

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** TA 155
2. **Course title:** Capstone Preparation
3. **Abbreviated title for class schedule** (30 characters or less): Capstone Preparation

4. **Credit hours:** 0

(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

Each spring, all Theater BA and BS students are required to enroll in TA 155 in the Spring term. During the 9th or 10th week of the term (depending on class standing) students will be required to present their 'work-in-progress' for their Senior year capstone presentation (TA 400b). Requirements for the presentation differ by class year and are available in the Theatre Student Handbook and include documentation of the student's work over the year on departmental productions and Theatre classes. Students will be giving verbal and/or written feedback on their presentations by faculty with advice for improvement for the following year's presentation.

6. **Prerequisites (to add each additional prerequisite, start a new line):**

(See attached Note for samples) None

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: Theater BA/BS

9. **Is course repeatable?** Yes If Yes, list maximum credits: Repeatable 3 times.

10. **Labs requirements:** If course includes a lab: # of hours lecture: 0 ; # of hours lab: 0

11. **Fees:** List any course fees: None

12. **Grade Mode:** Pass/No Pass only

13. **CIP Code:** Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s) N/A

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course: Rationale: A. What is the overall strategic rationale for offering this course?

Theatre Students intending to graduate with a BA or BS degree are required to complete TA 400a and TA 400b to meet the university graduation requirements. As most of the student's work over their four years will consist of the project-based training the standard capstone experience is designed to emulate, Theatre has developed a Capstone experience that prepares students for graduate-school interviews, their first job interviews, and the establishment of materials they can use to promote themselves in the entertainment industry. The Senior year capstone project TA 400b is a formal presentation to members of the theater faculty. The presentation is intended to emulate the 'interview process' the students will soon encounter in the next stages of their career. In order to prepare them for this culminating presentation, BA and BS Theater majors present their in-progress portfolios to the faculty each spring in their 1st through 3rd year of the program. In order to track the presentations of roughly 200 students the Theatre Faculty intends to require all non-BFA majors to enroll in the 0-credit TA 155 class each spring. This Pass/No pass class will ensure that each student has presented their work in progress and it has been reviewed by the faculty. It is intended that pass in each year the student has been a full-time Theatre major (three for traditional track) be a pre-requisite for enrolment in TA 400a. If a student is missing a grade, then remedial work may be assigned as part of TA 400a to make up for the missing grade. It should be noted that Theater has been conducting these annual reviews for 4-years with increasing success. The largest obstacle is the administrative and organizational challenges of tracking the roughly 200 students presenting their portfolios. This class is intended to address that.

A. Alignment: 1. How does this course align with the unit's mission plan?

Adequately preparing the students for an effective portfolio presentation and exit interview is essential to the success of the Theater Capstone Experience and to the retention and graduation goals of the University as a whole. This class will ensure that all Theater BA/BS majors are participating in the review process prior to enrolling in TA 400a.

2. How does the course fit into the rest of the unit's curriculum?

As stated above, this class is largely organizational helping better track our students progress in the existing Capstone Experience.

B. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 200; Year 2 200; Year 3 200

C. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. **Faculty: Who will teach the course?** All full-time faculty serve as reviewers and advisors to the class

Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

As the review process is shared by all faculty and takes place over a few days in Spring term, the impact on faculty is relatively minimal.

If additional faculty members are needed, how will that need be met? N/A

2. **Facilities:** Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. No new needs. Extra tables are delivered by Physical Plant each year but otherwise there is no resource requirement.

3. **Other:**

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained. N/A

E. **External impact:**

1. **What is the expected effect of this course on existing programs elsewhere in the university?** None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. **Will any of your prerequisites affect other academic programs?** No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

Each spring, all Theater BA and BS students are required to enroll in TA 155 in the Spring term. During the 9th or 10th week of the term (depending on class standing) students will be required to present their 'work-in-progress' for their Senior year capstone presentation (TA 400b). Requirements for the presentation differ by class year and are available in the Theatre Student Handbook and include documentation of the student's work over the year on departmental productions and Theatre classes. Students will be giving verbal and/or written feedback on their presentations by faculty with advice for improvement for the following year's presentation.

B. Learning objectives of the course

The course prepares students for their Capstone experience (TA 400a and 400b) by presenting their in-progress portfolios to receive feedback from faculty. Students should then apply this information to the following year's presentation. It will address verbal, written, and visual communication skills.

C. Required texts

There will be no required texts

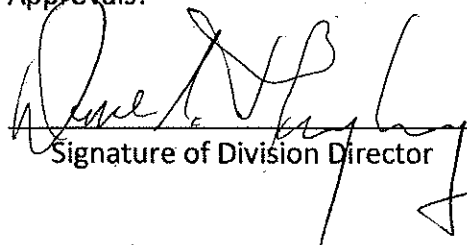
D. Course format

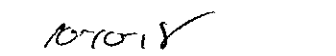
Students will set up their presentations in a public space in the Theater Building on the day required for their class year. Underclass students do not need to be present as faculty offer written feedback. Juniors will offer a verbal defense of their portfolios and related materials at a scheduled time to their advisor and to two to three additional members of the faculty.

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Please find attached the rubric and the Theater Student Handbook instructions for the Capstone project. Note: in the Department we refer to this process as the Capstone "Toolbox." We use the term 'toolbox' as students will present themselves and their materials in various forms. Some may create a website, others binders of their work, and some may have a traditional artist's portfolio. We chose to avoid the word 'portfolio' as many of our design and technology students may indeed create a traditional portfolio. However, we did not want students focused on performance, management, education, dramaturgy, or other non-design areas to believe we were requiring all students to present their work in a traditional portfolio. Hence the term 'toolbox' used in our departmental instructions.

