enrolling, the student must confer with the instructor to reach an agreement on what will constitute satisfactory completion of the course. The student is expected to attend class regularly and may be asked to submit assignments and take examinations. Elections of visited (audited) courses must appear on the class schedule printout provided at registration. Students should check their class schedule printouts for accuracy and completeness.

Transfer Credit

All non-UM schools or programs attended must send an **official transcript** to the Rackham Graduate School and all requests for transfer of credit must be approved by the student’s program and by Rackham OARD. It is **the student’s** responsibility to find out which credits are transferable. ***NOTE: In most cases, Dance curricular requirements cannot be substituted with coursework done at other institutions or summer workshops.**

Variations in Credit/Course Planning

- **The published requirements for graduation are minimum requirements for completion of the MFA program.** Additional credit may be taken in any area of interest. This credit is then counted towards graduation as elective credit.
- MFA students who wish to enroll for fewer than 9 credit hours or more than 18 credit hours for the full term (4-6 for the half-term) must obtain the permission of the individual advisor. A **usual** semester load in the MFA program ranges between 13 and 16 credits to arrive at a total of 60 credits over the course of the degree.
- Under special circumstances, students may be able to use the Course Waiver or Substitution form to substitute one course for another required course, or to waive a course. To fill out a course waiver/substitution form, the student needs to contact the SMTD Graduate Coordinator: or Rackham Assistant Director of Academic Records and Dissertations.
- If a student is pursuing an additional credit-bearing certificate in addition to their MFA requirements, it is their responsibility to clarify with the certificate program how many credits beyond the MFA's required 60 credits need to be taken. In general, students taking a certificate outside the departments generally must take at least 66 credits due to Rackham rules pertaining to counting credits toward a degree + a certificate.

Grading Policy

The Rackham Graduate School has established the following descriptions and criteria for grading at the graduate level:

Excellent: Markedly above average for graduate students

A+	(4.3 points)	The highest conceivable standard of work
A	(4.0 points)	Genuinely outstanding
A-	(3.7 points)	A very high standard in which strengths far exceed weaknesses

Good: Standard normally expected of graduate students

B+	(3.3 points)	Above average
B	(3.0 points)	Average
B-	(2.7 points)	Revealing certain weaknesses

Fair: Below average for graduate students

C+	(2.3 points)	Lacking essential qualities
C	(2.0 points)	Marginally acceptable
C-	(1.7 points)	Need for marked improvement to remain in program

Poor: Not acceptable at graduate level

D+	(1.3 points)
D	(1.0 points)
D-	(0.7 points)

These numbers are used to calculate Michigan Honor Points (MHP) and the Grade Point Average (GPA). Michigan Honor Points (MHP) are calculated by multiplying the number of credit hours for which the course was elected by the number of points earned on the grading scale. The grade-point average (GPA) is calculated by dividing the Michigan Honor Points earned for a term or more by the number of credit hours for the courses. A cumulative GPA of B (3.0) or higher is required to remain in good standing or to receive a degree. A student whose cumulative GPA falls below B (3.0) is placed on academic probation for the following term (or half-term) of enrollment. A student whose cumulative grade-point average falls below B for two or more terms may be required to withdraw. No course in which a grade of D, E, I, W (Drop), VI (Visit), ED (Unofficial Drop), U (Unsatisfactory) or Y (work still in progress in a multi-term course) is received may be counted to satisfy any requirement.

A student may receive a grade of Incomplete ("I") only if the coursework remaining to be done by the end of the semester is small and the instructor approves an extension for completing the unfinished work. The instructor must agree to this arrangement and determine a deadline for finishing the assigned work before a grade is assigned. The notation of "I" remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade will appear on the transcript as, for example, "I B+." The grade point average is based only on hours of coursework completed.

Avoid incomplete grades. Even when made up, an incomplete remains on the transcript and becomes a significant negative factor when the student is under consideration for a fellowship or employment. An Incomplete that is not made up represents an even more serious blemish.

A student who submits work to make up an Incomplete when the deadline is imminent should point out the approaching deadline to the faculty member and stress the urgency of reporting the grade prior to the deadline. A student who waits until the last minute to make up an Incomplete may find that, for unanticipated reasons, the faculty member is simply unable to do so before the deadline. Sometimes illness intervenes. Sometimes they are unavailable, or have left the University. In some cases, an Incomplete ultimately means that the student must elect another course.

Letters of Recommendation

If requesting a letter of recommendation from a faculty member, make sure to plan ahead. **Allow at least two week's notice.** Send a polite reminder to the faculty member one week before the letter is due. Follow up to see if the letter has been sent and thank them for their time and willingness. If called for an interview, offered the position and/or accept/ reject, let the faculty member know. Faculty put a lot of time and energy into helping the student succeed and appreciate knowing outcomes.

The student must provide the following information:

- Complete address and contact information, including the name of the person to whom the letter will be addressed. If there is no name, specify that the letter can be addressed "To Whom It May Concern."
- Date the recommendation is due and whether it must be **received** or **postmarked** by that date, and whether it is a physical copy or an online submission.
- Include the links to website and all listings of the job description, summer program, internship, etc. Please include any helpful supporting information. Don't assume that the faculty member will have the time or inclination to research these items.
- Reasons why applying and, if the student has a letter of interest or cover letter, please share with the faculty member. It is helpful in crafting a customized letter for the student. The more details faculty have, the better. If there is a compelling reason this is the ideal course or position, articulate this clearly to the faculty member.
- Current resume and, where appropriate, copies of a teaching and/or research statement, and copy of the student's cover letter.
- Stamped and addressed envelope for the faculty member to use or details of electronic submission requirements. If asking for multiple letters, provide adequate stamped and addressed envelopes.

The Career Center, careercenter.umich.edu can provide additional support in developing the student's portfolio.

MFA Course Listing

RESEARCH IN ACTION

10 credits

This 10-credit sequence of courses is required for all MFA dance students.

TRACK

20 credits

MFA students choose **ONE** of the following tracks:

Performance/Repertory

Choreography

Screendance

DANCE ELECTIVES

10-14 credits

MFA students choose courses in one or more of the following areas as dance electives. Courses from either/both of their non-specialist tracks may also function as dance electives.

Dance Science

Dance History

Dance Education

COGNATES

6-10 credits

Cognates to comprise at least **two** graduate-level courses of at least **three** credit hours each.

THESIS

10 credits

This comprises three components: Thesis preparation, production and reflection.

This 10-credit sequence of courses is required for all MFA students.

MFA Dance Program – Individual Courses

NOTE: Not all courses are offered all terms/years.

RESEARCH IN ACTION

501	RIA 1: Research Methods in Dance	3 credits
502	RIA 2: Problematizing Theory in Practice	3 credits
505	RIA 3: Self-Evaluation Report	1 credit
601	RIA 4: Dance History & Theory	3 credits

TRACK

20 credits

NOTE: All three tracks will include core courses toward track credits consisting of Dance 534 Performance Improvisation I (3 credits); Dance 531/524 Solo Composition or Solo Performance (3 credits)*; Dance 532 Choreography, Performance, Production & Design (3 credits); and Dance 631 Graduate Studio (2 credits).

Performance/Repertory

521	University Dance Company	1 credit
621	University Dance Company	1-2 credits
525/625	Ann Arbor Dance Works Repertory	1 credit each
526/626	Paul Taylor Summer Intensive Repertory	1 credit each
527/627	Special Topics: Performance/Repertory	1-3 credits each
528/628	Field Experience: Performance/Repertory	1-3 credits each
529/629	Independent Study: Performance/Repertory	1-3 credits each

Choreography

534	Performance of Improvisation 1	3 credits
535	Mapping Movement & Place: Site Dance Composition	3 credits
536	Dramaturgy for Physical Performance	3 credits
546	Dancing Women Dancing Queer	3 credits
634	Performance Improvisation 2	3 credits
538/638	Field Experience: Choreography	1-3 credits each
539/639	Independent Study: Choreography	1-3 credits each

*If Performance/Repertory track, enroll in Dance 524. If Choreography track, enroll in Dance 531.

Screendance

542	Screendance 1: Collaborations in New Media	3 credits
543/643	Screendance Portfolio	2-4 credits
642	Screendance 2: Advanced Projects & Productions	3 credits
548/648	Field Experience: Screendance	1-3 credits each
549/649	Independent Study: Screendance	1-3 credits each

**In consultation with an individual advisor, Screendance track MFA's may choose additional courses from Penny Stamps School of Art and Design &/or Screen Arts and Culture. A list of current courses from those schools will be supplied to those in the Screendance track.

DANCE ELECTIVES

10-14 credits

Dance Science

551	Experiential Anatomy	3 credits (rarely offered)
558/658	Field Experience: Dance Science	1-3 credits each
559/659	Independent Study: Dance Science	1-3 credits each

Dance History

546	Dancing Women/Dancing Queer	3 credits 3 credits
563	Dancing Diasporas (rarely offered)	3 credits
564	George Balanchine & the Transformation of American Dance (not offered 2018/19)	3 credits
567/667	Special Topics: Dance History	1-3 credits each
568/668	Field Experience: Dance History	1-3 credits each
569/669	Independent Study: Dance History	1-3 credits each

Dance Education

571	Pedagogy: Dance Technique	3 credits
572	Pedagogy: Dance Composition	3 credits
575	Pedagogy: Dance History	3 credits
578	Field Experience: Dance Education	1-3 credits each
579	Independent Study: Dance Education	1-3 credits each

Additional Electives

586	Accompanying Movement	3 credits
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PHYSICAL PRACTICE

Students are required to take a minimum of 8 credits of physical practice over the course of their degree. These credits can be applied either toward track credits or dance elective credit.

Credits in physical practice can be taken in a variety of genres, including modern, ballet, some Friday labs, and performance of improvisation. There are also independent study options for physical practice. When enrolled in the 3-credit course Performance of Improvisation 1 (534), one of the three credits may be applied toward the 8-credit physical practice requirement; the same applies if a student elects to take Performance of Improvisation 2 (634): one of the three credits may be applied toward the 8-credit physical practice requirement.

Physical Practice

511/611	Ballet	1 credit each
513/613	Modern Dance	1 credit each
515/615	Ann Arbor Dance Works Technique	1 credit each
516/616	Paul Taylor Summer Intensive Technique	1 credit each
518/618	Field Experience: Dance Technique	1-3 credits each
519/619	Independent Study: Dance Technique	1-3 credits each

Note: Other techniques may be taken via Independent Study Dance Technique courses (519/619). Through this course election, students may enroll in Congolese Dance and in Yoga for graduate-level credit.

COGNATES

6-10 credits

Cognates to comprise at least **two** graduate-level courses of at least **two** credit hours each outside the Department of Dance. These can be taken in other departments within the School of Music, Theatre & Dance (SMTD). MFA students are encouraged to seek cognates in units beyond SMTD.

THESIS

10 credits

595	Thesis 1: Summer Research Project	2 credits
695	Thesis 2: Proposal	2 credits
699	Thesis 3: Project	6 credits
	<i>Note: Performative, Production and Documentation components</i>	(2 credits/ea)

Curriculum Notes

Credit for Paid Activities

Students cannot receive credit for paid activities.

