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Proposing Department/Unit

complete information as requested. Use a separate cover sheet for each course
ram proposal.

Check all appropriate lines and
proposal a for each progr

that apply)

1. Course Proposals (check all

_____Course Prefix Change

_____Course Deletion

___X___New Course

Course Number and/or Title Change

Catalog Description Change

Course Revision

Course Proposers are notified when a course is approved.

Catalog Description Change

UCC Co-Chairs

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

_____ First Composition Course
_____ Second Composition Course
_____ Mathematics

KNOWLEDGE AREAS:

_____ Humanities: History
_____ Humanities: Philos/Rel Studies
_____ Humanities: Literature
_____ Natural Sci: Laboratory
_____ Natural Sci: Non-laboratory
_____ Fine Arts
_____ Social Sciences
_____ Non-Western Cultures
_____ Health & Wellness
___X__ Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
____	__x__	____	____	**A. Intellectual Skills and Modes of Thinking:** 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
____	____	____	__x__	3. Understanding numerical data.
____	____	__x__	____	4. Historical consciousness.
____	____	____	__x__	5. Scientific Inquiry.
____	__x__	____	____	6. Values (Ethical mode of thinking or application of ethical perception).
_x__	____	____	____	7. Aesthetic mode of thinking.
_x___	____	____	____	**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**
x				**C. Understanding the Physical Nature of Human Beings**

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

IV. Answers to Questions:

A. Syllabus of record serving as primary resource for all faculty teaching this course. In addition, sharing of syllabi created by each faculty teaching this course with other performance faculty in department towards feedback and discussions in evaluating the course outcomes assessment process.

B. As there is the anticipation that there will be more women in this course than men and that there will regularly be minority students in this course as well (given the evidence from all previous sections of this course taught as a Special Topics' course), these issues will be easily addressed in the scripts that will be chosen for script analysis exercises and scene presentations.

C. Students will be reading plays towards both developing critical analysis skills and [redacted]

reading the scripts for the major productions of the department that semester to [redacted]

V. CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

VI. **Please provide a course syllabus in UWUCC format.**

1. Syllabus of Record: THTR 132 Introduction to Acting

THTR 132 **Introduction to Acting** 3

Class Hours

0 Lab Hours

3 Credit

Hours

This course will introduce the student to the art and craft of the theatre from the actor's point of view. Through practical application, students will develop personal and [illegible]

confidence. Students will also develop the ability to respond knowledgeably to theatrical productions as an audience member.

[illegible]

Week 3 and 4 / Who am I?

[illegible]

[illegible]

contribute strongly to our creative work.

1. Exploration of identity / impulse / actor uniqueness through a non-verbal performance project.
2. Exploration of identity / impulse / actor uniqueness through a verbal performance project

Week 4 and 5 / Stories.

Storytelling is the most fundamental form of theatre/ acting/ communication, [illegible]

The composite of Objectives, Obstacles, Actions, Environment, Given

An Actor's Handbook, C. Stanislavski, 1963.
An Actor Performs, M. Shapiro, 2006
Changing Circumstances, L. Vozoff, 2000.
Coming to Terms with Acting: An Instructive Glossary, D. Moston, 1993.
Practical Handbook for the Actor: M. Bruder et.al., 1986.
Stanislavski: An Introduction, J. Benedetti, 2000.

The Technique of Inner Action, B. Bruehl, 1996.

2. Course Analysis Questionnaire

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This will be a course offered only to non-theater majors. It will help students to address the need for oral communication skills, a skill level expected of the university in the Liberal Studies' requirements towards an IUP agreement to accept oral communication skill coursework towards IUP LS requirements from transfers from the Community College system in Pennsylvania. As a result, it is

Christopher Newport University, Newport News, Virginia: Beginning Acting: Playing an Action
University of Pittsburgh: Introduction to Performance

A7 Is the content, or are the skills, of the proposed course recommended or required

by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No. Not at the non-major level.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

No relation.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate

*Travel Funds - NA

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

At least twice a year.

C5 How many sections of this course do you anticipate offering in any single

semester?

At least two sections per year.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

24 students per section.

C7 Does any professional society recommend enrollment limits or parameters for a