Approvals:


Signature of Division Director


Date

CAPSTONE PORTFOLIO (The Toolbox)

Students whose first term as an SOU Theater Major was Fall 2015 or later, should plan on a Capstone Portfolio project instead of the written capstone. The Capstone Portfolio requires enrolment in the winter term of the student's Senior year in TA 400A Capstone Workshop. This 1-credit class is required of all BA/BS Theater Majors and is the grading opportunity for the three years of capstone presentations the student has already undertaken. If a student has satisfactorily presented all three years of Capstone Presentations, the students is likely to receive an A for this course.

In the Spring term of their Senior year the BA/BS students must enroll in TA400B Capstone Experience. This class covers the student's final presentation and their exit interview.

TOOLBOX PRESENTATIONS:

Each spring all Freshman and Sophomores and all upper class BA/BS students will present a Capstone toolbox presentation. This presentation is a display of meaningful work artifacts of the Student's year in the department. A rubric of the requirements for each year is found on the following page of the handbook. Students admitted into a BFA program are encouraged, but not required to present toolboxes. BFA students do not enroll in TA400A or B.

During week 10 of Spring term, tables will be set up to provide space for students to assemble their Toolbox presentations. Students will be provided a 2'x3' space and may use vertical space up to 3' to display their artifacts. These artifacts will include production photos, acting journals, class projects, graded class papers, from any Theater or OCA course or assignment the student has worked on that year. Please see the rubric for information specific to each year. All artifacts must be captioned in some way to identify the object. Only work conducted at SOU or as part of an official internship should be included. Students are encouraged to include work from the greater OCA (Music, Creative Arts, EMDA,) but should primarily consist of work conducted as part of that year's coursework or TP assignments.

Students will receive a comment sheet that will be filled in by at least two faculty members commenting on the student's work and offering suggestions for improvement. First and second year students will display their artifacts and are not required to be present when faculty review their work. Juniors will set up their display as usual but will be present at an allotted time to receive feedback and advice from faculty in person in a gallery (science fair) style event.

The Senior Capstone Presentation includes a 10-minute presentation to the student's advisor and at least two other adjudicators. These may be faculty or staff, and may include faculty from other areas of the OCA. This may also include a qualified guest artist from outside the university. The student will present a summary of their achievements and growth as a student. The senior presentation should take the form of a traditional portfolio, a bound book, or carefully formatted binder. Students are encouraged to supplement their presentation with a professional on-line resource such

as a personal professional website or social media site specifically devoted to the student's work.

Students who have satisfactorily met the requirements for each year's Capstone presentations, and successfully conduct their exit interview will be granted a passing grade in TA 400B and will have met the capstone requirements.

Capstone Toolbox Rubrics

Freshman year	Sophomore year	Junior year	Senior year
A one-page, bullet-point list of your theater accomplishments this year.	A one-page, bullet-point list of your theater accomplishments this year.	A one-page, bullet-point list of your theater accomplishments this year.	A final written summary of your work and growth as a theater student. Please limit to 3 to 5 pages.
Two graded papers from two different courses, preferably theatre courses, showing the professor's marks and comments.	Two graded papers from two theater courses, showing the professor's marks and comments.	Two graded papers from theater courses, showing the professor's marks and comments.	
Two projects from theater courses: Elements of Design, Costume Fundamentals, Stagecraft, etc. or some other hands-on course.	At least three samples of course work from three separate courses in either theater, Art or EMDA.	At least three samples of course work from three separate courses in either theater, Art or EMDA.	At least three artifacts or documents that most exemplify your work as a Theater Student over your time at SOU. No more than 10 items, please. Pick your best work!
At least three photos, captioned and labeled, showing your theatre practice work on three separate projects. These may include production photos.	At least three photos, captioned and labeled, showing your theater practice work on three separate projects.	At least three photos, captioned and labeled, showing your theater practice work on three separate projects.	A well-organized gallery of captioned photos, illustrating your progress as a Theater student while at SOU.
Your table display uses a table space 2 ft. wide by 3 ft. deep. You may go vertical with a board 2 ft wide by 3 ft tall.	Your table display uses a table space 2 ft. wide by 3 ft. deep. You may go vertical with a board 2 ft wide by 3 ft tall, as well.	Your table display uses a table space 2 ft. wide by 3 ft. deep. You may go vertical with a board 2 feet wide by 3 feet tall, as well.	Your display is portable, easily assembled and contains clearly organized relevant artifacts of your growth as a Theater Student.
Each artifact is legibly labeled and has a concise description.	Each artifact is labeled and has a concise description.	Each artifact is labeled and has a concise description.	Each artifact is labeled and has a concise description.
Your table display is well organized, possibly using a three ring binder.	Your table display is organized, possibly using a three ring binder.	Your work is organized in an indexed binder in a logical, well-curated manner.	Your display is in a portfolio, binder, or bound booklet.
Write your name on the provided comment sheet and include with your display. Keep this sheet to add to your future presentations.	Include your comment sheet from last year's display. Your presentation incorporates feedback from the previous year.	Include your sheets from all previous year's displays. Your presentation incorporates feedback from the previous year.	You have attached all grade sheets from previous years.
	A current Theater resume	Updated resume	Updated, professional-quality resume
	A 1-to-2-page self-reflection paper on your progress at SOU. Keep all these papers for future presentations.	A one-page, self-reflection paper and list of your theater department accomplishments this year.	Students will conduct a 10-minute exit interview with their advisor, and 2 or more faculty, staff, or professional guest adjudicators.