Repertory Credit

Dance Repertory encompasses University Dance Company (in fall or winter terms) AADW Repertory, PTSI/UMICH Repertory, and other faculty or guest artist performance projects with approval of departmental advisor.

Ann Arbor Dance Works

Formed in 1985, **Ann Arbor Dance Works (AADW)** is the resident, professional dance company of the University of Michigan Department of Dance. The company shares a wide-ranging repertory with audiences in an annual season and in community performances. In addition to producing works by resident faculty choreographers, the company hosts guest artists from the US and abroad. Designers, poets, videographers, visual artists, musicians and composers collaborate with company members, contributing to the creation of innovative and multi-layered works of resonance, depth, and beauty. Performers include faculty, guest artists, alumni, and current Dance students. Since its inception, Ann Arbor Dance Works has produced choreography to critical and popular acclaim in New York City, throughout the Midwest, and internationally. The company has also presented several large-scale, site-specific dances with a variety of Ann Arbor community partners.

Spring term technique and repertory courses organized by the department are offered through Ann Arbor Dance Works. Students may participate in repertory works by invitation/audition and must sign a contract. Special fees are associated with enrolling in some AADW spring term courses. Information will be available in the Winter term. For further information: annarbordanceworks.com.

Paul Taylor Summer Intensive

PTSI is hosted by the department **every other year** in the month of June. Students receive technique and repertory credit for the U-M/Paul Taylor Summer Intensive. The Paul Taylor Dance Company determines the Artistic Director(s) and repertory. Special fees are associated with enrolling in this intensive. Applications for the U-M intensive must be made directly via the PTDC website.

Independent Study

Independent Study courses enable students to engage in in-depth research in the following areas:

- Dance Technique
- Performance/Repertory
- Choreography
- Screendance
- Dance Science
- Dance History
- Dance Education

Students may propose an independent study course with a Dance faculty member when a particular topic or area of study is not covered by regularly scheduled course offerings. If the faculty member agrees, details of the proposed independent study should be discussed and an *Independent Study Proposal* form should be submitted prior to the start of the term in which the independent study will take place. Note: faculty members are not required to sponsor independent study courses. Please keep in mind that approximately 42 hours of work equals one credit when computing the number of credit hours elected.

Faculty Indi Numbers

Most faculty members have an 'indi number', which enables students to register for an Independent Study or Field Experience course under the direction of the faculty member. Please refer to the front of this handbook for a listing of faculty indi numbers or the Department Administrator for more information. (*See Independent Study in the Dance Curriculum Notes section of this handbook for more information.*)

Field Experience

Field Experience courses enable students to obtain credit for teaching, performing, choreographing, producing, directing, consulting or researching outside the university setting in the following areas:

- Dance Technique
- Performance/Repertory
- Choreography
- Screendance
- Dance Science
- Dance History
- Dance Education

Field Experience forms, available at the Department of Dance, must be completed and accompanied by a one-page typed rationale detailing the proposed activity and justifying the credit hours requested (**42 hours of work equals one credit when computing the number of credit hours elected**). After the individual advisor has reviewed and signed-off the proposal, it must be presented to the Chair for approval. The completed and approved Field Experience form serves as an override request and must be submitted to the Department Administrator.

Cognates

MFA Dance students meet this 6-10 credit requirement by enrolling in approved graduate level courses beyond the Department. Other School of Music, Theatre & Dance graduate courses (Theatre, Music Theory, Musicology, etc.) are acceptable. However, we strongly encourage students to seek out graduate-level courses in related areas in other Schools and Colleges and, thus, experience the wider expertise, resources and interactions that contribute to the University of Michigan's leading academic position and reputation.

Course Descriptions

NOTE: There may be some differences in the course descriptions between those found in this handbook and on Wolverine Access. Please see the individual advisor or the Department Administrator for any questions. Not all courses are offered all terms/years.

501 – Research in Action 1: Research Methods in Dance

This course equips students with the knowledge and skills to engage in dance research. It introduces them to the rich material resources of the University and the broader research community. A range of theoretical frameworks and methodologies will be addressed, as will strategies for designing a research project, determining a clear rationale and appropriate parameters, and articulating particular research questions. The aim is for students to understand current debates, the nature of evidence and argument, and the relationships between practice, theory and criticism.

502 – Research in Action 2: Problematizing Theory in Practice

This course, offered every other Winter term, helps students consider how dancemaking is an act of theorizing and, too, how reading and writing theory might be a form of feeding one's artistic practice. The aim of the course is to interrogate key questions and issues currently shaping the dance field, and to consider how these questions inform students' practice, especially as they prepare for as they prepare for future projects they will lead, including their summer fieldwork and post-thesis plans. Students will engage critically with selected readings, performances, and studio research in order to develop a sophisticated grasp of different approaches to dance-making and scholarship, and greater fluency in working across dance theory-practice areas. Assessment for the course will be by written, oral and embodied assignments—all explicitly shaped to deepen the students' artmaking and performance practices.

505 – Research in Action 3: Self-Evaluation Report

This course requires students to reflect critically on their first year of Master's level study and to write a report. The form the report takes is up to the student, and may be creatively engaged, including alternative formats that might take digital form, a transcript of a "self-interview," or a letter written to an audience of the student's choice. (3,500 words or equivalent) Detailed reference should be made to the student's learning across all courses taken in the first year of the program. Not all courses must be discussed in detail, but there should be attention to both breadth and depth of experiences. The aim is for students to demonstrate competence in working across theory-practice realms and to identify realistic next steps and further training needs. The paper is due on August 1 and should be submitted to the Director of Graduate Studies, who will evaluate the paper and submit the grade.

511 – Ballet

This course focuses on proper alignment, placement, body awareness, self-discovery, self-correction, execution, awareness of other dancers and teaching techniques. The vocabulary encompasses a logical development of more advanced barre and center work including advanced pirouettes, enchainments, and grand allegro. Through repetition of material, students will be challenged to reverse combinations, recite terminology, and demonstrate combinations without the assistance of demonstration by the instructor.

513 – Modern Dance

This course develops movement skills and concepts within contemporary dance genres towards effective performance. It stresses the development of musicality, versatility, and expressivity, sensitivity,

range, control, and clarity of performance, with sound anatomical principles as well as a wide range of spatial, rhythmic and dynamic qualities.

515 – Ann Arbor Dance Works: Technique

This course will be an intermediate-advanced modern dance technique class taught by resident dance faculty and guest artists, offering techniques that reflect a variety of styles and trends in the field.

516 – Paul Taylor Summer Intensive: Technique

This course introduces students to Taylor technique, as taught by guest faculty from the Paul Taylor Dance Company in residence at U-M. Daily technique classes are supported by Ballet and Somatic work. Enrollment for the intensive is required through the Paul Taylor School.

518 – Field Experience: Dance Technique

This course is designed for students who wish to undertake a dance technique project beyond the University of Michigan. The field of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

519 – Independent Study: Dance Technique

This course is designed for students who wish to study one or more dance techniques in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

521 – University Dance Company

This course requires a commitment to the creative and rehearsal process in preparation for performances of new or repertory work for the annual University Production concert. The cast of student dancers works with a choreographer to evolve a finished production - involving the integration of choreographic intention and style with musical score, sets, props, costuming, video, or other scenic components.

524 – Solo Performance

Throughout this course students will develop a personal practice that stretches their imaginative and intellectual definitions of themselves as performers. Class time will be used as a laboratory to create and analyze multiple approaches to performance, as well as conceptualize what differences emerge throughout the process of “making” versus “performing”. Students will investigate how the physicalities, rhythms, and habits already in our bodies are shaped culturally, politically, and emotionally. Students will develop their own definitions for words commonly associated with choreographic process and performance – such as time, space, form, meaning, energy, representation, and structure. What cultural or aesthetic references live within the language we choose to discuss dance? Short in-class assignments are meant to be experimental and approached with curiosity. Supplemental readings and viewings will contextualize class work in relationship to historical trends in contemporary dance. Each student will propose a final project relevant to their own research that will be performed in an informal showcase at the end of the semester.

525 – Ann Arbor Dance Works: Repertory

In this course, dancers will learn modern dance repertory taught by resident faculty and guest artists, which will be performed for the public in a formal performance. Dancers will be cast in repertory works by audition. They may be cast in one work for 1 credit, or two works for 2 credits. The course may also include a residency in a community setting; the residency may entail the offering of master classes, lecture demonstrations, workshops and performances. Dancers may assist with designing and implementing community residencies.

526 – Paul Taylor Summer Intensive: Repertory

Students will learn selected works from Paul Taylor's diverse choreographic oeuvre, as taught by company members and alumni in residence at the U-M/Paul Taylor Summer Intensive. Students will learn between 2-3 repertory excerpts over the course of the two-week program. Studio learning is supported by lectures and readings on Taylor's style. Enrollment required in the U-M/Paul Taylor Summer Intensive program coordinated through the School of the Paul Taylor Dance Company.

527 – Special Topics: Performance/Repertory

Special Topics courses in performance/repertory allow students the flexibility to pursue discipline-specific or interdisciplinary study in-depth, led by a specialist instructor/guest artist. The courses will differ thematically, dependent upon the teaching and research expertise of the instructor.

528 – Field Experience: Performance/Repertory

This course is designed for students who wish to undertake a performance or repertory project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

529 – Independent Study: Performance/Repertory

This course is designed for students who wish to study one or more dance performance or repertory experiences in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

531 – Solo Composition

Throughout this course students will develop a personal practice that stretches their imaginative and intellectual definitions of themselves as performers and creators. Class time will be used as a laboratory to create and analyze multiple approaches to choreography and performance, as well as conceptualize what differences emerge through the process of "making" versus "performing." Students will investigate how the physicalities, habits, and rhythms already in our bodies are shaped culturally, politically, and emotionally. Students develop their own definitions for words commonly associated with choreographic process, such as time, space, form, meaning, energy, representation, and structure. What cultural or aesthetic references live within the language we choose to discuss dance? Short in-class assignments are meant to be experimental and approached with curiosity. Supplemental readings and viewings will contextualize class work in relationship to historical trends in contemporary dance. Each student will propose a final project relevant to their own research that will be performed in an informal showcase at the end of the semester.

532 – Choreography, Performance, Production & Design

The primary focus of this course is specifically to develop a group work as well as an array of choreographic studies and works to be presented in a fully produced evening concert at the end of the Winter term. Students in the class will design the lighting, costumes, posters, and programs. Participants in the class will be asked to engage in an on-going process of analysis and discussion/feedback of their choreographic materials. Making dances, speaking and writing eloquently about the process will guide the work. The grading formula is as follows: 1/3 for performance, 1/3 for choreography and 1/3 for production participation. The department pays for publicity, programs and tickets up to \$200.

