

[THTR][226][Stage Management]-NewCrs-2015-12-23

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "**SAVE**" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Rob Gretta	Proposer Email*	rgretta@iup.edu
Contact Person*	Michael Schwartz	Contact Email*	mschwart@iup.edu
Proposing Department/Unit*	Theater and Dance	Contact Phone*	724-357-2169

(A) Course Prefix*	<p>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</p> <p>THTR</p>
(B) Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>226</p>
(C) Course Title*	Stage Management
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<p>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</p> <p>NO</p> <p>If YES, with:</p>
(F) Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
(G) Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>

(H) Number of Credits*

Class Hours:3

Lab Hours:0

Credits:3

(I) Prerequisite(s)

THTR 111, or permission of instructor.

(J) Co-requisite(s)

This means that another course must be taken in the same semester as the proposed course

(K) Additional Information

Check all that apply. Note: Additional documentation will be required

**** Teacher Education: Please complete the Teacher Education section of this form (below)***

**** Liberal Studies: Please complete the Liberal Studies section of this form (below)***

**** Distance Education: Please complete the Distance Education section of this form (below)***

(L) Recommended Class Size

YES

Number (Enter Zero if No):15

If YES: (Check one of the following reasons and provide a narrative explanation)

Physical Limitation of Classroom

Explain (required):

15 due to limited classroom space.

(M) Catalog Description*

Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.

A practical survey of stage management as it pertains to theater, dance and opera productions. Students will learn the role of the stage manager from pre-production to post-production as well as the techniques, communication methodology, practices and standard theater terminology.

(N) Student Learning Outcomes*

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course.

At the conclusion of this course, successful students will be able to:

1. Understand the basic functions of a stage manager including terminology, skills, and tools.
2. Properly execute the skills, functions, and duties required by a stage manager during the production meetings, rehearsal periods, and performances.
3. Create useful documents to report on rehearsals, meetings and performances.
4. Communicate more effectively and professionally
5. Competently stage manage a live theatrical production

(O) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Each week of instruction typically includes lectured content, guided in-class exercises, and student discussion. This is a topical outline. Depending on productions underway in Theater-by-the-Grove, these topics may be reordered or blended to create the most effective instructional delivery. *NOTE: written exams are given outside of class via a Course Management System i.e., D2L, and therefore are not accounted for in the outline.*

UNIT 1 – 4 weeks

What is a Stage Manager?. Who's Who. Production Meetings, Time Management, Communication, Pre -production. Rules/Regulations, First Rehearsal. Callboards, Continued Communication (as needed). Reading a Groundplan

UNIT 2 – 3 weeks

Managing Peers, Rehearsal Paperwork and Excel, Day to Day Rehearsal Responsibilities

MIDTERM EXAM

UNIT 3 – 4 weeks

Blocking. Meeting the Crew, Paper Tech and the Cuing Script, Dress Rehearsals and Opening, Calling the Show

UNIT 4 – 3 weeks

Regional Plays, Musicals, Operas, Dance, Actors' Equity Association and Other Entertainment Unions, Resumes, Job Searches

FINAL EXAM

(P) Why is this Course Being Proposed?*

This course is being proposed as a theater core course so Theater and Dance majors and minors can learn the importance of being a stage manager as it relates to plays/musicals, operas, and dance productions.

(Q) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

(R) How Does it Fit into the Departmental Curriculum?*

Check all that apply

Core Requirement

Major Requirement

If Other, please explain:

(S) Is a Similar Class Offered in Other Departments?*

NO

Please Provide Comment:

(T) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*

YES

Please Provide Comment:

The course connects and serves specifically with music and dance.

(U) Who is the Target Audience for the Course?*

Course Designed for Majors

If Other, please explain:

(V) Implications for Other Departments*

A. What are the implications for other departments?

(For Example: overlap of content with other disciplines, requirements for other programs)

Hospitality Management, Fashion Merchandising, and Culinary Arts would benefit from the skills taught in this class in combination with their major to complete the preparation to the final stages of event planning, which may include weddings, benefits, and corporate retreats, for instance.

B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

Student have been enrolled from the majors mentioned; implications have not been addressed specifically as yet.

(W) Attach Supporting Documents for Implications,

File

Modified ^

If Necessary

(X) Are the Resources Adequate?*

(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)

YES

Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,

Check the Box to the Right:

Course Prefix/Number

Course Title

Type of Proposal

See CBA, Art. 42.D.1 for Definition

Brief Course Outline

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified

in the Distance Education delivery

method as well as the discipline?

For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section,
Check the Box to the Right:

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies
courses must
include

the perspectives and
contributions

of ethnic and racial
minorities and

of women whenever
appropriate to

the subject matter.
Please explain

how this course will
meet this

criterion.

Liberal Studies
courses require the

reading and use by
students of at

least one
non-textbook work of

fiction or non-fiction
or a collection

of related articles.
Please describe

how your course will
meet this

criterion.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing
this Section,

Check the
Box to the
Right:

Course
Designations:

Key
Assessments

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ^

No files shared here yet.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: