

DAN 4959: SENIOR PROJECT (BFA SHOWCASE CLASS), 2 CREDITS

University of Florida School of Theatre + Dance

Fall 2025

M & W PERIOD 6 & 7 (12:50-2:45) IN CON 219

Course Information

Instructor of Record

Asst. Professor Rachel Carrico, PhD (she/her/hers)

PREFERRED Method of Communication: Canvas Inbox Tool

Email: rcarrico@ufl.edu

Office: Nadine McGuire Theatre & Dance Pavilion 2nd floor, Room 235

Office Hours: Weekly days/times TBD and by appointment, in person and on Zoom. See Canvas for link.

Office Phone: 352-273-0521

Required Texts

- All required reading and viewing materials will be made available on Canvas as PDFs or hyperlinks.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required Performances & Events

In addition to regular class sessions, all Dance majors are expected to attend area-wide events such as performances, UnShowings, and Open Conversations. See the Dance Calendar at the end of this syllabus and on Dance Area Headquarters Canvas Calendar. Optional events of interest also included.

Canvas

This course is set up on Canvas (e-learning). All students must have access to Canvas on a regular basis to successfully complete the course. All assignments and out-of-class communication will take place in Canvas. A schedule and timeline for the course can be found on the Canvas calendar. For help with Canvas, contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Statement on Syllabi, Materials and Supplies Fees: Syllabi are posted at CFA website under: Student & Parents: <http://arts.ufl.edu/syllabi/>. Lab Fees can be located at: <http://registrar.ufl.edu/soc/201608/all/theadanc.htm>

SENIOR PROJECT VISION

The dance program provides Dance BFA majors with an opportunity to produce a concert, showcasing your original choreographic research and that of your peers. It requires you to combine your skills as a choreographer, producer, researcher, and writer to achieve success. It is a culmination of the education you have received in the program that has prepared you for this capstone course. Work with your concert coordinator and faculty mentor to help you explore the full potential of your choreographic voice.

The focus of the year-long Senior Project is the creative process/research behind an original dance that will be featured in the Spring showcase.

From now until February, you will be engaged in three simultaneous activities:

1. Creating an original work of dance for a group of dancers, not to exceed **8 minutes**, which includes working with designers and stage managers to move your work from studio to stage
2. Producing the BFA Showcase with your fellow choreographers
3. Working on your research paper: documenting your process, gathering sources, drafting sections of the paper, etc.

From February until May, you will (4) complete your research paper.

You are required to complete **two Senior Project courses**:

1. one in the fall semester, taught by the BFA Showcase Coordinator, which will focus on production of the BFA Showcase, and include secondary support on research methods and choreographic process;
2. and one in the spring semester, which is an independent study with each student's Senior Project mentor, and will focus on the completion of your staged work and a research paper analyzing the resources, methodology and results of the choreographic research.

STUDENT LEARNING OBJECTIVES of the SENIOR PROJECT (entire year)

The Senior Project is to demonstrate the student's achievement in the following Student Learning Outcomes:

Content Knowledge:

- Compose an original work of dance

Critical Thinking:

- Examine dance inquiry in correlation with diverse creative, choreographic, historical, social, cultural and/or other disciplinary perspectives. Communication:
- Formulate a vision, idea, and/or point of view through a clear choreographic voice
- Through written and/or oral communication, build connections between dance and the worlds it touches (business, politics, economics, other artforms, health sciences, education, etc).

OBJECTIVES of the FALL BFA SHOWCASE CLASS

By the end of Fall semester, students will have/ be able to...

1. make considerable progress on an original choreographic work. Consider having anywhere from 80-90% of your dance *completed by the end of Fall semester*.*

2. articulate choreographic research questions, methods to investigate those questions, and findings in written and verbal formats
3. practice close observation of and responses to your peers' work, so you can continue developing your communication skills through thoughtful, non-reactive, intelligent, articulate feedback to your peers, which helps them and you to clarify your creative choices
4. make considerable progress on producing a showcase of quality and substance, in collaboration with a group of your artistic peers

**I want to be clear that creative processes are very personal and the "completion" of a dance differs for every maker. For many, there never truly is a completion point! I encourage you to think strategically about your timeline as you are in process. 80-90% of your dance is a loose and very open suggestion that is meant to help you manage time and avoid stress.*