534 – Performance Improvisation 1

This course is devoted to in-depth study and practice of improvisation as a performing art. In improvisation, insight, inspiration, composition and performance occur simultaneously. The constant flux and exchange of doing and reflecting heightens awareness of compositional choices. The improvising performer works without a net, where every choice and action is visible and audible. Recognizing the three strands of improvisational practice: bodily exploration, honing and cultivating aesthetic values and observational skills, and composing dances in the moment will influence and shape the learning process. Each student will be called upon to develop as an artist, a soloist, and as a collaborator as we build a movement and music ensemble that can co-create shapely, coherent, short and long pieces through improvisation. The course will culminate in a performance at the close of the semester. Two reading and writing assignments per week will support and encourage thoughtful analysis and practice. The final summary paper will connect experience in class, journal entries, discussions and the reading assignments into a meaningful anthology.

535 – Mapping Movement and Place: Site Dance Composition

Through readings, video viewings and performance projects, this course will examine the creative processes for a variety of contemporary site-specific dance performances. Dancers will conduct research about a chosen site, and will choreograph and perform in their own site-specific dance project. Emphasis will be placed upon investigating the social and cultural histories of the chosen site, and of its environmental and/or architectural features.

536 – Dramaturgy for Physical Practice

This course exposes students to the field of dramaturgy, a creative and scholarly practice in which individuals assist a choreographer, director, and, in general, a creative team through a variety of research-based practices. To prepare students to engage in dramaturgy, this course surveys relevant literature in the field, including recently published articles and books on dramaturgy, which has exploded in North American research in the last decade, and theoretical texts that offer larger frames to consider the nature of dramaturgy in physical performance, particularly dance. Students also work on developing skills for specific tasks often associated with dramaturgy: leading feedback sessions, creating different formats for assessing a piece's overall structure, developing research packets and questions, and facilitating post-performance discussions, among others. Whenever possible, students enrolled in the course will be attached to ongoing performance projects, so that the course will always be oriented toward making performance and finding ways to enhance an ongoing creative process. Students will be assessed on a series of short written responses, participation in artists' rehearsals, and their ability to design creative research portfolios that include visual, physical, and textual research.

538 – Field Experience: Choreography

This course is designed for students seeking credit for creating and producing new choreography outside the university setting.

539 – Independent Study: Choreography

This course is designed for students who wish to study one or more choreography experiences in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

542 – Screendance 1: Collaborations in New Media

This course examines the creative potential of integrating choreography and technology through projects in experimental video, social media and the internet, interactive performance, improvisation, and sound design. Supplemental screenings and readings will provide historical and theoretical context to inspire new possibilities for pursuing mediated choreographic practices. We will broadly consider the term “choreography” to research the ways in which bodies and information move through time and space via a multitude of technological interferences. We will discuss what becomes identified as “technology” and the social, political, and ecological consequences of engaging with these systems. Critical attention will be given to the relationship between technology and visibility, specifically in regards to race, gender, sexuality, class, and ability. Through what labor do technological systems come into the world and who benefits from their being here? Each student will write a treatment for a final project of their own design which can take shape in a variety of forms: video, essay, live performance, etc. As a class, we will organize a public event to share final projects with the community.

543 – Screendance Portfolio

Students will compile their portfolio by creating an appropriate range of screendance works, the number and duration of which will be determined in consultation with their Portfolio Advisor. They may choose solo and/or group works, and edit their material using non-linear video editing software. The Screendance Portfolio will be accompanied by a written justification.

546 – Dancing Women/Dancing Queer

Studying gender and sexuality through dance and performance foregrounds questions about embodiment that run across feminist and queer theory, as well as dance and performance studies. This graduate and upper-level undergraduate seminar will look at a representation of gender and sexuality across a variety of sites from ballet to modern dance, the concert stage to the music video, and Broadway to avant garde solo performance. No previous experience with dance required.

548 – Field Experience: Screendance

This course is designed for students who wish to undertake a screendance project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

549 – Independent Study: Screendance

This course is designed for students who wish to study a screendance project in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

551 – Experiential Anatomy

This course introduces students to the scientific principles underlying the complexities of dance movement. Utilizing visual stimuli, touch, writing and drawing, readings, and experiential modalities such as Ideokinesis, Feldenkrais, visualization, and Alexander technique, students will learn to apply the principles of anatomy and kinesiology, as they pertain to dance. Rarely offered.

558 – Field Experience: Dance Science

This course is designed for students who wish to undertake a dance science project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

559 – Independent Study: Dance Science

This course is designed for students who wish to study a dance science topic in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

563 – Dancing Diasporas

Using a chronological and geographical approach, this course examines Africanist performance trends in dance music and theater, tracing them from West Africa through the African Diaspora in the Americas. Movement and aesthetic commonalities of these forms will be studied, together with the socio-culture conditions that contributed to their creation and which continue to influence American dance and culture today. Issues of identity, ethnicity and stereotyping through the idiom of African-Americans vernacular and concert dance will also be addressed. Rarely offered.

564 – Balanchine & the Transformation of America Dance

This course examines the life and works of dancer/choreographer George Balanchine and his influence on 20th-21st century dance. It complements and supplements the more general topic and broadly themed courses in the curriculum with an opportunity for students to focus in on an extensive and intensive examination of a key figure in the history of dance and his works. Students will gain experience in original historical research with archival material, concentrating on primary sources of all kinds in conjunction with intensive analysis of Balanchine's choreography. Not offered AY 18-19.

567 – Special Topics: Dance History

Special Topics courses in dance history allow students the flexibility to pursue discipline-specific or interdisciplinary study in-depth, led by a specialist instructor/historian. The courses will differ thematically, dependent upon the teaching and research expertise of the instructor.

568 – Field Experience: Dance History

This course is designed for students who wish to undertake a dance history project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

569 – Independent Study: Dance History

This course is designed for students who wish to study a dance history topic in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

571 – Pedagogy: Dance Technique

Exploration of theoretical concepts, principles, and methods of teaching dance technique through lectures, readings, videos, discussion and teaching practicum with the goal of developing a sound basis for continued growth and effectiveness as dance educators.

572 – Pedagogy: Dance Composition

This course addresses strategies for teaching undergraduate-level Dance Composition. Graduate students will participate in teaching a sophomore-level majors' course, 232 Dance Composition IV: Mapping Movement and Sound. They will lead improvisational exercises and provide critical feedback sessions for students. They will also research the use of music/sound in the works of selected choreographers and present this research. They will be assessed through these and other assignments, including self-evaluation papers, teaching philosophy statements, and the creation of a syllabus for beginning-level dance composition students.

575 – Pedagogy: Dance History

This course provides supervision and mentoring of MFA Dance students in Dance History pedagogy and addresses strategies for teaching undergraduate courses in this area.

578 – Field Experience: Dance Education

This course is designed for students who wish to undertake a dance education project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

579 – Independent Study: Dance Education

This course is designed for students who wish to study a dance education project in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

583 – Dance & Related Arts

Dance students collaborate with composers, visual artists, videographers, etc. to create an evening-length happening/collage/performance.

586 – Accompanying Movement

In this course, musicians will learn how to accompany for kinesthetic, movement-based art forms through the study and analysis of western dance technique classes. This will provide the musician with an entry into collaborating with movement-based art forms. Using both Modern Dance and Ballet Technique courses offered in the Department of Dance, musicians will observe and analyze the structure and content of the class, will research the specific genre of the class, and by observing the methods of communication used between instructor and dance student, instructor and musician, and dance student

and musician, they will learn how to collaborate in a dance class. Through the course of the term, the student will accompany individual combinations for the class so that by the end of the term they will be able to provide appropriate music for an entire class session. This will provide the musician with an entry into collaboration with movement-based art forms.

595 – Thesis 1: Summer Research Project

Between the first and second year of the Masters' program, students will undertake extensive research off-campus, conducting fieldwork and developing material for their Thesis. The Summer Research Project comprises three components: 1) a 1,000-word proposal articulating the aims, methodology, research context and questions of the project, and of their relevance to the students' subsequent Thesis and to the field (20%). The summer research proposal must have a title. Additionally, students must submit a detailed budget that must follow the budget template provided in MFA Resources on the Department website; 2) a minimum of 40 hours in the field' (50%); 3) a 15-minute presentation of results, to include audio-visual examples and/or a performative element, plus Q&A (30%).

601 – Research in Action 4: Dance History & Theory

This course introduces students to historical concepts, theories and methodologies, and to the major dance historians of the 19th-20th centuries, and contemporary performance studies. The aim is to develop a critical awareness of the competing constructions of dance history and of the interplay between history and other disciplines within and beyond dance. Students will interrogate different approaches to reading and writing our dancing past through the use of selected case studies, spanning textual, visual, oral and performative histories.

611 – Ballet

This advanced ballet course addresses core concepts of technique, alignment, anatomically sound movement, and artistry. Emphasis will be placed on more challenging combinations of movements so that students can explore transitions, musicality, increased mental acuity to remember new and complex sequences, and the ability to process information both in the brain and in the body. Students are encouraged to dance in three dimensions and to develop their individual sense of artistry through the class material. They should demonstrate a more advanced mastery of these concepts than in their first year of study.

613 – Modern Dance

This course requires the advanced level student to research and integrate compositional and performance methods into a lively and productive practice of dance-making. Through daily practice in class and in written assignments, students will acquire a sophisticated comprehension of the ways in which the creative process is embedded in technique. This course will act as an experiential laboratory for improvisation, composition and performance, anchored by sound technical practice. The study and practice of improvisation will serve as tools for both creative work in composition and performance. Elements of personal history and philosophy will be examined and questioned as a means of distilling idiosyncratic material into formal, shapely, dynamic and coherent structures. Exploring individual movement vocabularies will serve to refine and expand our physical language as form and structure emerges.

615 – Ann Arbor Dance Works: Technique

This is an advanced modern dance technique course taught by resident dance faculty and guest artists, offering a variety of styles and trends in the field.

616 – Paul Taylor Summer Intensive: Technique

This course introduces students to Taylor technique, as taught by guest faculty from the Paul Taylor Dance Company in residence at UM. Daily technique classes are supported by Ballet and Somatic work. Enrollment for the intensive is required through the Paul Taylor School.

618 – Field Experience: Dance Technique

This course is designed for students who wish to undertake a dance technique project beyond the University of Michigan. The field of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

619 – Independent Study: Dance Technique

This course is designed for students who wish to study one or more dance techniques in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

621 – University Dance Company

This course requires a commitment to the creative and rehearsal process in preparation for performances of new or repertory work for the annual University Productions concert. Each cast works with a choreographer to evolve a finished production - involving the integration of choreographic intention and style with musical score, sets, props, costuming, video or other scenic components. The highest degree of professionalism is assumed and expected of second-year graduate students, who act as role models for their younger peers and may also serve as choreographic/rehearsal assistants.

625 – Ann Arbor Dance Works: Repertory

In this course, students will learn modern dance repertory taught by resident faculty and guest artists, to be performed for public performance. Dancers will be cast in repertory works by audition. The course may also include a residency in a community setting; the residency may entail the offering of master classes, lecture demonstrations, workshops and performances. Dancers will assist with designing and implementing community residencies. 1 credit per repertory work is offered and students may be cast in up to three works.

