

**Course Information**

Date Submitted: 10/1/2013

Current Prefix and Number: TAD - Dance, TAD 242 BALLET II

Other Course:

Proposed Prefix and Number: TAD 242

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

**RECEIVED**

MAY 28 2014

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: FINE ARTS

b. Department/Division: Fine Arts - Theatre Arts

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Nancy Jones

Email: Nancy.Jones@uky.edu

Phone: 2573297

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: BALLET II

Proposed Title: Ballet II

c. Current Transcript Title: BALLET II

Proposed Transcript Title: Ballet II

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LABORATORY: 3

Proposed Meeting Patterns

LABORATORY: 4

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 2

Proposed number of credit hours: 2

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A continuation of Ballet I, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation.

Proposed Course Description for Bulletin: A continuation of Ballet I, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation.

2j. Current Prerequisites, if any: Prereq: TAD 142

Proposed Prerequisites, if any: Prereq: TAD 142

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GMASC1|Geraldine Maschio|TAD 242 CHANGE College Review|20131004

SIGNATURE|JMETT2|Joanie Ett-Mims|TAD 242 CHANGE Undergrad Council Review|20140212

SIGNATURE|JEL224|Janie S Ellis|TAD 242 CHANGE Senate Council Review|20140313

SIGNATURE|ABRZY2|Anna W Brzyski|TAD 242 CHANGE Approval Returned to College|20140523

SIGNATURE|JEL224|Janie S Ellis|TAD 242 CHANGE Senate Council Review|20140527

Courses	Request Tracking
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### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

**Attachments:**

Browse...	
ID	Attachment
Delete 3043	repeatable rationale.pdf
Delete 3055	TAD 242 syllabus revised.docx
First 1 Last	

Upload File

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	TAD - Dance TAD 242 BALLET II	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G)	TAD 242
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptior -799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimina or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of: FINE ARTS		Submission Date: 10/1/2013	
b. Department/Division:		Fine Arts - Theatre Arts	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? Select...			
e.* Contact Person Name: Nancy Jones      Email: Nancy.Jones@uky.edu    Phone: 2573297			
* Responsible Faculty ID (if different from Contact)      Email:      Phone:			
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: <sup>2</sup>	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change not affect DL delivery.			
b. Full Title:		Ballet II	
		Proposed Title: *	
c. Current Transcript Title (if full title is more than 40 characters):		BALLET II	

c. Proposed Transcript Title (if full title is more than 40 characters):		Ballet II			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern:					
Current:	Lecture	Laboratory <sup>5</sup> 3	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture	Laboratory <sup>5</sup> 4	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	2	Proposed number of credit hours:*	2		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:	Maximum number of credit hours:			12	
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:	A continuation of Ballet I, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation.				
* Proposed Course Description for Bulletin:	A continuation of Ballet I, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation.				
j. Current Prerequisites, if any:	Prereq: TAD 142				
* Proposed Prerequisites, if any:	Prereq: TAD 142				

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

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**The University of Kentucky, Department of Theatre**

Ballet II TAD 242

Course Syllabus

**Course Time :** MW 3-4:30

**Location :** Dance Studio, 117 Fine Arts Building

**Semester :** Fall 2013

**Credits :** 2

**Instructor:** Susie Thiel

Office Hours: rm 117A - Fine Arts Building

Monday 12-1

Wednesday 2:30-4

and by appointment

**Email Address:** susie.thiel@uky.edu

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**COURSE DESCRIPTION:**

This course emphasizes technical and artistic skills based on a foundation of correct body alignment, placement and turnout, musicality, vocabulary, strength, stamina, and flexibility at the intermediate level. We will observe dance on video, read about dance and discuss dance. An in depth history of ballet will be included in course readings and through written assignments students will identify strengths, challenges and goals, research a ballet choreographer and view and critique a live performance.

**COURSE GOALS:**

- To provide basic knowledge of ballet history in the categories of Romantic, Classical and Contemporary Ballet.
- To refine skills in proper ballet technique while understanding human Anatomy
- To enhance skills in performance
- To increase stamina, flexibility and strength
- To attend dance performances and to critique the movement material, Performance and technique.
- To depart from one's known movement vocabulary and build self-confidence.
- Focus on ballet vocabulary in the intermediate level and apply it to technique and performance
- Through verbal and written documentation, students will enhance their Ability to discuss and self evaluate in a clear, articulate, critical and Constructive manner.

