

**COVER SHEET
FOR VOLUNTEER CORE COURSE APPROVAL**

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education committee.

Contact Information (please print or type):

Name: Casey Sams
Department: Theatre
Email: jsams1@utk.edu
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Course information:

Provide full catalog entry for the course including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

NOTES:

- *Courses in WC category **must** have the following prerequisite:*
(RE) Prerequisite(s): English 102, 132, 290, or 298 (*plus any others for this course*)
- *Courses in AOC category: We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, 240; CE 205; Phil 244)*
- Courses may apply for either OC or AOC but not both categories.

Catalog entry for course:

THEA 325 – Fundamentals of Musical Theatre, 3 credit hours.
Introduction to musical theatre, including reading music, singing techniques, basic dance, and an overview of musical theatre styles.
Prerequisite: THEA 220.

Frequency of Course Offering (e.g., fall only, spring only): Spring, odd years

Course Capacity per Semester (*per course & total if multiple sections*): 16

Course format (e.g., lecture, discussion, lab): Lecture/experiential rehearsal and performance

How is this class to be staffed (i.e., instructor, GTAs, graders etc.)? two co-instructors

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Please check all that apply:

	Areas in which this course is already approved	Applying for inclusion in these categories for General Education through the 2020-2021 catalog	Applying for inclusion in these categories for Volunteer Core (starting with the 2021-2022 catalog)
Written Communication (WC)			
Verbal Communication (OC)			
Applied Oral Communication (AOC)		N/A	
Arts & Humanities (AH)			
Applied Arts and Humanities (AAH)		N/A	X
Natural Sciences (NS) – Lab			
Natural Sciences (NS) – Non-lab			
Quantitative Reasoning (QR)			
Social Sciences (SS)			
Global Citizenship-International (GCI)		N/A	
Global Citizenship-US (GCUS)		N/A	
Engaged Inquiries (EI)		N/A	X
Cultures & Civilization (CC)			N/A

Please attach proposal forms and materials appropriate to the categories checked above.

APPLIED ARTS & HUMANITIES (AAH)
PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

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Example form: For an example of a completed proposal form, see the [Vol Core AAH website](#).

Course subject, number, suffix (S [service], R [research], N [internship]) and title:

Theatre 325, Fundamentals of Musical Theatre

NOTE: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

Please check yes or no:

Yes ____ No This is a new course. (Approval for general education will be contingent on curricular approval.)

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Applied Arts and Humanities

Decision-making and problem-solving skills are necessary for all human endeavors. The creative and performing arts allow these skills to develop through modes of expression that go beyond the purely analytical or logical. Applied AH courses encourage students to learn by doing through performances or creative activities in a variety of fields or disciplines. These courses help students to develop the capacity for creative action, giving them an opportunity to work in different modes and media. Students who complete these courses should be able to reflect on the creative process and experience.

Learning Outcomes

1. Students will demonstrate the ability to create or perform an artistic work. The process of creation/ performance will be the central focus of the course.
2. Students will be able to describe and articulate, with appropriate vocabulary, the creative process specific to the medium or discipline in which they are working.
3. Students will be able to assess and critique their own creative work/performance and the creative work/performance of others.
4. Students will be able to clearly articulate the broader relationships of their own performance/artwork to other works, both contemporary and historical.

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Answer all questions below with respect to the description and learning outcomes given above.

Questions:

- I. Answer both a and b for each learning outcome:
 - a. How does the course **meet each of the learning outcomes** for the appropriate category of the Volunteer Core requirement? **Note:** All Learning Outcomes must be met by every course.
 - b. Provide a short description of how this course will be assessed for the Volunteer Core outcomes. According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and how successful the students were in mastering each learning outcome. With that in mind, please be as specific as possible in your plan to measure each of the learning outcomes below.* (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](#).)

Outcome 1: Students will demonstrate the ability to create or perform an artistic work. The process of creation/performance will be the central focus of the course.

- a. How does the course meet this learning outcome?

Students participate in a final performance in which they perform at least one duet and at least two group numbers.

- b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the method you will use to assess the creative process and final product**. Assessment can be partially measured by time (attendance at rehearsals, hours in the studio), but should also include instructor- or student-generated rehearsal/progress reports that reflect the students' experience development through the creative process.

Students share their work on their duets with the instructors and the other students at least twice before their final sharing. They are given extensive verbal feedback on their first two sharings, and a written assessment of their process and performance at their final sharing.

2. Provide a description of **how you will collect this information**.

The instructors' written assessment of the student's final sharings will be gathered and submitted to the Theatre department office for assessment

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Outcome 2: Students will be able to describe and articulate, with appropriate vocabulary, the creative process specific to the medium or discipline in which they are working.

a. How does the course meet this learning outcome?

Through lectures and activities, students are taught the singing, dancing and acting elements of musical theatre, which they then practice through in-class rehearsals and performances. The students are also required to complete a listening report and a character analysis for each duet they rehearse, which helps them articulate in writing the skills they are developing.

b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

The listening report and character analysis for the second duet the students perform.

2. Provide a description of how you will **obtain the sample of student work**.

The listening report and character analyses and rehearsal logs for the second duet will be gathered by the instructor and submitted to the theatre department office for assessment.

Outcome 3: Students will be able to assess and critique their own creative work/performance and the creative work/performance of others.

a. How does the course meet this learning outcome?

During in-class rehearsals students are asked to verbally provide useful critical feedback to their classmates regarding their performance. The process of giving feedback is guided by the instructors to assure its usefulness. The students are also required to complete a rehearsal log for each duet they rehearse that includes information about how the students used their rehearsal time and what they gained from the process.

b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

The rehearsal log from the second duet the students perform

2. Provide a description of how you will **obtain the sample of student work**.

The rehearsal logs will be collected by the instructors and submitted to the theatre department office for assessment.

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Outcome 4: Students will be able to clearly articulate the broader relationships of their own performance/artwork to other works, both contemporary and historical.

a. How does the course meet this learning outcome?

Throughout the class students are exposed to a wide variety of musical theatre pieces which they need to be able to discuss in terms of how it is being performed in class versus how it might be performed in other situations. Students also complete 5 listening reports that require them to listen and respond to 5 different musicals from different periods in musical theatre history. Their response includes historical data (when the show was first performed, critical responses at the time, revivals, etc.) as well as a personal response (which song do you like best and why, which character would you want to play, what other shows are similar to this one and why, etc.)

b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

The final listening report of the semester.

2. Provide a description of how you will **obtain the sample of student work**.

The instructors will collect the final listening reports and submit them to the theatre department office for assessment.

II. What process is used to monitor/oversee that each section of this course is meeting the learning outcomes if multiple sections are taught to ensure consistency semester to semester? There is only one section of this course.

Attachments:

Please attach:

- a representative **course syllabus** (including a clear indication that the course is a Volunteer Core course and course objectives that include the Volunteer Core student learning outcomes) and
- a sample of at least one **significant assignment** for the course.

*The answer to the assessment question should include:

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment.** If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.