



**Minnesota State University, Mankato** HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>139</u>						
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:						
Department: <u>Theatre and Dance</u>	<input type="checkbox"/> Graduate	Academic Year <u>07-08</u>						
Program: <u>Theatre Education</u>	CIP # _____	(For Office Use Only)						
Type of Change: <u>COURSE PROPOSALS</u>		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Course Designator and Number</th> <th>Number of Credits</th> </tr> </thead> <tbody> <tr> <td>THEA 424</td> <td>3</td> </tr> <tr> <td>THEA 424</td> <td>3</td> </tr> </tbody> </table>	Course Designator and Number	Number of Credits	THEA 424	3	THEA 424	3
Course Designator and Number	Number of Credits							
THEA 424	3							
THEA 424	3							
Proposed: <u>Change in Course—Other <u>Title</u></u>		(if applicable)						
Title Current: <u>Dance and Theatre Pedagogy</u>								
Title Proposed: <u>Theatre Pedagogy</u>								
24-Char. Abbrev: _____								

*Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):*

Pedagogy of theatre in the k-12 setting. Emphasis will include national and state standards, assessment practices, lesson planning and curriculum development. Taken in conjunction with KSP 420, this course will include pre-service teaching experience.

*Rationale or Justification for change:*

We are dropping "dance" from this previously approved course to meet new theatre teacher education standards.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b> (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
<u>N/A</u>		
<u>N/A</u>		
<u>N/A</u>		
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.          ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p>		
<p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> <li>a. Syllabus or course outline.</li> <li>b. Course's student learning outcomes associated with each GE competency or CD designation.</li> <li>c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.</li> </ol>		

**\*\*\*For New Courses\*\*\***

(Check all that apply):		Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.		Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program		<u>THEA 324</u>	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		_____	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____			
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			
<p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> <li>a. Syllabus or course outline.</li> <li>b. Course's student learning outcomes.</li> <li>c. A list of resources required to offer and support this course.</li> <li>d. A description of how teaching this course will affect department staffing.</li> <li>e. If 400/500 level course, an explanation of added expectations of graduate students.</li> </ol>			



Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

**Department**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 10/16/07  
Department Chair Date

Comments:

**College Curriculum Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 10/31/07  
Committee Chair Date

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 11/13/07  
Dean Date

Comments:

**General Education Subcommittee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 12/4/07  
UCAP Faculty Chair Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

Recommended  
 Not Recommended

Graduate Dean Date

Comments:

**Academic Affairs Council**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 1/24/08  
Assistant Vice President Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

[Signature] 1/24/08  
Sr. Vice President / Vice Pres Academic Affairs Date

Comments:

DEPARTMENT OF THEATRE AND DANCE  
Changed Course Proposal

THEA 424 Theatre Pedagogy

a. **See attached Syllabus**

b. **Learning Outcomes:**

Upon completion of this course students will be able to:

1. identify and develop a variety of assessments methods to teaching;
2. practice teaching in various P-12 school environments;
3. align content with National and State standards in dance and theatre education;
4. develop a unit plan.

c. **Resources:** No new resources will be required.

d. **Staffing:** The Department will cover the hiring of a qualified adjunct professor to teach this course. No additional College or University resources will be required.

e. **Graduate student expectations:** n/a

## **Department of Theatre and Dance**

### **THEA 424: THEATRE PEDAGOGY**

**Instructor:** Adjunct (practicing or retired second education teacher)

**Office/Phone:** PAC 201, 389-2118

**Credit:** 3 hours

*We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what is discussed with others, 80% of what we personally experience, 85% of what we teach to someone else.*

William Glasser

#### **Course Description**

This course will focus on curriculum development, instructional strategies and assessment methods through the application of instructional content to teaching methodology in various P-12 clinical settings. Class time will be devoted to teaching opportunities with peers and with P-12 student populations.