626 – Paul Taylor Summer Intensive: Repertory

Students will learn selected works from Paul Taylor's diverse choreographic oeuvre, as taught by company members and alumni in residence at the UM/Paul Taylor Summer Intensive. Students will learn between 2-3 repertory excerpts over the course of the two-week program. Studio learning is supported by lectures and readings on Taylor's style. Enrollment required in the UM/Paul Taylor Summer Intensive program coordinated through the School of the Paul Taylor Dance Company.

627 – Special Topics: Performance/Repertory

Special Topics courses in performance/repertory allow students the flexibility to pursue discipline-specific or interdisciplinary study in-depth, led by a specialist instructor/guest artist. The courses will differ thematically, dependent upon the teaching and research expertise of the instructor.

628 – Field Experience: Performance/Repertory

This course is designed for students who wish to undertake a performance or repertory project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

629 – Independent Study: Performance/Repertory

This course is designed for students who wish to study one or more dance performance or repertory experiences in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

631 – Graduate Studio

This course creates a forum for graduate students to investigate and workshop ideas, movement studies, production elements and choreographic projects with their peers and instructor to further investigate the embodiment of their thesis project materials. The primary goal of this course is to learn how to formulate questions about the act and creation of new work. Incentive and critical feedback are provided in order to push expectations, foster creative risk-taking and to maximize students' talent as performers and dance makers. Studio practice is supported by video viewings, readings, and discussion. The course meets once a week for 2 hours with additional lab time for independent research and sketching of movement materials. Thesis chairs and committee members will be invited to periodic showings and discussions of the evolving materials.

634 – Performance Improvisation 2

Performance Improvisation 2 offers students the chance to deepen their improvisation practice and return to and examine questions and processes that emerged in the first section. Second-year MFA students become leaders, instigators, and influential risk takers. This course introduces students to the practice of improvisation as a performing art. They will engage as artist, soloist, collaborator and, collectively, create a performance ensemble. Theory and practice will be combined through journaling, reading, writing a program note and a final paper. Multiple showings, including off-site performances, throughout the term, allow for students to gain confidence and creative agency.

638 – Field Experience: Choreography

This course is designed for students who wish to undertake a choreography project beyond the University of Michigan. The 'field' of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

639 – Independent Study: Choreography

This course is designed for students who wish to study one or more choreography experiences in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

642 – Screendance 2: Advanced Projects & Productions

Building upon the editing and camera skills, and creative research acquired in 542 Screendance 1, (prerequisite), this course challenges the student to propose three projects ranging from work for the screen, work for gallery or installation, and work for integration into live performance. In collaboration with faculty advisors and chosen venue, the student will then select one proposed project for completion and final production. Students are strongly encouraged to submit work(s) to festivals and/or present finished work(s) to audiences in innovative formats.

643 – Screendance Portfolio

Assemble and analyze a collection of screen dance examples demonstrating a specific artistic perspective. The choice and number of the works in the portfolio will be determined by the student and her/his chosen advisor and can comprise solo and/or group works. A written justification of the portfolio will serve as the analysis of the portfolio. The portfolio should demonstrate the student's growth as a screen dance artist since his/her first year of graduate study.

648 – Field Experience: Screendance

This course is designed for students who wish to undertake a screendance project beyond the University of Michigan. The field of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

649 – Independent Study: Screendance

This course is designed for students who wish to study a screendance project in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

658 – Field Experience: Dance Science

This course is designed for students who wish to undertake a dance science project beyond the University of Michigan. The field of study is determined by the student, as is the nature and scope of the project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

659 – Independent Study: Dance Science

This course is designed for students who wish to study a dance science project in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

667 – Special Topics: Dance History

Special Topics courses in dance history allow students the flexibility to pursue discipline-specific or interdisciplinary study in-depth, led by a specialist instructor/historian. The courses will differ thematically, dependent upon the teaching and research expertise of the instructor.

668 – Field Experience: Dance History

This course is designed for students who wish to undertake a dance history project beyond the University of Michigan. The field of study is determined by the student, as is the nature and scope of the

project, in consultation with a designated advisor. Such a project can be undertaken locally, nationally or overseas, with the number of credit hours determined by the project's parameters, timescale and complexity.

669 – Independent Study: Dance History

This course is designed for students who wish to study a dance history project in-depth. The nature of the investigation is student-designed and directed, in consultation with a designated advisor. Both methodology and outcomes can be either practice-based or follow more traditional scholarly forms, for example, a final research paper or conference presentation.

695 – Thesis 2: Proposal

Following the students' Summer Research Project presentation, their next steps are to scope the Thesis proper and to select their Committee. A thesis chair should be determined by October 1 and the student should then meet with his/her Chair to discuss the overall design of the project. A Thesis Committee, comprising an additional Dance faculty member and a relevant expert from beyond the Department, should be determined by November 1 and a full proposal submitted to the thesis chair by December 1. The 3,000-word Thesis Proposal should include the following:

- a working title which articulates the research focus
- project parameters and objectives
- theoretical/practical perspective and proposed methodology
- key research questions and/or issues
- a critical review of sources, including other artwork and/or written scholarship, that informs their research
- a discussion of ongoing current choreographic and physical practices being engaged as part of the creative/rehearsal process
- a proposed timetable for the execution of the project
- a budget that must follow the budget template found on the Department website under “MFA Resources.”

699 – Thesis 3: Project

The thesis project comprises three components. The project must include a performative element (2 credits), production work (2 credits), and final written Documentation (2 credits).

MFA Thesis Process & Guidelines

Thesis Protocols & Timelines

The purpose of this chart is to guide graduate students, thesis chairs and thesis committee members as to who is responsible for certain tasks and when they are due.

Year 1– Fall Term

Timeframe	Details
Sept-Dec	In DANCE 501, students develop initial ideas for summer research and create a draft grant proposal.

Year 1 – Winter Term

Timeframe	Details
Jan	In DANCE 595, students write a 1,000-word summer research proposal and accompanying budget and submit to the individual advisor for feedback.
Feb	Students revise summer research proposal and budget. <u>Note</u> : The Rackham deadline is early February.
April 1	Proposal for venue and dates for Thesis project due.
April 15	Students submit summer research proposal (written portion of Dance 595 Thesis 1 Summer Research Project course) and budget to Department Chair, DGS, and individual advisor. The budget template found on MFA Resources, Dept. of Dance website, must be used.
Late Apr	Department Chair notifies students re: Department support for summer research.
May 1	Finalize venue and dates for Thesis performance.
May-Aug	As part of DANCE 595, students spend a minimum of 40 hours in the field where they maintain a digital journal of summer research, a weekly blog detailing evolving ideas and practice with feedback from a summer research advisor.

Year 2– Fall Term

Timeframe	Details
Sept	As part of DANCE 595, students present summer research findings to the full faculty (15 min. + 5 min. Q&A)
Oct 1	Students declare Thesis Chair via email to Department Chair, Graduate Director, and individual advisor, cc Thesis Chair and Department Administrator.
Oct 15	MFA Thesis Project Timeline due to Production Assistant, Graduate Studio instructor, and Thesis Chair. See MFA Resources on Dept. of Dance website for thesis timeline template.
Oct-Nov	As part of DANCE 695, students write 3,000-word thesis proposal; thesis chair oversees process.
Nov 1	As part of DANCE 695, students declare thesis committee via email to Department Chair, Graduate Director, and individual advisor, cc Thesis Chair and Department Administrator. Outside thesis committee members must be given a copy of Appendix C, so that they are aware of their commitment as committee members.
before Thanksgiving break	As part of DANCE 695, students submit thesis proposal and budget to Thesis Chair for review. The budget template found on MFA Resources, Dept. of Dance website, must be used.
Dec 15	As part of DANCE 695, students submit thesis proposal and budget to Department Chair. The budget template found on MFA Resources, Dept. of Dance website, must be used.
Dec	For DANCE 695, Thesis Chair submits grade to individual advisor.

Year 2, Winter Term and Deadlines FOR APRIL & AUGUST GRADUATION

Timeframe	Details
Jan 4	Contact SMTD Grad Office (and double check with year advisor) that all credits are on track for graduation.
Jan	Department Chair notifies students re: thesis project funding support.
Mar	Apply for graduation for winter or summer term (date on Rackham website) if student wants their name in the commencement book and to walk in the end-of-winter-term commencement..
Mar/Apr	Perform, choreograph and produce final MFA Thesis Project, prior to the end of classes.
Apr	Must apply for Winter graduation by the <u>last day of classes!</u> Begin Rackham audit process.
Mar-May	Within two weeks of completion of MFA Thesis Project, meet with full thesis committee for 1.5-2 hours.
May 20	Submit 20-25-page draft of thesis documentation to thesis chair.
June 1	Submit a revised draft of thesis documentation to other committee members.
Jul 1	Submit final version of Digital Thesis Project Portfolio to Department Administrator and Dance Technology Coordinator.
By Jul 15	Check in with Thesis Chair to remind them to submit final grade for DANCE 699 Thesis 3: Project.
Aug	Apply for Summer graduation by <u>last day of Summer term.</u>
Aug	Department Chair submits Degree Checkout Status form to Rackham.

Applying for Graduation & Deadlines

To receive the Master's degree, students must apply for graduation through Wolverine Access: wolverineaccess.umich.edu/. If the exact degree/diploma does not appear on Wolverine Access, contact the Department of Dance before applying. Students who have applied for degree by the Master's and Certificate deadline will have their names printed in the Commencement program. Applications for graduation will be accepted until the last day of classes of the term in which the students wish to receive the degree/diploma; however, the student's name will not appear in the Commencement program.

Students may walk at graduation at the end of Winter term in the 2nd year but must apply for Summer graduation and submit thesis materials by the July 1st deadline.

For more information, refer to the Rackham website:
rackham.umich.edu/help/graduating/masters_degree_diploma_application_deadlines

It is the student's responsibility to ensure that all requirements are met and recorded by the last day of classes in the term they have applied to graduate. If the student has questions about academic requirements, please contact the individual advisor. For more information, please visit:
rackham.umich.edu/masters_students.

Production Policies & Performances

MFA Thesis Concert Protocols

The Department of Dance is committed to providing the optimum support possible to MFA students for their thesis performance/presentation projects. A practice and movement-based degree, as opposed to an MA-Ph.D. or academic degree, the MFA Thesis will be modeled on current forms of live performance production or screening and consist of scheduled events open to the public. As the culmination of the two-year program, the thesis project should reflect the student's deepest engagement in his or her creative vision, research and craft. It should also reflect a working knowledge of the traditions and innovations of the field. These innovations often involve nonconventional concepts and applications of site; compositional structures and processes; new modes of integrating media; new performer/audience relationships; new modes of cultivating audiences; or new approaches to archiving the work. The Department has limited space, technical resources and crew for all of its productions. Therefore, the Department must approve all proposals for thesis performances/presentations, whether or not those remain within the existing in-house production schedule.