List of Graded Work & Evaluation

Points	Graded Work	Grade Entered By...
(deductions only)	<p>Attendance in class, Auditions, UnShowings, and other required events*</p> <p>*Class meets 2/week; you may have two "freebie" unexcused absence. After 1, each unexcused absence will automatically lower your grade by 5%.</p> <p>An unexcused absence from Auditions or an UnShowing will automatically lower your grade by 5%, even if you have not missed a class meeting.</p>	Concert Director
35	<p>Progress on Choreographic Work (80%-90%)</p> <ul style="list-style-type: none"> • sharings in class • UnShowings • Through your words and actions, cultivating a respectful and healthy creative environment (in class, at auditions, UnShowings, production meetings, and your rehearsals) • If applicable, other ways that the student chooses to demonstrate investment in his/her/their choreographic process 	Concert Director, with input from faculty mentor
15	<p>Research Methods</p> <ul style="list-style-type: none"> • Reading responses • Research Questions & Revisions • Methodology reflections, draft, and revision 	

	<ul style="list-style-type: none"> Informed, thoughtful, and considerate participation in class discussions 	
15	Peer Feedback – Informed, thoughtful, and considerate contributions to.... <ul style="list-style-type: none"> In-class sharings UnShowing peer feedback 	
35	Producing Assignment <ul style="list-style-type: none"> Canvas assignments meeting production due dates* Informed, thoughtful, and considerate collaboration with peers, designers, stage managers, house managers, etc. <p>*Depending on your producing assignment, you may have things due not listed on this syllabus (i.e., program copy draft; poster design draft; etc). Your personal due dates will be communicated in class/ on Canvas.</p>	Concert Director (a portion of your grade for Spring semester Senior Project will also include your producing activity in Spring semester)
100 pts	<i>Total</i>	

Informed, Thoughtful, Considerate Participation

Verbal communication: Many class meetings will revolve around discussion. Much like writing, verbal communication is a skill that can be learned and practiced. There are many ways to participate verbally: asking follow-up questions, requesting clarification, responding to questions that arise in conversation, reading aloud from the text, participating in small group activities, reporting back from small group activities, sharing a relevant experience, referring to your notes from a previous discussion and interjecting that into the conversation, etc.

Step Up/ Step Back: If you are someone who likes to talk during class (great!), participation for you *also* means allowing some silence and space for others to jump in. Practice self-awareness of how much “air time” you occupy in class. Are you always the first to raise your hand? Do you speak multiple times in every class meeting? If so, that’s wonderful – you’re a verbal, interpersonal learner and you’re engaged! However, you’re not in this class alone, and being a considerate member of the community also means consciously leaving space for others. Follow this rule: step up/step back. (Thank you to the Urban Bush Women’s Summer Leadership Institute for this language!)

Nonverbal communication also matters! Especially if you are more introverted, an intrapersonal learner, or are practicing stepping back, show your community that you are engaged with your body language. Keep your phone in your bag. Don’t open anything on your computer that will distract you. Watch the person talking/moving and show physical signs of following along, understanding,

affirmation, etc. (nodding your head, rapping on your desk, snapping, etc.). Take notes. Assume a posture that tells others you are alert and present.

Embodied engagement: The class will routinely engage in embodied assignments and activities. Students are expected to approach embodied exercises with the same rigor and attention as discussion.

Office hours visits to discuss your experiences in the course, assigned material, assignments, etc. count toward your grade for engagement in class community.

Self-advocacy is an important part of your consistent engagement in our class community. That means, if you are experiencing life circumstances that make it difficult for you to show up fully, communicate with me about that in advance and/or in the moment as is possible. You may ask to take notes on a given day and hand those in as proof of participation, or suggest other accommodations to fit your circumstance. The important thing is that we both recognize that not everyone will be able to engage fully every single day, and that's ok. Just let me know what's going on – that's an important part of being an accountable member of the community too! (Thanks to my F21 Teaching Methods class for reminding me of this point!)

PARTICIPATION RUBRIC	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	<p>Brings copies of all assigned readings AND notes on readings, videos, performances, and previous discussions. When making comments/notes, refers to quotes with page numbers, specific aspects of video/performance, and/or details of previous presentation/ discussion when asking questions or making comments.</p> <p>Visits during office hours to ask informed questions about course material, and/or discussed informed accommodations for class participation.</p>	<p>Brings copies of readings but incomplete or hasty notes; refers in general to assigned readings, videos, performances, presentations, and/or discussions when asking questions or making comments/notes.</p> <p>Visits during office hours.</p>	<p>Does not bring readings or notes to discussions; does not refer to assigned readings, videos, performances, presentations, and/or discussions when asking questions or making comments/notes.</p> <p>Does not visit during office hours.</p>
Thoughtful: Shows evidence of having understood and considered issues raised.	<p>During discussion, written assignments, and/or embodied activities, makes connections between each day's assigned material and overarching questions and themes; connects readings, videos, etc. to personal life experiences; asks questions that push authors'/artists' points of view in new directions; makes comparisons/connections between material assigned across a range of days/weeks.</p> <p>Regularly visits during office hours to ask thoughtful questions about course material and assignments, and/or to communicate about any barriers to full engagement.</p>	<p>During discussion, written assignments, and/or embodied activities, makes connections between each day's assigned material and overarching questions and themes; makes connections between material and personal life experiences; asks questions to clarify authors'/artists' points of view.</p> <p>Infrequently visits during office hours to ask general questions about course material and assignments and/or to communicate about any barriers to full engagement.</p>	<p>During discussion, written assignments, and/or embodied activities, struggles to connect each day's assigned material and overarching questions and themes; cannot often connect material to personal life experiences or to material assigned across a range of days/weeks.</p> <p>Does not visit during office hours.</p>
Considerate: Takes the perspective others into account.	In discussion, listens to classmates' contributions with active nonverbal	In discussion, listens to classmates' contributions with active	In discussion, shows physical signs of being checked out (on phone,

	engagement; asks follow-up questions when appropriate. In discussion and in posts, refers to classmates' comments/questions in formulating one's own; when offering a counter-perspective, honors the speaker's/writer's social location and point of view; strives to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions rather than immediately judging them as <i>good or bad</i> .	nonverbal engagement. In discussion and in posts, sometimes refers to classmates' comments/questions in formulating one's own; offers counter-perspectives with respectful tone; initially judges others' ideas/decisions but keeps digging to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.	slumped posture, etc.); rarely refers to classmates' comments/questions in formulating one's own; struggles to offer counter-perspectives with respectful tone; judges others' ideas/decisions rather than striving to understand why people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.
	Visits during office hours demonstrate considerate engagement.	Visits during office hours sometimes demonstrate considerate engagement.	Office hours conversations evidence inconsiderate engagement; does not visit during office hours.

Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

-----	93–100 A	90–92 A-
87–89 B+	83–86 B	80–82 B-
77–79 C+	73–76 C	70–72 C-
67–69 D+	63–66 D	60–62 D-

59 and below F

If you have questions about how grade points are assigned by the University, go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late Work

Each student gets two (2) Late Work Tokens to use for an extension at any time they wish. You do not need to give me a reason for using the token. You identify your new due date, but it cannot be any later than one (1) week after the original due date. When you want to use a Token:

1. BEFORE the assignment is due: Submit a Request to Use Late Work Token (this is an "Assignment" on Canvas). Once I get your request, I will change the assignment due date in Canvas as requested.
2. Submit the assignment before the new due date/time. In the "Comments," write a note indicating that you're using Late Work Token 1 or 2.

If you use both tokens and feel that you have a legitimate need for more, come to my office hours for a one-on-one meeting with me to discuss your extenuating circumstances. Deadlines in other classes and extracurricular obligations do not constitute extenuating circumstances. If you have a documented accommodation, see "Accommodations" below.

Tentative Weekly Course Schedule

CLASS MEETINGS: Class sessions will be devoted to production meetings and work time, as needed. In addition, we will use our class as a lab to meet with guest artists, designers, and production staff; share work and provide feedback; and discuss dance research methods.