**STUDENT LEARNING OUTCOMES:**

- Students will be able to evaluate and reflect upon their progress in class through verbal and written documentation.
- Students will develop strength, flexibility and stamina necessary to execute proper ballet technique while understanding the human body



- Students will gain performance skills, learning how to use focus, energy and emotion.
- Students will list the ballet terminology and definitions in assignments as well as during a written midterm and final exam.
- Students will understand the structure of a ballet class
- Students will be able to execute intermediate ballet exercises at the barre, center floor and perform across the floor exercises.

### **REQUIRED READINGS:**

Technical Manual and Dictionary of Classical Ballet by Gail Grant

Selected Readings from the following will be available on Black Board

Lee, Carol (1983) "Introduction to Ballet Technique" in *An Introduction to Classical Ballet*, Lawrence Erlbaum Associates, Publishers, pp. 201 – 218.

Schrader, Constance (1996) Ballet Positions in *A Sense of Dance: Exploring your Movement Potential*, by Constance Schrader, Human Kinetics, p. 22-24.

Ambrosio, Nora (2003) "Ballet" in *Learning About Dance*, Kendall/Hunt Publishing Co., pp. 47-60.

Enghauser, Rebecca (2007) Developing Listening Bodies in the Dance Technique Class in *The Journal of Physical Education, Recreation & Dance*, Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) 78(6): pp. 33-54.

Schrader, Constance (1996) "Is This Dance Good?" in *A Sense of Dance: Exploring your Movement Potential*, Human Kinetics, pp. 187-196.

### **EXAMS AND WRITTEN ASSIGNMENTS:**

**LATE ASSIGNMENTS:** All written assignments must be uploaded by midnight of the due date. If the assignment is uploaded after that the assignment will not be graded.

### **SUBMISSION OF ASSIGNMENTS:**

**BLACKBOARD:** All assignment descriptions, readings and due dates are on located in the assignment section on blackboard.

All written assignments must be uploaded to Blackboard in the assignment section anytime by midnight of the due date. (If you want to submit it earlier, you can, of

course.) Once on Blackboard Please save the file and label the assignment accordingly:

Your Last Name.First NameAssignment1, Your Last Name.First NameAssignment2 and so on. Smith.Jane.Assignment1. Smith.Jane.concertcritique

Students should avoid using any special characters such as #,;"/?!@#\$%^& or \* in their file names, because it affects the ability to open the file successfully.

All written assignments should be typewritten and double-spaced, with correct grammar and spelling.

All written assignments should be typewritten and double-spaced, with correct grammar and spelling.

### **Vocabulary**

Look over and continue to revisit the vocabulary sheet, Technical Manual and Dictionary of Classical Ballet by Gail Grant as well as Ballet positions and arm positions throughout the semester. (22-24) in Schrader (*Additional vocabulary may be given.*)

**Reading and Viewing Assignments:** Students are expected to complete reading and viewing assignments, and come prepared to use materials from the reading in class. The timely completion of readings and assignments will be essential to the class. If you have questions about readings, viewings or assignments, please contact me.

See **reading and viewing assignments on timeline** and in the assignment section on blackboard.

Students are responsible for

### ***Loud and Clear: Winter Dance Concert Critique -10%***

The student is required to attend *Loud and Clear: Winter Dance Concert* Jan. 25 and 26 at 7:30. Jan. 27 at 2:00.

The Guignol Theatre is located inside the Fine Arts Building on the campus of the University of Kentucky, 114 Rose Street, Lexington

Tickets are \$10 students, \$15 general public

<http://finearts.uky.edu/events/theatre/loud-and-clear-dance-concert>

Choose ONE of the dance works from the concert. Be sure to state the title of the concert (*Loud and Clears: Winter Concert of Dance,*) date and location of performance. Also be sure to add the title of the chosen dance work, choreographer, composer and title of musical piece.

Answer these questions in your paper.

What did you see? How did it make you feel? What do you think the work meant? What is one aspect you like about the dance work? What is one aspect you did not like about the work? What questions would you ask the choreographer about the work? How did the production elements (costumes, music and lighting) influence the work? On a larger level, what did the work make you think about? Was there a topic or theme?

2 to 3 pages.

Due Nov. 3 by midnight.

**Self-evaluation paper: 10%**

This assignment requires you to reflect critically on the semester. The aim is for you to demonstrate knowledge in the foundation of correct body alignment, movement isolation, rhythmic awareness, musicality, intermediate vocabulary, styles of ballet and performance focus, strength, stamina and flexibility. Also identify realistic next steps and further training needs. Detailed reference should be made to in-class sessions, readings, the Winter Dance Concert and assignments as well as connections to other areas of study.

**2-3 pages. Due Dec 18 by midnight.**

**EXAMINATIONS:**

**MIDTERM EXAM: 10%**

Students will participate in a technique class and perform ballet barre exercises, centre floor exercises and combinations that were previously taught, studied and explored in class sessions.

Monday, Oct. 14 During class time.

**MIDTERM WRITTEN EXAM: 5%**

For the written component of the midterm, students will identify the ballet terminology, definitions and explain the execution of certain steps.

The midterm written exam will incorporate any combination of written definitions; short answer/essay and fill-in.

Wednesday, Oct. 16 During class time.

**FINAL EXAM (PRACTICAL): 10%**

Students will participate in a technique class and perform ballet barre exercises, centre floor exercises and combinations that were previously taught, studied and explored in class sessions.

Monday, Dec. 16 During finals week. 2:00-4:00

**FINAL WRITTEN EXAM: 5%**

For the written component of the final, students will watch demonstrations of exercises. The students must document the ballet terminology and definitions of the

exercises being executed. The exam will take place immediately following the practical exam.

Monday, Dec. 16 During finals week. 2:00-4:00

### **CRITERIA FOR GRADING:**

Regular attendance and full participation from beginning to the end of class is of the utmost importance. Grades will reflect your willingness to take movement risks, integrate corrections, consistency, commitment, enthusiasm, as well as disciplined attendance, respect shown to instructor and others, concentration skills, ability to self-motivate, and quality of participation in all class activities. Class evaluation is also based on the evidence of your progress in this course.

50% Studio performance  
10% Self-evaluation paper  
10% Loud and Clear: Winter Dance Concert Critique  
10% Mid-term exam (practical)  
10% Completion of final exam(practical)  
5% Written Portion of Mid-term exam  
5% Written Portion of final exam

### **GRADING SCALE:**

90-100:       A  
80-89:        B  
70-79         C  
60-69         D  
59 and below: E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Excellence (A)** Excellence is for students who show a hunger to know, a passion for learning and a willingness to take movement risks and integrate corrections. Excellence means striving for the best at all times and demonstrating exceptional growth toward the objective of this course. An A student's written work clearly articulates critical thinking and own thought process as well as conveys connection through cross-disciplines and concepts investigated throughout the semester. Video and live performance viewings, readings and classroom discussions is also integrated in written work.

**Good (B):** Good is for students who do their work with uniform solidity. Showing dedication, a willingness to take new steps, concentration and consistent work habits, a B student demonstrates increased accomplishment of some skills during the semester. The B student's written work touches on critical thinking and shows connection through cross-disciplines and concepts investigated throughout the semester.

Average (C): Average is for students who do their work and actively participate in class but lack the energy or will it takes to push to new heights. Even though present in class, a C student does not command to be seen. The student has accomplished some skills during the semester, but both student and teacher know it could be better. Work habits are inconsistent. A C student can accomplish more.

Poor (D): Poor is for students who have not done their work regularly. Lacking the necessary energy or passion for dance, the D student has shown very little improvement. Consistently leaving class early or coming late, D students are not interested in passing or improving their dancing skill. Written work is poorly thought-out and presented.

Failing (F): Failing is for the student who has missed so many classes, been tardy or left class so much that there is no base from which to grade.

\*Syllabus subject to change

### **COURSE REQUIREMENTS:**

#### **ATTENDANCE:**

Most of the work for this course will be done in the studio, regular attendance is crucial. Arrive on time, appropriately dressed, and ready to participate fully. Attendance is 70% of your grade. You are allowed to have 2 absences during the semester. On your 3rd absence, your grade will be lowered by 1/2 of a grade and so on for each additional absence. If you are ill or injured over a prolonged period of time you must meet with the instructor to discuss how you will complete the course requirements

#### **OBSERVATIONS:**

Students may observe class only if arrangements have been made with the instructor due to injury or illness. While observing, student should actively take notes on that class and hand in those notes to the instructor after class. Two class observances equal ONE ABSENCE.

#### **LATENESS:**

Please be on time. Class will begin at 11:00. It is essential that your body gets the full warm-up to prevent injury. If you arrive after attendance is taken, you will be considered tardy. A severely tardy student will be asked to observe class. Two class observances equal ONE ABSENCE.

#### **EXCUSED ABSENCES:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information

regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **VERIFICATION OF ABSENCES:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **ACADEMIC INTEGRITY:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online)

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**ACCOMMODATION DUE TO DISABILITY:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**ADDITIONAL INFORMATION:**

**DANCE FLOOR:** Keep all street shoes off the dance floor, especially in the winter. Whatever you track in, you have to dance and roll around in. No food or drinks allowed in the studio. Bottled water with a secured lid is acceptable. Once our floors get dirty, they tend to stay dirty.

