

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** TA 415
2. **Course title:** Advanced Stage Management
3. **Abbreviated title for class schedule** (30 characters or less): Stage Management II
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Through the practical study of various models of Stage Management (both Professional and academic) students will explore and develop a personal style and technique for Stage Management, while utilizing their basic knowledge of what a Stage Manager does, including pre-production research and paperwork, running general and technical rehearsal, keeping up the artistic integrity of a production during the performance stage, and all post-production responsibilities.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)
 - A. (course prefix, (space) and number) TA 334 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: None
9. **Is course repeatable?** No list maximum credits:
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: None
12. **Grade Mode:** Option: Graded A-F
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: What is the overall strategic rationale for offering this course?

Stage Managers are critical to the success of any live event. Despite the small proportion of Theatre students who peruse an emphasis in management, they tend to be our most successful students on average with nearly 100% of our SM graduates working professionally. Yet with all that success, we have had only one course TA 334 Stage Management to train them in their massively complex field. For several years we have offered a 399 Advanced Stage Management taught by Mandy Younger an SOU alumna and Stage Manager for OSF. While admittedly the course has had low enrolment, it is disproportionately successful and important to the overall success of the theater program. By rights there should be three or four classes in stage management but few students have the maturity and commitment to take on this huge role. Our student stage managers take on a massive amount of responsibility for our departmental productions, often working with nationally recognized guest directors. With the additional training from this course, our students are even better prepared for this enormous job which has the entire department's production on their shoulders.

A. Alignment:

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

It is not hyperbolae to say that our students stage managers are critical to the success of the entire Theater program. We wish their numbers could support a whole sequence of courses, but at the very least, Advanced Stage Management will continue to train students in this invaluable role.

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

This course will continue the basic instruction offered in TA 334, to upper-division Stage Management emphasis students in the BA/BS and primarily BFA programs.

B. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 10; Year 2 10; Year 3 10

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? This class has been and will continue to be taught by adjunct professor Mandy Younger. Should Mandy decide she no longer will teach the class, we fortunately have several SOU alums working at OSF interested in teaching the class.

- a. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. As the class is taught by an adjunct there are no other impacts,
- b. If additional faculty members are needed, how will that need be met?
None

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

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

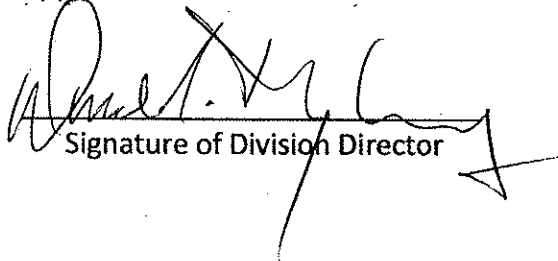
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

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)
- B. Learning objectives of the course
- C. Required texts None
- D. Course format Lecture/tutorial/group/seminar
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:


Signature of Division Director

10-10-18
Date

4/29/16

COURSE INFORMATION: TA 399 Advanced Stage Management
CRN 6681
Spring Term 2018
MSat 8:30a – 10:20a
Conference Room

INSTRUCTOR: Mandy Younger, Adjunct Professor
(541) 941 – 4991 - Home
mandyy@osfashland.org
Office Hours: Monday by appointment

COURSE DESCRIPTION:

Through the practical study of various models of Stage Management (both Professional and academic) students will explore and develop a personal style and technique for Stage Management, while utilizing their basic knowledge of what a Stage Manager does, including pre-production research and paperwork, running general and technical rehearsal, keeping up the artistic integrity of a production during the performance stage, and all post-production responsibilities.

GOALS AND OBJECTIVES:

1. Define what kind of a Stage Manager/ Assistant Stage Manager would like to be
 - a. Putting into practice stage Management theory in a safe classroom setting, realizing not all will be successes.
 - b. To define how you would like Stage Manage, and realize just how differently we all work.
 - c. Exploring how to Act Professionally when managing fellow students and friends
 - d. With an understanding there is always room to grow and develop your skill set.
 - e. An understanding of equity law, and what your responsibility is for that.
 2. Discover future career possibility
 - a. Through Research see what is available after college
 - b. An in depth look at resumes and cover letter
 3. To create a community of stage managers
 - a. To help deal with Faculty designers and directors as collective group
 - b. Share successes and failures with a group of peers
 - c. Without judgment being able to step in and support a fellow SM
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SUPPLY SUGGESTIONS BUT NOT LIMITED TO:

3 ring note book; Color tabs/ Dividers; Clipboard; Pencil, papers; Post its; Stopwatch;
Access to computer and printer; Any other office supplies you need to adequately organize yourself

DAILY CLASS ROUTINE

- **Attendance:** Stage Manager Time is if you are not early you are late. Class will start on atomic time. It is going to be hard to make up a day. I ask that you please attend class everyday. Still I understand there will times you will have to miss a class. You will get a free pass for two classes, at which point it will affect your grade
- **Participation:** Each student will be expected to participation in class discussion by providing person examples and experiences from both current successes and failures. The classroom will be treated as an open safe space, issues discussed should not be shared, unless specifically directed otherwise. Please use electronic devices as deemed appropriate.
- **Stage Manger for a Day** Each student will have the opportunity to act as stage manager or assistant Stage Manager for a class period. We will run the class as a rehearsal. As a SM and ASM you will send out to the class:
 1. Provide an agenda for the class, after getting information from professor.
 2. Take and distribute rehearsal notes for the day, in a timely fashion

PROJECTS:

There will be 3 major Projects in the class. This information will be decided upon in the first class this will included but not limited to, Equity information, Resume building, basic SM paperwork etc. Each project will be approved by the professor and it will be worth 200pts each. Late work will not be accepted unless an extension has been granted, if missed again, you will not receive any points on the project.

FINAL EXAM:

The Final will be on **Tuesday June 7 at 8:30a**. The Final will consist of call a show. Each student will be assigned a production and provided with detailed cue sheets, from which you will create a calling script. During an individual appointed time you will call the show in presence of the professor.

GRADING: WE WILL FOLLOW THE STANDARD GRADING PRODICAL 90/80/70/60

Assignments	600 pts
Class participation	150 pts
SM/ASM the class	50 pts
Final project	<u>200 pts</u>
	1000 pts

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.