CHANGES TO THE SYLLABUS: Details on each unit's weekly schedule will be provided in class and on Canvas. While this document provides guidelines for the course, I reserve the right to change the syllabus at any time during the semester if the need arises. *Especially* since this is the first semester running this class in this format, we'll be figuring out the best way to run the class as we do it. Being flexible with the syllabus allows us to get it right. Thanks in advance for your understanding.

Week/ Date F25	Topic	Mon (homework due Sun by 11:59pm)	Wed (homework due Tues by 11:59pm)	Notes
Weeks 1-2 Aug 21-29	Getting started / Auditions	Introductions/ Audition Prep	Audition Prep	Auditions Fri Aug 29 @ 6:30 pm in G6
Week 3 Sept 1 -5	Casting/ Scheduling; What is Dance Research?	LABOR DAY; NO CLASS	DUE: reading response 1. Casting/ scheduling 2. Illness & Injury in the rehearsal room 3. Discussion: Liz Lerman, "In Defense of Creative Research"	
Week 4 Sept 8-12	Program A/B split; Research Methods	Program A/B split Working with a mentor Charting your time	DUE: rehearsal calendar & reading response 1. Production Mtg TBD 2. Reading response/ discussion: <i>Undergradua te Research in Dance: A Guide for Students</i>	
Week 5 Sept 15-19	Design/ Production Session; Working with a mentor cont'	DUE: Research Q's #1 + choreographic journal	DUE: Talking with your mentor –	

Week/ Date F25	Topic	Mon (homework due Sun by 11:59pm)	Wed (homework due Tues by 11:59pm)	Notes
		Design/ Production guest presentation	setting expectations	
Week 6 Sept 22-26	Design/ Production Session; In-class sharings	Design/ Production guest presentation	In-class sharings #1	
Week 7 Sept 29-Oct 3	What is Dance Research? / In-class sharings	In-class sharings #2	DUE: reading response 1. In-class sharings #3 2. Discussion, “When is Art Research?” by Shannon Jackson	
Week 8 Oct 6-20	Research Methods	Library visit	Guest artist presentation on dance research: Roxanne Gray	
Week 9 Oct 13-17 HOMECOMING Oct 17	UnShowing Prep	DUE: Research Q’s #2 (revised) + choreographic journal UnShowing Prep	UnShowing Prep; Title/ Theme Word cloud/ Brainstorm	No rehearsals Fri Oct. 17
Weeks 10 Oct 20-24 UNSHOWING 1	UnShowing Prep & Feedback	UnShowing Prep (as needed)	In-class feedback: UnShowing #1	UNSHOWING #1 MON Oct 20 @ 6:30 in G6
Week 11 Oct 27-31 UNSHOWING 2	UnShowing Prep & Feedback	UnShowing Prep (as needed)	In-class feedback: UnShowing #2 (Rachel traveling for research)	UNSHOWING #2 MON Oct 27 @ 6:30 in G6
Week 12 Nov 3-7	Show title	TBD (Rachel traveling for research)	Choose a show title	
Week 13 Nov 10-14 AGBEDIDI tech	Design Session; AI and Dance Research	Design/ Production guest presentation	DUE: reading responses Discussion: <i>NYT</i> articles on AI and art	
Week 14 Nov 17-21	Marketing/ Paper support	Support on writing the research paper	Poster/ Social Media design	

Week/ Date F25	Topic	Mon (homework due Sun by 11:59pm)	Wed (homework due Tues by 11:59pm)	Notes
AGBEDIDI opens			ideas presentation	
Week 15 Nov 24-28 THANKSGIVING BREAK				
Week 16 Dec 1-3	Wrap-up & planning for Spring	DUE: Press Release info & Program info	LAST DAY! Reflections, evals, planning for spring	Production Meeting with Jenny Goelz; TBC Wed Dec 3 @ 4:00pm
Finals Dec 10-14		DUE (ALL): 1. Research Q's #3 + Methodology Draft 2. Tech cue sheet Draft 1		Individual due dates for some individual Production Roles; see Canvas

Policies, Expectations, and Resources

Dance Area Attendance Policy

Dance Area Attendance Policy: For classes that meet 2x/week, students can take 2 unexcused absences with no penalty; no documentation is required for the first 2 absences as they are automatically excused. If the third absence is unexcused, it will result in 5% deduction from the final grade. Excused or unexcused, on the third absence, a meeting is required with the instructor and/or area faculty to assess the student's continued participation in the course. If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade. Opportunities to make up missed material is up to the instructor's discretion.