**DRESS CODE:**

In order for the instructor to provide proper alignment feedback and anatomical corrections, students must wear form fitted clothing. Any warm-up clothing must be removed no later than 20 minutes into the class. Hair must be secured away from the face. Please refrain from wearing jewelry that is potentially dangerous or that impedes movement (rings, bulky jewelry, etc.) Carry valuables with you at all times. **JAZZ SHOES MUST BE WORN FOR THIS CLASS.** You can purchase shoes at Dance Biz, 2535 Nicholasville Road, Lexington, KY 40503.

<http://www.dancebiz.net/>

**CELL PHONES:**

All phones and electronic devices must be turned off before entering the space. The student may take notes with a laptop. If the student is surfing the web (social networking sites, email, internet ect.) the student will be marked absent for the day.

**DISABILITIES:** If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours.

**CORRECTING:** In some instances the instructor may have to correct through touch to help the student understand a correction. The instructor may have the students touch others to understand how the muscles work and to further assist tactile learners.



## Ett, Joanie M

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**From:** Badger, Karen  
**Sent:** Tuesday, February 11, 2014 4:42 PM  
**To:** Jones, Nancy C  
**Cc:** Ett, Joanie M  
**Subject:** RE: Undergraduate Council Question

Thanks, Nancy, this helps. Can we attach this to include in your rationale? Karen

Karen Badger, Ph.D., MSW  
Director of Undergraduate Studies  
Associate Dean of Academic and Student Affairs Associate Professor College of Social Work University of Kentucky  
625 Patterson Office Tower  
Lexington, Kentucky 40506-0027  
Phone: 859-257-2350  
Fax: 859-323-1030

-----Original Message-----

**From:** Jones, Nancy C  
**Sent:** Tuesday, February 11, 2014 4:16 PM  
**To:** Badger, Karen  
**Subject:** RE: Undergraduate Council Question

Got it.

This is for the dance minor (not a major). A handful of the participating students are theatre majors, but mostly from all over the university.

Most of the dance classes are 2 credits. (Incidentally our Dance Minor has grown from 6 minors when we started it 3 years ago to 53+ right now!) We have a limited number of classes in the Dance Minor program, but our students need and want to repeat technique classes so they can continue to perform in the concerts and other performance opportunities. Although they are not REQUIRED to repeat the classes, they would receive credit for them should they choose to take them, or have time within the limitations of their selected major program. Our Theatre Majors have a 45 credit B.A. degree. When you add the 30 credits of UK Core, and 21 credits of a Dance Minor you still only have 96 credits. They could repeat lots of these classes to get to their 120 hours to graduate.

Does that help?

Nancy

Nancy C. Jones, Chair  
Department of Theatre  
University of Kentucky  
859.257.8166  
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**From:** Badger, Karen  
**Sent:** Tuesday, February 11, 2014 4:09 PM  
**To:** Jones, Nancy C  
**Subject:** RE: Undergraduate Council Question

Hi Nancy, Yes, but it would help if you could address how they can repeat so many times without impacting degree progression....that seems to be the concern...thanks! Karen

Karen Badger, Ph.D., MSW  
Director of Undergraduate Studies  
Associate Dean of Academic and Student Affairs Associate Professor College of Social Work University of Kentucky  
625 Patterson Office Tower  
Lexington, Kentucky 40506-0027  
Phone: 859-257-2350  
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-----Original Message-----

From: Jones, Nancy C  
Sent: Tuesday, February 11, 2014 4:08 PM  
To: Badger, Karen  
Subject: RE: Undergraduate Council Question

Hi Karen,  
I had a rationale included in the proposal submission.  
It should be downloadable in Ecats?  
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From: Badger, Karen  
Sent: Tuesday, February 11, 2014 3:59 PM  
To: Jones, Nancy C  
Subject: Undergraduate Council Question

Hi Nancy, we are in UGC and reviewing your TAD courses that can be repeated up to 6 times. Can you provide an explanation/rationale for this? How would doing so impact degree completion? Can other college students take these or are they limited to TAD majors? Thanks!! Karen

Karen Badger, Ph.D., MSW  
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The following explanation describes the rationale for changing the ability of students to be able to repeat this course. This Dance Technique class will allow students to build on their technical dance skills each semester they enroll in the class. Moreover, students will learn new choreographic material each time they enroll in the class, therefore the class material is not repeated, only the structure of the class remains the same. Our accreditation agency, N.A.S.T. recommends that students be allowed to enroll in performance classes of this nature multiple times, much the same as they would for private voice or music lessons.