

AIMS & SCOPE

The *Journal of Dance Education* publishes original articles on topics related to the practical and theoretical aspects associated with dance education. Articles considered for publication in the journal should emphasize professional issues concerned with all aspects of teaching dance and dance education. *JODE* aims to present new knowledge and rigorous scholarship about perennial and current issues in order to improve the quality and integrity of dance teaching and learning.

JODE seeks contributions from a broad range of international researchers, scholars and practitioners using a variety of research frameworks and methods. Submissions, scholarly or practical, may be submitted in three categories: Feature Articles, In Practice Articles, and Student Readings, which are all described in the Instructions for Authors (see link below.) Types of topics within the journal include but are not limited to: training of dancers, curriculum, pedagogy, teaching methodology, best practices, standards, assessment, dance administration, collaboration, creativity, dance advocacy, social justice issues, historical and cultural contexts, choreography, technology, online learning, dancers with different abilities, and integrated and interdisciplinary dance studies.

Peer Review Policy

Articles published in the *Journal of Dance Education* undergo double-blind peer review by three reviewers from a panel of national and international scholars. Substantive comments are provided for all submitted manuscripts regardless of publication decision.

Readership

JODE is written for dance teachers, researchers, administrators, directors, choreographers, practitioners, and students in: higher education, P-12 schools, private sector schools and academies of dance, the professional dance world, professional dance training institutions, and community dance programs.

Inquiries

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Instructions for Authors may be found at:

<http://www.tandfonline.com/action/authorSubmission?journalCode=ujod20&page=instructions#.U8UxHYXTSVE>