Late arrival/ early departure: You are late if you arrive after role has been taken/class has begun.

- There will be a 5-minute grace period at the start and end of class.
- 3 late arrivals/ early departures for regular class meetings equals 1 unexcused absence.

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness (including COVID-19)—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.
- **Instructor note:** If you are experiencing barriers to in-class attendance, such as lack of transportation, housing insecurity, or other things, please contact me as soon as possible so that we can discuss solutions.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honor Code: UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither

given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

A note on writing and plagiarism: Plagiarism can be a fuzzy area. It can be difficult to know if you are plagiarizing when you are learning things from what you’re reading and seeing, and then applying what you are learning to your own writing. If you have any doubts about your work and how you are using someone else’s material, please ask me. It is better to ask than to inadvertently plagiarize.¹

Accommodations: Appropriate accommodations will always be granted to students with documented disabilities. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Learning Community

As we engage with each other’s work, we will critically evaluate our thoughts, opinions, and assumptions. As a learning community, I ask that we collectively invest in an environment in which all class members feel empowered to take risks, ask questions, experiment, and grow. Dance research frequently engages with complex topics that are personal to the choreographer. Feelings of discomfort may accompany complex issues, and that is OK - individual discomfort is often a necessary part of our collective learning. I ask that, as part of your rigorous intellectual and artistic engagement, you meet the course material as best you can. Respect, openness, and the capacity to listen and respond sensitively and intelligently are of utmost importance in the classroom. Please consult with me should any questions or concerns around course content or classroom climate arise.*

- Online Learning Community: Our learning community includes the parts of our lives that play out online. Your commitment to creating a positive learning community includes not only how you interact in class but also how you interact with and/or represent other members of our class online via email, threaded discussions on Canvas, social media, and other platforms. I ask that we be honorable and attentive to how we talk to and about each other both on and offline.
- Email: Please use formal language when corresponding with me and with each other regarding class business. An email is not a text message nor a DM. Please only use your UFL.EDU email account or the email tool within Canvas for e-mail correspondence related to class, begin emails with a formal greeting, and avoid everyday colloquialisms. For UF guidelines on “netiquette”: <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

¹ Thank you to Reed College Theatre Professor Kate Bredeson for sharing her note on plagiarism for inclusion on my syllabus. See what I did there? I gave credit to the author of the note on plagiarism! It’s that simple!

*While topics of race, gender, and identity are addressed, they are done in a manner that does not endorse concepts addressed in SB266.

Campus Resources

Campus Resources for Health and Wellness

Counseling and Wellness Center

<http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575 for information on crisis services as well as non-crisis services.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

CARE Team @ Dean of Students' Office - Campus Assistance & Resources for Empowerment (CARE) is an area within the Dean of Students office that was created to support and guide every Gator through anticipated challenges and unexpected events that may impact wellness or success. CARE consists of offices and facilities, including Case Management Services (CMS), the Medical Petition and Withdrawal program, the Collegiate Veterans Success Center (CVSC), Contact My Instructor (for absences), and the Hitchcock Field and Fork pantry (to assist with food insecurity), designed to facilitate achievement of students' academic and personal success and to assist with basic needs. <https://care.dso.ufl.edu/>

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)

GatorWell: Mindfulness coaching, HIV testing, bulk condom request, and much more. <https://gatorwell.ufsa.ufl.edu/>

Additional Mental Health Resources

- *UF has an Equal Access Mental Health Clinic* that has a Free Therapy Night every Monday night that UF is considered open. Here is the FB page through which one can book appointments as well: <https://www.facebook.com/equalaccessclinic/>
- *The UF School of Medicine Equal Access Clinic* website is here and has the above mental health services as well as specialized Women's and LGBT medicine: <https://equalaccess.med.ufl.edu/specialty-clinics-classes/>
- *Alachua County Crisis Center* web site: <https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx>
Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises.

UF Reporting & Resources: Sexual Harassment, Racism, Microaggressions, and more.