#### **Course Objectives**

The student will be able to:

1. identify and develop a variety of assessments methods to teaching;
2. practice teaching in various P-12 school environments;
3. align content with National and State standards in dance and theatre education;
4. develop a unit plan.

#### **Course Activities**

1. reading and discussion of required materials
2. lesson plan development, implementation, and revision
3. unit plan development
4. teaching practice
5. peer critique of lessons

#### **Evaluation**

##### **Assessment Methods (Instructor)**

1. observation, discussion, and guided questioning
2. written lesson plans
3. written unit plans
4. implementation of lesson plan.
5. application of revisions to both lesson plans and unit plans.
6. peer feedback of lesson plans

##### **Assessment Criteria**

1. Discussion and questions reflects student understanding of all required reading.
2. Applies theory to the practice of teaching.
3. Applies theory to curriculum development.

4. Demonstrates thoroughness in the construction of lesson plans.
5. Demonstrates competency in the delivery of lesson plans to peers and children.
6. Demonstrates the ability to revise all teaching materials based on instructor feedback.
7. Reflects comprehensive knowledge and synthesis of material in the creation of Unit Plans.

### Assessment Rubric

5 = High Quality Work - far exceeds basic requirements and standards, consistently and completely, and demonstrates exceptional knowledge and skill as a pre-service teacher.

4 = Good Quality Work - exceeds basic requirements often, however, not consistently and completely, and demonstrates some knowledge and skill as a pre-service teacher.

3 = Satisfactory Work - usually performs at a level which meets basic requirements, but does not go beyond the given terrain into original or individual applications, and demonstrates common place knowledge and skill for a pre-service teacher.

2 = Sometimes Satisfactory - performs at a basic level irregularly, demonstrates little knowledge and skill relative for a pre-service teacher.

1 = Unsatisfactory - does not produce or contribute to class, demonstrates lack of knowledge and skill for a pre-service teacher.

### Grading

30% Lesson Plan Content and Delivery (3 @ 10%). Grading Criteria for Lesson Plans:

- (a) scope and sequence (2%);
- (b) standards (1%);
- (c) developmental appropriateness (2%);
- (d) revisions to final lesson plan (3%);
- (e) delivery of final lesson plan (2%).

30% Unit Plan Design and Content (3 @ 10%) You will be expected to work on your Unit Plans during the Pre-School/Elementary, Intermediate/Middle, and High School portions of the semester. They are due at the end of each unit and handed in.

#### Grading Criteria for Plan:

- (a) standards and their alignment with Unit Plan (3%);
- (b) scope and sequence (3%);
- (c) content and developmental appropriateness (4%).

20% Quality of Participation and Attendance (Parallels Dance Program policies.)

20% Final K-12 Unit Plan

Grading Criteria for Final Unit Plan:

- (a) standards and their alignment with Unit Plan (6%);
- (b) revisions to scope and sequence (6%);
- (c) revisions to content and developmental appropriateness (8%).

**Required Texts [from 324]**

Beall, Ruth H. (1987). *Creative Drama Resource Book for Grade K-3*. Englewood Cliffs, NJ: Pentice-Hall.

Consortium of National Arts Education Associations. (1994) *National Standards for Arts Education: Dance, Music, Theatre, and Visual Arts*. (1994). Reston, VA: Music Educators National Conference.

Perpich Center for Arts Education. (2004). *Engaging Students in the Arts: Creating, Performing, and Responding*. Golden Valley, MN 55422

Spolin, Viola. (1986). *Theatre Games for the Classroom: A Teacher's Handbook*. Evanston, IL: Northwestern University Press.

In addition, every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at: (507) 389-2825 (V) or 1-800-627-3529 (V/TTY).

**UNIT COURSE SCHEDULE**

**UNIT I: P-K – THE CHILDREN’S HOUSE**

First five weeks of the term

**UNIT II: INTERMEDIATE-MIDDLE SCHOOL UNIT**

Second five weeks of the term

**UNIT III: HIGH SCHOOL**

Last five weeks of the term