Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| MARC WILLIAMS 2/11/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Tim Bohn 2/14/2018  **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| Warren Johnson 2/19/2018  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 2/20/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Marc Williams, [marcwilliams@astate.edu](mailto:marcwilliams@astate.edu), (870) 972-2037

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

THEA 2242

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Social Dance

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Introduction to the skills and steps needed in order to perform social dances, including waltz, swing, and salsa.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

This is an introductory level course .

1. Is this course restricted to a specific major? No
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Studio

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Yes / No

Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| --- | --- | --- |
| ***Date*** | ***Topic*** | ***Due*** |
| ***Jan. 17*** | ***Syllabus and Introductions*** |  |
|  |  |  |
| ***Jan. 22*** | ***Begin Swing*** |  |
| ***Jan. 24*** | ***Swing*** | ***Letter to Future Self*** |
|  |  |  |
| ***Jan. 29*** | ***Swing – Discuss Music*** | ***Proper Shoes*** |
| ***Jan. 31*** | ***Swing*** |  |
|  |  |  |
| ***Feb. 5*** | ***Swing*** |  |
| ***Feb. 7*** | ***Quiz 1 – East Coast Mixer/or the Shim Sham*** | ***Quiz 1*** |
|  |  |  |
| ***Feb. 12*** | ***Review – assign partners*** | ***Swing Song Choices*** |
| ***Feb. 14*** | ***Swing – Practical Application*** | ***Swing - Combo*** |
|  |  |  |
| ***Feb. 19*** | ***Begin Waltz*** |  |
| ***Feb. 21*** | ***Waltz*** |  |
|  |  |  |
| ***Feb. 26*** | ***Waltz – Discuss Music*** |  |
| ***Feb. 28*** | ***TBA*** |  |
|  |  |  |
| ***Mar. 5*** | ***Waltz (and maybe Margotsvals)*** |  |
| ***Mar. 7*** | ***Personal Review and work day*** |  |
|  |  |  |
| ***Mar. 12*** | ***Quiz 2 & Review – assign partners***  ***[National Theatre Live at Malco: Hamlet 7pm $12]*** | ***Quiz 2***  ***Waltz Song Choices*** |
| ***Mar. 14*** | ***Waltz – Practical Application*** | ***Waltz - Combo*** |
|  |  |  |
| ***M 19/21*** | ***Spring Break*** |  |
|  |  |  |
| ***Mar. 26*** | ***Begin Salsa*** |  |
| ***Mar. 28*** | ***Salsa*** |  |
|  |  |  |
| ***Apr. 2*** | ***TBA*** |  |
| ***Apr. 4*** | ***Salsa – Discuss Music*** |  |
|  |  |  |
| ***Apr. 9*** | ***Salsa*** |  |
| ***Apr.11*** | ***Quiz 3 – Casino Rueda*** | ***Quiz 3*** |
|  |  |  |
| ***Apr. 16*** | ***Review – assign partners*** | ***Salsa Song Choices*** |
| ***Apr. 18*** | ***Salsa – Practical Application*** | ***Salsa - Combo*** |
|  |  |  |
| ***Apr. 23*** | ***Quiz 4*** | ***Quiz 4 / Final Projects*** |
| ***Apr. 25*** | ***Finals Discussion & video viewing – \*hand back letters to self*** |  |
|  |  |  |
| ***Apr. 30*** | ***Last day of class (TBD)*** |  |
|  |  |  |
| ***May 2*** | ***\*Submitted on Blackboard by 5pm*** | ***Personal Growth Paper*** |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

Brianna Larson has taught successful and popular sections of this course each of the past two semesters. We have used a dance studio in HPESS and hope to continue using that space for this course.

1. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Social dancing develops partnering and communication skills that are not only useful to performers but also transferable to other disciplines. Partners learn to communicate both verbally and through movement, and partners also learn to collaboratively develop a plan for preparing and delivering a completed performance. Social dances are a simultaneous reflection of two societies: that of the performers and that of the society who created the dance. By examining and performing these dances students gain valuable insights into how a variety of cultures and historical eras compare to our society.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Theatre is working to train performers who are multi-dimensional, which creates more opportunities for them to work in the field. The more an actor can do, the more work will be available to them. An actor who can sing, for example, will be competitive for more roles than an actor who cannot sing. Actors with experience in social dance will instantly be more competitive for roles that require social dancing, including many musicals and also works by Ibsen, Shaw, Chekhov, Shakespeare, and others.

c. Student population served.