See SoTD's processes for reporting incidents in the Student Handbook. UF-wide reporting mechanisms and resources include:

Office for Accessibility and Gender Equity: Resources and instructions for reporting a Title IX violation: <https://titleix.ufl.edu/report/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Campus Diversity Liaisons: The Campus Diversity Liaisons (CDLs) are members of the leadership team of each college or business unit. They put the university's IDEA (Inclusion, Diversity, Equity, and Access) strategy into action at the college and unit level. The CDLs are also networked into the Office of the Chief Diversity Officer and they come together to share best practices, brainstorm solutions, and build their competencies in IDEA work. <https://cdo.ufl.edu/about/campus-diversity-liaisons/>

RESPECT Team: The purpose of the RESPECT Team is to provide impacted parties of bias incidents opportunities to be heard and supported; understand and respond to situations that affect the University of Florida; educate and inform the community; and create awareness of ignorance and intolerance. <https://respect.ufsa.ufl.edu/>

Report through the University Ombuds: <https://www.ombuds.ufl.edu/>

Report a Student Concern: Report incidents or concerning student behavior that is happening in the University of Florida community. Navigate using the buttons below to connect with the appropriate reporting mechanism to share information related to student conduct or concerns. <https://report.ufl.edu/student-concern/>

If you believe that a situation you are reporting is an emergency and requires immediate attention, please call the University Police Department at (352) 392-1111.

UF Resources for Anti-Racism: <https://antiracism.ufl.edu/learn/uf-resources/>

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

Campus Resources for Academic Support

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

More Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

The Orange Book: [Student Honor Code and Student Conduct Code webpage](#) for more information

DANCE CALENDAR – Fall 2025*

****Subject to change – up-to-date information on Dance Area Headquarters Canvas page***

August

- 15 Syllabi Due
- 18 CoTA Fall Symposium
- 19 Dance Area Mini Retreat / 9a-1pm in Conference Room
- 21 First day of classes
SoTD Convocation/ 4-5pm in Reitz Auditorium
Welcome Meeting + Incoming Student Orientation @ 6:30pm in G6
- 24 [Gathering Scores](#) / 12pm @ CAME
- 25 Agbedidi Auditions @ 6:30pm in G6 / UBW Co-Lab Submissions Due
- 27 Drop/Add Deadline
- 29 BFA Senior Concert + Student Projects Auditions / 6:30pm in G6

September

- 1 Labor Day – NO CLASS
- 10 BA Welcome Meeting
- 27- Oct 2 Shakia Barron Auditions + Residency (TBC)

October

- 9 Whitehorse family & friends perform at Harn After Dark (6-9pm)
- 10 Whitehorse Family visits Friday Movement Practice
- 14 Pilobolus at the Philips Center
- 16 Agbedidi Designers Run 6:30p – 9:30p
- 17 Homecoming – NO CLASSES
- 20 Fall Senior UnShowing #1 (BFA Seniors)
- 21-23 Urban Bush Women Collab Lab Residency / Classes During CAADDP Period (10:40a-12p on 10/21)
- 21 UBW Collab Lab 7:10-9:40p Rehearsal at UF
- 22 UBW Collab Lab 5-7:30pm Rehearsal at Santa Fe
- 23 YDW Welcome event hosted by UBW at 8pm with Collab Lab Performance
<https://www.showpass.com/urban-bush-women/>
- 24-25 Young Dancers Workshop classes at UF (9a-4p)
- 25 Young Dancers Workshop Showcase performance at SF
- 27 Fall Senior UnShowing #2 (BFA Seniors)

November

7	BFA Dance Area Auditions
8	Possible Harn MoD date???
9, 10, + 12	Agbedidi Spacing
11	Veteran's Day / No Classes
13	Agbedidi Crew Watch
14 + 16	Agbedidi Tech
17 + 19	Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219
20, 21, + 23	<i>Agbedidi</i>
24-28	Thanksgiving Break / No Classes

December

1	Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219 / ACDA Adjudication @ 6:30pm in G6
2	CBP + CAADDP Class Culture Sharings (during class periods)
3	Class Culture Sharings (during class period) / Last day of classes / Final UnShowing (creative classes; research projects; WIPs) @ 6:30pm in G6
4-5	Reading Days
8	CRAs with first-year dance majors (transfers included)
15	Grades Due