MFA Thesis Performances – Betty Pease Studio Theater

The Production Director reserves dates for MFA concerts to be held in the Betty Pease Studio Theater, including technical rehearsals, and posts them to the Department of Dance calendar in September of each year. The faculty will meet to determine the MFA thesis performance/presentation dates at the end of the preceding winter term. There will be a maximum of two in-house performance/presentation dates, typically in late March-early April, for the 3-4 students to share.

MFA Thesis Performances – Off-site

Students may choose to craft their performances/presentations in alternative sites beyond our in-house Betty Pease Studio Theater, understanding that off-site venues require additional budgetary, logistical, production support, and calendar-related considerations. In order to present the thesis project in an alternative venue, the student must **submit a proposal** to the Dance faculty **by April 1**. Dates and venues for the thesis projects must be **finalized by May 1**. A written proposal for an alternative venue should include the following information, and will be evaluated on the basis of the following criteria:

- Appropriateness to student's concentration, artistic vision and concept
- Scale of production fits available resources, both human (cast, crew, faculty and committee involvement) and technical (lighting, sound, seating, etc.)
- Production budget fits available financial resources (grants, etc.)
- Production locates and secures appropriate site, taking into account access, liability and all other permissions
- Production fits within existing Department schedule for access to students and faculty, without conflicts with other Departmental events

It is the student's responsibility to be alert to guidelines and deadlines and be proactive in communicating with faculty advisor(s).

Thesis Performance Protocol

- MFA students are responsible for the audition process of collaborators for their thesis performance/presentation.
- Props may be stored in the Prop Room during rehearsals for the MFA thesis performance/presentation and must be removed one week after the performance/presentation ends.
- Costumes are the MFA student's responsibility; some options may be available to rent from the Department's costume room.

Required MFA Thesis Project Timeline

MFA students must create an **MFA Thesis Project Timeline** that details all publicity deadlines, production deadlines, rehearsals and showings, meetings with collaborators and thesis committee members, and documentation due dates. This document must be submitted to the Dance Technology Coordinator, Graduate Studio instructor, and Thesis Chair by **October 15**. Printed copies of the timeline should be provided to all collaborators. In addition, it is the student's responsibility to keep track of these dates and deadlines.

****Note:** Creating Google Calendar events for the student's own personal prompting and deadline management is an available tool. These calendar events (deadlines) can then be shared with collaborators, thesis committee members, etc.

The timeline must include:

- Dates for completion of all production elements, including set, costumes, projections, props, lighting design, sound design, music composition, etc.
- Projected meetings with collaborators and production team members
- Rehearsals with cast members
- Works in Progress showing
- Designer run of complete work(s)
- Dates for submission of permissions requests for music, images, and/or text
- Dates for submissions of all marketing materials
- Social media posting plan
- Performance/presentation date(s) and tech rehearsals
- Projected meetings with thesis committee members pre- and post- production
- Thesis documentation deadlines

A template for the MFA Thesis Project Timeline is located in the Publicity section of the [Dance page](#), within the Current Students portion of the website. Please note that the student needs to input actual dates in column 1 based on their performance/presentation, replacing the mentions of "x weeks before performance".

Publicity Materials

All Department of Dance publicity materials must be approved by the Dance Technology Coordinator and submitted to the Dance Office before being posted or printed. If the student produces work beyond the Department, the student is expected to provide hardcopy and electronic copies of each item – plus links to any relevant websites – to the administrator to be posted in the Dance facilities and for the Department archive. Graphic design is an iterative process that tends to require multiple drafts. Failure to adhere to the marketing timeline may result in losing the administrative and financial support of the Department.

Press Releases

Required elements and helpful hints for writing a press release are located in the Publicity section of the *Dance* page within the Current Students portion of the SMTD website. There are also examples of past press releases written by students to use as a model.

Poster Design

Required elements and helpful hints for designing a poster are located in the Publicity section of the Dance page, within the Current Students portion of the SMTD website, as well as poster templates the student could use as they begin. Items that the poster **must** contain are also listed here:

- School of Music, Theatre & Dance logo, obtained from Dance Technology Coordinator
- Full address, as follows:
University of Michigan (*not* “U of M”)
Department of Dance (**MUST** be listed)
Dance Building, Betty Pease Studio Theater
1310 N. University Court
Ann Arbor, MI 48109

**If concert takes place at alternate site (e.g., Duderstadt or University of Michigan Museum of Art), ensure that the student has the complete address, logos, and that they are using unabbreviated venue names.
- Concert title
- Times, month, dates, and year of concert
- Make sure to correctly acknowledge any/all funding sources and/or in-kind support
- Ticket prices (ticket template available from Production Director)
- Box office opens at 7:00PM
- smtd.umich.edu/departments/dance/#events
- The statement, “This concert is being held in partial fulfillment of the Department of Dance Master of Fine Arts Degree Requirements”

Program Design

Required elements and helpful hints for designing a program are located in the Publicity section of the Dance page, within the Current Students portion of the SMTD website, as well as a program template the student could use as they begin. Items that the program **must** contain are also listed here:

- School of Music, Theatre & Dance logo, obtained from the Dance Technology Coordinator

- List the following: University of Michigan (*not* “U of M”) and Department of Dance (**MUST** be listed)
- Concert title
- Times, month, dates, and year of concert
- Make sure to correctly acknowledge any/all funding sources and/or in-kind support
- List choreographer names
- List the production staff (check with Production Director for list)
- **Friends of Dance announcement** on the back cover (see Dance Technology Coordinator for text content)
- The statement, “This concert is being held in partial fulfillment of the Department of Dance Master of Fine Arts Degree Requirements”

Digital Thesis Portfolio Guidelines

Digital Thesis Project Portfolio

To complete the MFA, a Digital Thesis Project Portfolio (DTPP) must be submitted to the Dance Administrator and Dance Technology Coordinator. The portfolio will be a series of files, organized into the following seven (7) folders. Files must be named appropriately for clear reference. The DTPP folder must be submitted on a flash drive, SD card, or sent through an appropriate file sharing method (M+Box, GoogleDrive, Dropbox, etc.). The student will receive an email confirming receipt of the submission.

Send the Portfolio by July 1 to the Dance Technology Coordinator and Department Administrator. They will check for the completeness of the student’s submission and share with the Director of Graduate Studies and the student’s Thesis Chair.

Digital Thesis Project Portfolio Components

- 1. Contributor List**
- 2. Thesis Paper**, including correctly formatted Cover Page, Abstract, Acknowledgements, and paper itself
- 3. Videos** – full length work(s)
 - Include title and credits for music, performance venue & date, etc.
- 4. Photographs**
 - Costumes & Set Design – Photos or scans
 - Performance & Rehearsal – Photographer in file name
- 5. Lighting and Stage Cues**
- 6. Program and Marketing Materials**
 - Flyer, Poster, Advertisement, Press Article(s)
 - Press Release
 - Program
- 7. Thesis Supporting Documents**
 - Thesis 1: Summer Research Proposal & Presentation
 - Thesis 2: Proposal & Budget

- A representative grant application that was submitted for the thesis (e.g. to Rackham, International Institute, CWPS, IRWG)

Thesis Hard Copy Component

Additionally, the student must submit a hard copy of the thesis paper with appropriate cover page, abstract, acknowledgments, and narrative to the Dance Technology Coordinator by July 1.

MFA Graduation Checklist

The MFA Graduation Checklist, Appendix B, serves as the official sign-off of the completed thesis, and ensures that the MFA candidate is aware of the various necessary components for graduation. The MFA candidate must submit the checklist to the Dance office along with the hard copy of the thesis paper. The MFA candidate will begin filling out the checklist, and the Department Chair, Thesis Chair, and Dance Technology Coordinator will add signatures confirming receipt of materials, etc.

Archiving the Thesis Project Portfolio

The submitted Digital Thesis Project Portfolio will be saved and backed-up in the Digital Dance Archive hard drive and server space. It will be made available to faculty and students upon request.

Deep Blue

Deep Blue is the University of Michigan's permanent, safe, and accessible service for representing our rich intellectual community. A program of the Michigan Library system, the primary goal of Deep Blue is to provide access to the work that makes Michigan a leader in research, teaching, and creativity. The formatting of MFA Thesis Project Portfolio files is in line with requirements for Deep Blue submission, and each MFA student will submit their completed MFA Thesis Project Portfolio directly to Deep Blue.

There are the following options regarding permissions/accessibility, from which each MFA student makes their own independent decision. Communication of intended accessibility is made directly with the contacts at Deep Blue.

Details Regarding the Digital Thesis Project Portfolio Components

1. Contributor List

- Credit must be given to all contributors to the student's thesis project, in its multiple phases and areas. This is a document designed to credit these contributors and collaborators to the production aspects of the student's project in a single consolidated place.
- The people who should be credited in this document include (these list items made plural where applicable):
 - Sound designer/composer/engineer
 - Set designer
 - Costume designer
 - Projection designer
 - Lighting Designer
 - Photographer
 - Videographer
 - Graphic Designer
 - Etc.

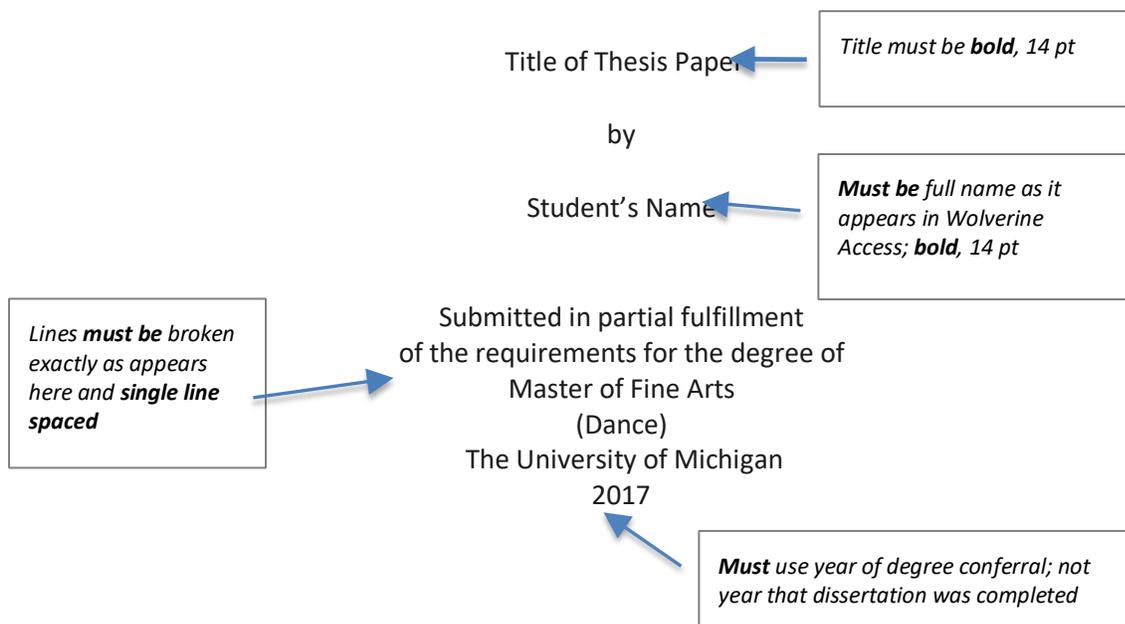
- This document is in addition to the Acknowledgements section – explained below. It is fine if people appear in both, if applicable.