Theatre majors, and any student across campus interested in developing the skills that come with social dance.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is introductory-level and appropriate for all students.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[x]** Global Awareness | * 1. **[x]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Department Outcome #3: The successful graduate of the Arkansas State University Theatre Department will demonstrate an acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.

* Social Dance fulfills enhances our ability to fulfill outcome #3 by providing students the tools required to encounter the “wide selection of theatre repertory” that contains social dances which come from a variety of “cultural sources.” All of Shakespeare’s comedies, for example, require social dance skills.

Department Outcome #5: The successful graduate of the Arkansas State University Theatre Department will demonstrate the skills necessary for professional and/or post-graduate placement in the student’s chosen emphasis.

* Social Dance enhances our ability to fulfill outcome #5 by providing student actors the skills they will need in an audition environment to compete for roles that require social dance, and it makes them stronger communicators and collaborators, two skills highly valued in the field.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| Program-Level Outcome 1 (from question #23) | Theatre students will demonstrate the ability to think conceptually and critically about text, performance, and production. |
| Assessment Measure | Production response paper for Acting I, a required course for all theatre majors. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty) |
| Assessment  Timetable | Fall 2017, every five years |
| Who is responsible for assessing and reporting on the results? | Instructor |

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| Program-Level Outcome 2 (from question #23) | Theatre students will demonstrate an understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces. |
| Assessment Measure | Design Portfolio project in one of: THEA 4223, 4243, 4303, or 4413.  Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty) |
| Assessment  Timetable | Fall 2018, every five years |
| Who is responsible for assessing and reporting on the results? | Instructor |

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| Program-Level Outcome 3 (from question #23) | Theatre students will demonstrate an acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources. |
| Assessment Measure | Final exams for Theatre History I and II. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty) |
| Assessment  Timetable | Fall 2020, every five years |
| Who is responsible for assessing and reporting on the results? | Instructor |

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| Program-Level Outcome 4 (from question #23) | Theatre students will demonstrate the ability to develop informed judgments about theatre. |
| Assessment Measure | Production response paper in Directing 1. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty) |
| Assessment  Timetable | Fall 2021, every five years |
| Who is responsible for assessing and reporting on the results? | Instructor |

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| Program-Level Outcome 5 (from question #23) | Theatre students will demonstrate the skills necessary for professional and/or post-graduate placement in the student’s chosen emphasis. |
| Assessment Measure | Design Portfolio project in one of: THEA 4223, 4243, 4303, or 4413.  Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty) |
| Assessment  Timetable | Fall 2019, every five years |
| Who is responsible for assessing and reporting on the results? | Instructor |

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| Outcome 1 | Demonstrate proper use of timing and rhythmic patterns for each dance. |
| Which learning activities are responsible for this outcome? | In-class activities |
| Assessment Measure | Practical application test; final project |

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| Outcome 2 | Gain a familiarity with basic steps and patterns, and the ability to execute them. |
| Which learning activities are responsible for this outcome? | In-class activities |
| Assessment Measure | Practical application test; final project |

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| Outcome 3 | Identify appropriate music for different dances. |
| Which learning activities are responsible for this outcome? | In-class discussion |
| Assessment Measure | Unit quizzes; Practical application test; final project |

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| Outcome 4 | Recognize terminology common to the discipline of social dance. |
| Which learning activities are responsible for this outcome? | In-class activities & discussions |
| Assessment Measure | Unit quizzes |

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| Outcome 5 | Demonstrate the ability to use proper, partnered dance positions as lead/follow. |
| Which learning activities are responsible for this outcome? | In-class activities |
| Assessment Measure | Practical application test; final Project |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**DEPARTMENT OF THEATRE**

**Theatre (THEA)**

**THEA 2223. Fundamentals of Stagecraft** Techniques of constructing, painting, and rigging scenic units. Spring.

**THEA 2233. Stage Makeup II** Development of stage makeup application techniques with emphasis on communication of makeup application goals through imagery, research, and schematics. Spring. Prerequisites: THEA 1011.

***THEA 2242. Social Dance*** *Introduction to the skills and steps needed in order to perform social dances, including waltz, swing, and salsa. Fall, Spring.*

**THEA 2243. Stage Costume Construction** Basic principles of stage costume construction including hand sewing, machine sewing, closures, and use of standard patterns. Fall.

**THEA 2252 Musical Theatre Dance** Exploration of musical theatre dance styles. Fall.

**THEA 2253. Stage Management** Principles and practices of stage management. Fall, even.