Note: The student should be very detailed and thoughtful about the individual thesis project and attribute credit to the people with whom the student worked.

2. Thesis Paper

- Assemble the following elements of the paper in this order:
 - Cover page
 - Abstract
 - Acknowledgements
 - Thesis paper

Cover Page The following is a detailed model of what the thesis cover page should contain. All text should be centered vertically and horizontally on the page. Save as PDF.



MFA Thesis Committee:

- Title + first name + last name, Chair
- Title + first name + last name
- Title + first name + last name

Notes on MFA Thesis Committee listing

- Title (i.e. Professor) **must be** before the name. **Must not** include degree citation (i.e., Dr.)
- Must be Chair (or Co-Chair) after the name. The word Chair or Co-Chair must not be in parentheses.
- If a member is deceased, (Deceased) must be added to follow their name [e.g., Professor John Smith (Deceased)]
- For Academic members from outside UM, a comma and the full name of the academic institution must follow the member's name (e.g., Assistant Professor Jane Smith, University of Chicago)
- For members of the private sector, a comma and the full company/organization name must follow the member's name (e.g., Michael Smith, Ford Motor Co.)
- The committee **must be** listed as follows (in **alphabetical** order by last name):
 1. Chair or Co-Chairs

Professor rank (including Emeritus)

2. Associate Professors (including Emeritus)
3. Assistant Professors (including Emeritus)
4. Curators, research scientists, lecturers
5. Academic members from outside U-M
6. Those in the private sector

Committee name listing must be single-line spaced

Abstract

- 350 Word
- First or third person perspective
- Include the primary research question that guided the project, an overview of the project's methodology, and a brief description of the resulting performance. Give the reader a sense of the larger stakes of the project:
 - Why is this a research question that needs to be asked?
 - Why does it need to be explored via performance?
- Anchored by its argument and by the key items of the project, literally, the words someone might search to find the project and/or website online
- Save as a PDF

Acknowledgements

- Include funding support and any faculty, peer(s), family, or friends the student cares to acknowledge.

Thesis paper

The paper is normally written in the first person, summarizing the creative process and including the following topics. Length is 20-25 pages, double-spaced, Times New Roman, 12-point font. Save as a PDF.

- Describe the structure of dance(s) or screendance---the movement vocabulary, and the basic components: cast, production elements, and the site(s) of the performance/screendance.
- Discuss the work within the context of the larger field. What is the relationship of the thesis project to works of dance artists in a similar vein? Is the student working against/resisting particular aesthetics or points of view? With what larger ideas and/or artists does the student imagine the work to be in conversation?
- How did the review of the "literature" contribute to the development of the thesis? Please note that "literature" is writ broadly, and may include print materials, live and recorded performances, online resources, social media resources, and interviews with professionals in the field.

- How were the production elements integrated in the work, and how did working with these elements shape the ideas? If relevant, discuss collaborations with designers (set, lighting, costume, video), writers, architects, scientists, other.
- Discuss the sound/music choices, scores and/or composer, sound engineer collaboration. Discuss the ways movement is mapped with sound/music in the work and the ways this extends the meanings of the work, creates moods, atmospheres, dialogues, ironic juxtapositions, counterpoint. Did the student use live music? How did this influence the process and performance?
- If the student created a screendance, how did their choices for internal and external editing shape the raw materials?
- Discuss the evolution of work from initial explorations to the final product. What did the dancers bring to the work and how did this contribute to the student's perspectives? How did things shift along the way? What were the student's initial questions or impulses, ideas, interests, and how did they change within the process? Discuss the relationship of the finished work to initial summer research and thesis proposals. Once rehearsals began, how did they reveal their own distinct world? How did the rehearsal process shape new questions? What challenges did the student face? How did casting and rehearsal methods shape the process?
- Discuss the critical feedback the student received and the ways that shaped the process. How did the student assimilate critical feedback? Did the student work with a dramaturg? Who were the student's sounding boards?
- Reflecting on the student's two-year experience as an MFA candidate, what is the student's own understanding of practice as research, in terms of this thesis project?
- Discuss any plans for future showings or revisions of the work. Identify suitable venues or presenters the student plans to contact to circulate this work for future presentation and/or to build relationships. Why are these suitable people for this work? Beyond logistical concerns, why or why not should this work be performed again?

Citing sources:

There are several formats for citing sources, and the student may choose to cite them using the MLA, APA, or Chicago styles. There are reasons for choosing different styles, which the student can determine in consultation with their Thesis Chair. Whichever style the student chooses, follow the guidelines carefully. Please refer to Purdue Owl for citation guidelines: <https://owl.english.purdue.edu/owl/section/2/>.

Another helpful resource is this: <http://easybib.com/>

A draft should be submitted to the thesis chair before being submitted to other committee members. Be sure to do careful editing of the written documentation before submitting it to the thesis chair. Valuable committee time should not be used for correcting grammar and syntax. If necessary, obtain editorial help from the Sweetland Writing Center or academic editing resources, and be sure to acknowledge contributions of an editor.

3. Videos

- Full-length work(s) must be included in the portfolio
- Videos should be submitted in the following format: mp4 in full HD (1920x1080p)
- A title/credits screen at the beginning of the video itself is recommended – including the title of the work, choreographer, other credits (sound, projection, etc.), dancer names, venue and date of performance

4. Photographs

- **Costumes & Set Design**
 - JPG and/or PDF, including any sketches/scans designers have provided
 - High resolution (300dpi) and color
 - Credit all designers within the costume & set design folder
- **Rehearsal & Performance**
 - At least five photographs
 - JPG and/or PDF
 - High resolution (300dpi)
 - Credit all photographers in the file names

5. Lighting and Stage Cues

- PDF format
- Cannot be the lighting plot
- Credit the lighting designer and stage manager within the lighting and stage cues folder

6. Program and Marketing Materials

- This folder should contain the 1) press release and 2) flyer, poster, advertisement and press article(s)
- PDF of press articles; PDF or JPEG of flyer, poster, ads
- Give full credit by noting all authors of press articles, dates, copyright holders, where applicable. Also credit any graphic designers for flyers, program, poster

7. Thesis Supporting Documents

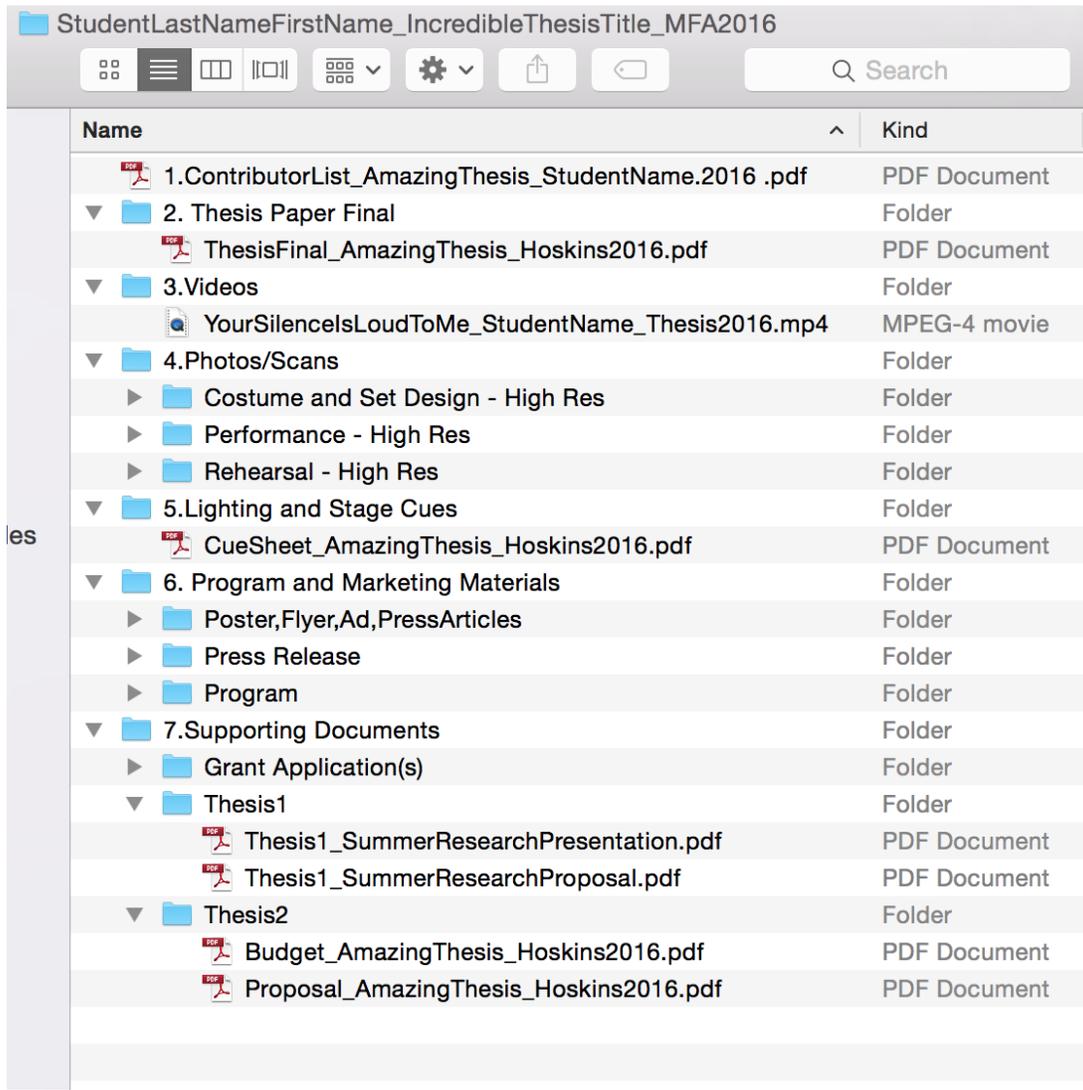
- Thesis 1: Summer Research Proposal & Presentation
- Thesis 2: Proposal and Budget
- A representative grant application that the student submitted for the thesis (e.g., to Rackham, the International Institute, CWPS, IRWG)

Communicating with the Thesis Chair

It is the student's responsibility to ensure that their thesis committee members--especially those outside the Department of Dance--are aware of their responsibilities. The student will do this by sharing the information below with them. **See Appendix C for required handout/guidelines.**

MFA Thesis Project Portfolio

Here's an example of the folder structure organizational scheme for the MFA digital thesis portfolio:



Additional Curriculum Notes

Career Portfolio

Note: The Career Portfolio is different from the Digital Thesis Project Portfolio.

In preparation for securing post-graduate work or continued education, students are required to develop, build, and hone a career development (a.k.a., exit) portfolio over the course of the two-year MFA. It will be reviewed periodically by the Dance faculty. Students can choose to design this as a public or private website or as a folder of digital documents. Students should ask their advisor and their thesis advisor to review these elements as they move through the second year of the program, and begin applying for opportunities post-graduation.

The goal for creating this portfolio is to assist students in marketing themselves for academic and/or professional jobs. Components of the portfolio are created as required assignments within various MFA core courses. See Digital Career Portfolio Timeline for details. (following page)

The career portfolio should include the following components:

- CV
- Headshot
- Videos
- Biography
- Artist statement
- Chronology of performances and/or choreography
- Upcoming projects (optional)
- Teaching portfolio that includes, but is not limited to:
 - teaching philosophy
 - teaching resume
 - course syllabi including course descriptions
 - videos
 - photographs

The following are excellent University resources for strengthening entrepreneurial skills and career strategies:

SMTD's EXCEL Program:

https://www.music.umich.edu/current_students/excel/

The Center for Research on Learning and Teaching (CRLT): <http://www.crlt.umich.edu/resources>

The University Career Center: <https://careercenter.umich.edu/>

Another excellent program is Rackham's Preparing Future Faculty Seminar, offered each May: <http://www.crlt.umich.edu/programs/pffseminar>

Career Portfolio Timeline

Year 1 – Fall Term

Timeframe	Details
Sept-Dec	Within DANCE 571 Dance Pedagogy, students begin developing a Career Portfolio and create a first draft of their teaching philosophy statement and teaching resume. Other teaching portfolio materials, such as current syllabi, photographs and videos/DVDs of their teaching are to be included. Additional materials may include samples of student work and student evaluations.
Sept-Dec	Within courses 524/531, students develop and compile an artist statement, updated biography, and compile a chronology of creative/professional activities (i.e., a list of their performances, choreography, and/or screen dances to-date).

Year 2– Fall Term

Timeframe	Details
Sept-Dec	Students attend career development workshops at CRLT (Center for Research on Learning and Teaching) and The Career Center for assistance with cover letters, interviewing techniques, CVs, and to finalize the Career Portfolio. Individual advisor reviews completed Career Portfolio with advisee.

CRLT Graduate Teaching Certificate

All Dance MFAs are eligible for a CRLT Graduate Teaching Certificate, *without enrolling in any courses beyond our required MFA curriculum*. For details on obtaining this certificate:

- http://crlt.umich.edu/um.gtc/introduction_to_program
- http://crlt.umich.edu/um.gtc/requirements_resources

Crew Work for Department of Dance Productions

Production crew work is required for all students and is vital to the success of our concerts. **MFA students must complete one in-house crew assignment.** Such work will amount to no more than 32 hours per term. The Production Manager posts the assignments each term.

Rehearsal Space

Students must submit a request in writing to the Production Manager, providing date, time and location to reserve rehearsal space for a choreographic project or for teaching preparation. Reservation forms are available on the Production Schedule bulletin board and are **due by noon each Friday** for the following week (Mon. thru Sun.). If a student needs to cancel reserved space use, they should post a rehearsal cancellation immediately.

Outside Performances

Performances are encouraged beyond Department-sponsored events as long as the student's schedule permits. In keeping with other departments in the School of Music, Theatre & Dance, if involved in projects outside the Department, the student must:

1. Notify their individual advisor in writing of the engagement within the first two weeks of the semester so that any conflicting issues with the Department (e.g., resources, scheduling) may be addressed.
2. Make every effort not to miss regularly scheduled classes and rehearsals. When organizing or producing an outside event, it is the student's responsibility as the choreographer to be respectful of dancers' schedules and prior commitments. Please adapt schedules accordingly.
3. Follow Department guidelines as stated earlier in this handbook and the SMTD Student Handbook regarding the procedures for getting approval for absences incurred for outside performance.

Student Activities & Awards

DSA Representative

One MFA Dance student will represent the graduate students in DSA. It is this student's responsibility to communicate with the MFA cohort and report back to DSA with any issues or suggestions. Grad students should plan to make time to meet as a year group a couple of times during each term to discuss progress and any concerns, as well as promote communication within the year group. The entire cohort of first and second year Dance MFAs will meet monthly with the Graduate Director.

American College Dance Association (ACDA)

Each year, two to three outstanding students are sponsored to present their choreography at the Regional conference. The faculty choose which works will attend the festival based on a department wide audition each fall. (*Refer to the STMD absence policy stated earlier in this handbook regarding off-campus travel*)

Emerging Dance Artists Concert

The Emerging Dance Artist (EDA) concert is a student choreographed and produced performance that takes place at the end of the Winter term. All students may participate. Refer to the bulletin boards in the Dance Building or see the Production Manager for more information and/or sign-up sheet.

SMTD Collage Concert

Each fall, SMTD puts out a call for applications for student performances to be included in the Collage Concert, produced at Hill Auditorium in mid-January. The much-anticipated annual Collage Concert features an incredible range of SMTD ensembles and programs, with students performing one riveting work after another without pause. It's a non-stop and exhilarating evening of virtuoso performances. It is a distinct honor to be chosen to participate in this significant performance. Students are chosen by a committee of faculty members composed from across SMTD. Collaborative works that feature live dance and live music are encouraged.

General Information & Resources

Graduate Student Services and Support

<http://www.rackham.umich.edu/directory-administrative>

Dean of Students Office

<http://deanofstudents.umich.edu/>

CRLT – Center for Research on Learning and Teaching

<http://www.crlt.umich.edu/>

Rackham Emergency Funds

The Rackham Graduate Student Emergency Fund is intended to help meet the financial needs of Rackham graduate students who encounter an emergency situation or one-time, unusual, or unforeseen expenses during their degree program. Situations eligible for funding include such events as:

- Medical, dental or mental health emergencies for the student or, in some circumstances, for immediate family members* who live with the student
- Major accidents and events such as fire and natural disasters
- Expenses related to the death of an immediate family member*

Normal living expenses such as rent, car repairs, child care, utilities, taxes, insurance, pet-related expenses, and computer/laptop replacement are generally not covered by this fund.

* The immediate family consists of a student's spouse or other qualified adult; the son, daughter, parent, grandparent, grandchild, brother, sister (or the spouse of any of them), of either the student, the student's spouse, the other qualified adult or any other related person living in the student's household. The definition of other qualified adult may be found at <http://www.umich.edu/~benefits/eligibility/oqa.html>.

Students who are experiencing financial difficulties that exceed the scope of this fund may contact Darlene Ray-Johnson by [e-mail](#), or by phone, 734-764-4400.

Please visit: <https://secure.rackham.umich.edu/Fellowships/apps/index.php?entry=8> to apply.

Graduate Student Funding

There are several sources of funding through the Rackham Graduate School including the Rackham Graduate Student Research Grant. For information go to rackham.umich.edu and select the link for Funding. Also, consult the website for the International Institute @ ii.umich.edu and the various research centers, for example, DAAS (formerly CAAS) @ lsa.umich.edu/daas, CWPS @ lsa.umich.edu/world-performance, IRWG @ irwg.umich.edu/, and Arts of Citizenship @ artsofcitizenship.umich.edu/.

Depending on the field of research, individual departments across campus may have additional funding sources.

Grant Sources at the University of Michigan

Institute for Research on Women and Gender (IRWG)	
Rackham Graduate Student Research Grants	○ http://www.rackham.umich.edu/funding/rmf
IRWG/Community of Scholars	○ https://irwg.umich.edu/cos-faq
Rackham	
Conference Travel Grant	○ http://www.rackham.umich.edu/funding/from_rackham/student_application/rackham_conference_travel_grant/
Graduate Student Research Grant	○ http://www.rackham.umich.edu/funding/from_rackham/student_application/graduate_student_research_grant/
International Research Award	○ http://www.rackham.umich.edu/funding/from_rackham/student_application/international_research_awards/
Rackham Program in Public Scholarship	
Graduate Student Grants in Public Scholarship	○ http://www.rackham.umich.edu/publicscholarship/grants-program/
International Institute	
Individual Fellowships	○ https://www.ii.umich.edu/ii/individual-fellowships.html
International Institute Conference Travel Grants	○ https://www.ii.umich.edu/ii/ii-conference-travel-grants.html
International Institute Fund for Conferences and Workshops	○ https://www.ii.umich.edu/ii/ii-funding-conferences-workshops.html
International Institute Fund for Performances, Films, and Exhibitions	○ https://www.ii.umich.edu/ii/ii-funding-performances-films-exhibitions.html
Center for World Performance Studies (CWPS)	
Center for World Performance Studies	○ http://lsa.umich.edu/world-performance
Arts at Michigan	
Arts at Michigan	○ http://artsatmichigan.umich.edu/
EXCEL	
EXCEL	○ https://www.music.umich.edu/current_students/excel/excelerator.htm

Complimentary Ticket Policy

Department of Dance students are eligible for complimentary ticket(s) for select ticketed performances during in the SMTD season produced by University Productions. Students are strongly encouraged to support their peers in the larger SMTD by attending these performances. Please reference the current season's complimentary ticket policy emailed at the beginning of the school year. Copies of the policies are also available at the Department office.

GEO

The Graduate Employees' Organization (GEO) is the labor union representing Graduate Student Instructors (GSIs) and Graduate Student Staff Assistants (GSSAs) at the University of Michigan. GEO was founded in 1970 and won their first contract in 1975, making GEO one of the oldest graduate employee unions in the United States.

GEO is an activist, democratic and volunteer-run organization where graduate employees come together to improve our wages and working conditions. The collective action of GEO members, organized as a union, is responsible for many of the concrete benefits that graduate employees now enjoy. Over the last 40 years, victories have included tuition waivers, health benefits, and child care waivers as well as a powerful grievance procedure to protect our rights, transparent hiring processes, and standard setting non-discrimination language. Graduate employees across the country look to GEO as an example of what can be accomplished when we work together.

Please visit: <http://www.geo3550.org/>

Department of Dance Office

Office hours for the main office are approximately 9:00AM – 5:00PM. The office is closed for lunch on days when administrative support is not available.

Security

Building security is an important concern for Dance students, faculty and staff. Valuables, backpacks, clothing and jewelry, iPods/MP3 players, cell phones, books, etc. are all subject to theft. **Keep valuables within eyesight, store them in the lockers, or keep them locked in the graduate student offices at the Geddes Building.** It is also unsafe to be in the Dance Building alone in the evening and on weekends. **The Department of Public Safety (DPS) should be called (734-763-1131) in every case of theft or suspicious activity in the building.**

For added security, the Department of Dance has a card reader system located at the main entrance to the Dance Building. This means that unless the door is unlocked during regular class times (Mon.-Fri.) the building can be accessed only by using a MCard. The locking schedule for the card reader may vary throughout the year, so be sure to check with the Department Administrator for details. Additionally, there are several punch code locks throughout the Dance Building. This is typically a three-digit code that changes each term. **Do not share this code with anyone outside the Department nor prop open a code-locked door to bypass this security measure.**

The **Geddes Building** has three points of entry, two of which are located on the rear side of the house and should be locked and bolted at all times. The fire escape is located via office #3103 on the third floor.



For Emergencies, call the Department of Public Safety (DPS) at 911!

Locker Space

Lockers are available for Dance majors and MFA students. Because graduate students have an office at the Geddes Building, undergraduate students will be given priority on choosing their lockers. Students **must sign up** for a locker number (lists are posted on the outside bathroom door). Students are responsible for providing their own lock, maintaining a record of the combination, and arranging for any services required to either unlock or cut off the lock.

Basic Building Information

Dance Building

- **Outside Doors are not to be propped open at any time**
- **No smoking** anywhere in the building
- **No alcoholic beverages** in the building
- **No eating or drinking** in the studios
- **Street shoes** of any kind are **not** to be worn or taken into the studios
- **No items of any kind should be placed on pianos**
- **No roller blades** are to be worn in the building
- **Bicycles are not allowed in the building.** Please lock bikes on the racks provided outside.
- There are **Lost and Found** bins throughout in the Department located in each studio and in the student lounge. Non-clothing items (cell phones, IDs, jewelry, etc.) are held in the Dance Office.
- **Performance Lab** blinds and windows should stay closed at all times. The door should always remain locked and closed and the door code should never be shared with non-Dance Majors.

1327 Geddes

- **Outside Doors are not to be propped open at any time**
- **No smoking** anywhere in the building
- **No alcoholic beverages** in the building
- **No roller blades** are to be worn in the building
- **Bicycles are not allowed in the building.** Please park and lock bikes where provided outside.
- **Parking is reserved for the Department Chair, Administrator and guests only.**
- Students are responsible for cleaning up after themselves, especially in the kitchen.
- If the student would like to use the Geddes conference room, please check with the Department Administrator first to determine availability.

Student Lounge

The Student Lounge is for relaxation, eating, student meetings, audition guests, and as a waiting area for visitors to the Department. Students are expected to clean up after themselves. There is a computer with Internet access, an SMTD-programmed television monitor, DVD and VHS machines, dance magazines purchased by the department, and a fridge, microwave and small coffeepot. **Students** are responsible for items left in the refrigerator; dirty utensils and empty/dirty containers must not be left in the fridge. There are cleaning supplies and storage bins available to maintain kitchen items and students should clean their dirty dishes and not leave them in the sink. Each semester, facilities will deep clean the refrigerator and sink. On this day (which will be posted in the student lounge), all personal items must be removed from the fridge or they are subject to being trashed. First aid supplies are kept in the bottom drawer of the storage bin in the student lounge. There is also always ice in the freezer for injuries.

Communications Room

The communications room is located in the dance building in room 3510. Only graduate students and faculty have access to this room by key. Inside is a printer/copier/fax machine that graduate students may use, in addition to the printer/copier located in the Geddes building. Some office supplies are kept in this room, as well as projector carts and remotes.

Performance Lab

The Performance Lab is a specialist space where dance majors can exercise and rehabilitate. Equipment and instructions are available for specific strength training, cardio, and stretching. All equipment, including foam rollers and yoga blankets, must remain in the Performance Lab and are not to be taken out for any reason. The Performance Lab is a code-protected space with access for Dance majors only. **The door code to the Performance Lab is not to be shared with anyone outside of the department.** No food or drink, except water, is allowed in the Performance Lab and dirty shoes and boots must be removed before entering the space. Students must complete the following three tasks BEFORE being granted access to the Performance Lab:

1. Watch the following four orientation videos, which can be found here <http://smt.d.umich.edu/current-students-3/dance-department-current-students/>:
 - #1 Introduction to the Space
 - #2 Cardio Equipment
 - #3 Exercise Mats, Balls & Other Accessories
 - #4 TRX Suspension Trainer
2. Read Requirements document
3. Read, sign and turn in Access & Liability Form to Department Administrator

Kitchen at Geddes

Graduate students also have access to the kitchen at the Geddes Building. The same rules apply regarding use and cleanliness as at the Dance Building. Students are expected to clean up after themselves. There is a campus phone for on-campus calls only. **Students** are responsible for items left in the refrigerator; dirty utensils and empty/dirty containers must not be left in the fridge. There are cleaning supplies and cupboards available to maintain kitchen items. **The dishwasher will be used for special events only and should NOT be used without permission.** Graduate students have access to their own coffee machine and are responsible for purchasing coffee and cleaning up and maintaining all aspects of its use. The Department will provide creamer, sugar and disposable cups.

Health & Wellness

Please check the Department bulletin boards and Appendix F for more information.

Campus Services

Central Campus Recreation Building Facilities

The recreational facilities of the CCRB (adjacent to the Dance Building) are available to all U-M students. Students may use the track, saunas, weight equipment, gymnasium, and Olympic-size pool. Classes in aerobics, individual sports, swimming, lifesaving, and other activities are offered for a modest fee.

Sweetland Center for Writing

Sweetland offers two ways for students to get face-to-face writing help: The Peer Writing Center and its satellite locations and the Writing Workshop. These services allow the student to meet one-on-one with an experienced peer or faculty consultant at any stage of writing, from getting started to final revisions. To get a sense of what to expect, read the Sweetland guidelines before attending a Peer Writing Center or Writing Workshop consultation. For more information, contact: sweetlandinfo@umich.edu.

EXCEL

The School of Music, Theatre & Dance's EXCEL Program provides entrepreneurship training and career services for all U-M students engaged in the performing arts. Our goal is to enable all of our students to forge a viable career in the performing arts by exploring, developing and leveraging their talents, training, skills, and ambitions.

Excellence in Entrepreneurship, Career Empowerment & Leadership (EXCEL) catalyzes success for U-M SMTD students and alumni through courses, co-curricular workshops, ongoing mentoring, and \$100,000 in student project and venture funding. For more information, visit: smtd.umich.edu/departments/entrepreneurship-leadership/excellab/.

Jonathan Kuuskoski holds EXCEL office hours in the dance building on a regular, weekly basis so students can drop in with questions, issues, or to ask for assistance.

The Career Center

The Career Center, with resources for all U-M students, inspires and supports students to transition confidently beyond the University of Michigan by creating a dynamic space to gain clarity through their process of self-discovery. Visit the Career Center website at: careercenter.umich.edu/.

International Studies

M-Compass is the University of Michigan's campus-wide gateway for engaged learning opportunities on-campus, in nearby communities, across the United States, and abroad. International opportunities include study, internships, projects, volunteering and research opportunities outside the United States. Through M-Compass, the School of Music, Theatre & Dance offers study exchanges currently in Paris, Freiberg, and Helsinki. For more information, go to mcompass.umich.edu. Paola Savvidou is the Global Engagement Advisor for SMTD. Contact her at savvidou@umich.edu.

The Center for Global and Intercultural Study (CGIS) provides global learning opportunities to the University of Michigan community. U-M students in all schools and colleges are welcome to apply. Most UM-awarded financial aid may be used toward program costs. CGIS offers four programs: Michigan Global Academic Programs, Global Intercultural Experience for Undergraduates, Spring/Summer

Language Study, and Global Course Connections. The U-M Center for Global and Intercultural Study (CGIS) is located at Suite 200, Weiser Hall, 500 Church St., (734)764-4311, cgis@umich.edu.

Counseling & Psychological Services

CAPS offers a variety of services aimed at helping students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at the University of Michigan. Emily Hyssong (emhyss@umich.edu) is the CAPS Counselor for SMTD located at 1275 Moore building on North Campus. Students may also request CAPS counseling on Central Campus at the Tappan Auxiliary Building – 609 Tappan Street. Access online @ caps.umich.edu or call (734) 764-8312.

Nutrition Clinic

Students can make an appointment with a registered dietician at the UHS's Nutrition Clinic at [\(734\) 764-8320](tel:7347648320) or call the clinic for information at [\(734\) 763-3760](tel:7347633760). Their services are free of charge and they provide expertise on a variety of nutrition and food-related issues. www.uhs.umich.edu/nutritionclinic.

MedRehab Center/Performance Arts Therapy

M-Perform is a specialty program designed to address the unique needs and problems of the Performing Artist. The Physician and Therapy Teams in PT, OT and Hand Therapy have many years of experience in Orthopedics, Rehabilitation and Sports Medicine. Whether a Musician, Dancer, Conductor or Pianist, M-Perform can help rehabilitate and work to prevent future injuries. Call for an appointment at (734) 936-7175 or 998-7888 for physical therapy. Students should be sure to check on insurance coverage and specify that they are calling as an "arts med" referral.

MedSport

University Medical Center Sports Medicine Program (MedSport) is located at Domino's Farms (4029 Ave Maria Drive, Lobby A, Suite 1000, Ann Arbor, MI 48106), which includes orthopedic doctors, physical therapists, and athletic trainers experienced in performing arts-related injuries. Please contact MedSport to request information regarding this clinic at **(734) 930-7400**. **Kristen Schuyten** is our main point of contact there: kbalfour@med.umich.edu.

Transportation

If rehearsing in the building or theatres after dark, it is not safe to travel alone. Students have several transportation options including:

- **Night Ride Home.** Shared-ride taxi service within Ann Arbor (when regularly scheduled AAATA bus service is not available) seven days a week, Monday through Friday, 11:00PM to 6:00AM and Saturday and Sunday, 7:00PM to 7:30AM. Fee is \$5 per person. Also available on all major holidays. Phone (734) 647-8000, select option #3.
- **Ride Home.** Free shared-ride taxi service for students, faculty, and staff to their residence halls, vehicles parked in U-M operated lots or structures, or local residence (within a one-mile radius of Central and North Campuses). This service is available after University transit buses have concluded daily service: from 2:00AM through 7:00AM, seven days a week. Please note: students and faculty must show the driver a valid UM ID. Phone (734) 647-8000, select option #2.
- **SafeRide.** SafeRide is a free service that transports students, faculty, and staff to their residence or vehicle within a one-mile radius of campus. Riders may use this service once per evening and must present a valid U-M ID (Mcard). During fall and winter terms, this service is available daily

from 8:00 p.m. - 2:00 a.m. Just call (734) 647-8000 and select option #1. An employee from U-M Transit Services will come to your campus location and drive you to your requested location (within a one-mile driving radius of Central and North campuses). During non-service hours, alternative service providers may be identified by UMPD.

UM Health Service

University Health Services (UHS) can provide most of a student's health care while they are at the University. Students pay a health service fee (included as part of tuition) which covers many services. For who and what is covered, see [Free or Fees for Students](#). UHS is located on 207 Fletcher St. and they provide medical services for all U-M students and staff on a walk-in or appointment basis. UHS is open weekdays until 4:30 p.m. and Saturday mornings. Call (734) 764-8320 to schedule an appointment or to talk about a health concern. Physical therapy is provided if deemed necessary by a Health Services doctor.

U-Move Fitness

Located in the CCRB, U-Move Fitness offers a wide variety of group exercise (Pilates, Yoga, Cardio) and wellness classes to faculty, staff, and students of the University of Michigan and residents of Ann Arbor and surrounding communities. Schedule and class descriptions may be found @ www.kines.umich.edu/community-programs/activity-classes.