

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Gregg Stull	Date Prepared: October 9, 2017		
Course Title:	Professional Identity and Practice		
Department/discipline and course number*:	THEA 400		
Prerequisites:	declared theatre major, arts administration minor, or musical theatre minor		

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	1	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	YES	<input checked="" type="checkbox"/>	NO
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)		NO	<input checked="" type="checkbox"/>	YES	

Date of first offering of this new course: FALL SEMESTER, year	FALL 2018		
Proposed frequency of offering of the course:	annually		
List the faculty who will likely teach the course:	Gregg Stull		
Are ANY new resources required?	NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/>	<i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	<input checked="" type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>
		General Elective	<input type="checkbox"/>
		General Education**	<input type="checkbox"/>

****AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.**

Catalog Description (suggested length – less than 50 words):	
Through a combination of research, discussion, and applied practice, students will develop strategies for creating a challenging and successful career.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Course Number and Title of Previous Course		Semester Offered	Enrollment		

CHECK HERE if the proposed course is to be **equated** with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).

NOTE: If the proposed course has not been previously offered as a topics or experimental course, **explain in the attached rationale statement** why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval: _____	Date: 10/9/17
CCC Chair Approval: _____	Date: 11/09/2017
UCC Chair Approval: _____	Date: 11/16/17

Rationale Statement

The Department of Theatre and Dance has offered, annually since 1996, a series of six workshops each fall to assist our majors with the essentials of career preparation. This series of workshops covered all of the essential topics—resumes, headshots, portfolios, cover letters, reference lists, and how to mount an effective job search. The series continued every spring in the form of a weekly drop-in session where students could pose specific questions, get advice on potential jobs, and talk about their ongoing searches. Participation was encouraged, but entirely voluntary. That said, the majority of our majors made the commitment to these workshops, completed all of the assignments, and left with everything they needed to search for an entry-level job in the theatre.

Because the documents of the job search specific to our discipline are unlike others, we knew that this approach was needed to supplement the support of Career Services if our graduates were to be competitive in the profession beyond graduation. This also gave us the opportunity to talk with students specifically about their career goals as a supplement to their regular academic advising sessions.

The success of these workshops is evident. We have an extremely high track record of placing our graduates in prestigious internships and jobs in theatres throughout the country. Our network has grown so that some of the students who participated in our early workshops are now seeking our graduates to work with them.

This approach was manageable when our major population was limited in size. Since our program has grown significantly over the last five years, we find ourselves increasingly frustrated that our very busy students cannot attend all of the workshops but still want the content and attention they offer. Helping two dozen students individually prepare their resumes, cover letters, and launch a job search takes more time than we have to give. We recognize the need and value in this work; we simply must find a more efficient delivery method that will enroll all of our students.

This course is so much more than merely communicating the nuts and bolts of a job search. We will challenge our students to think of themselves as artists and arts professionals in a world where they may find the arts undervalued and underfunded. We want them to be able to fully articulate the value of their work, the impact the work has on the world, and the need for the arts in an increasingly fractious and discordant society. To create a career in the arts may well be one of the most ambitious and challenging paths any Mary Washington graduate contemplates at commencement; we want our students to do so with knowledge, conviction, and purpose.

Creating a professional practice course that runs an entire semester also gives us the arena to talk about the nature of work, the peculiarities of creating a life in the arts, and the particular obstacles everyone faces in creating a career. We see this as a rich opportunity to engage our students in a conversation that will help them to focus their work with us into a meaningful and deliberate future. Further, we want to use the opportunity of each offering of the course to strengthen the cohort of students who will be creating their futures together. This will encourage networking, solidify mutual support, and connect students with their classmates in a meaningful way that will enrich their lives long after they leave UMW.

We intend for this to be a course limited to our majors and minors. We will advise students to take it in the fall of their third year in order to be fully prepared for summer theatre work prior to the final year and, ultimately, for the post-graduation job search. We see this proposal as formalizing an advising practice that our faculty has had in place for 20 years.

This course was approved by the CAS Curriculum Committee in the spring of 2017 and was rejected, along with our tandem proposal to change the major, by the University Curriculum Committee thereafter. I will address the articulated concerns of the UCC in the accompanying proposal to change the major.

Credit Hour Justification

n/a

Impact Statement

This proposal will have no impact on existing resources. It will be assigned to a faculty member but will not have a significant effect on teaching load.

Professional Identity and Practice

THEA 400:01

Fall 2018

The theatre is the only institution in the world which has been dying for four thousand years and has never succumbed. It requires tough and devoted people to keep it alive.

—John Steinbeck

Professor	Gregg Stull
Telephone	(540) 654-1980 office
Office	duPont 328
Email	gstull@umw.edu
Office Hours	Monday-Thursday 10:00-11:00 am <i>and by appointment</i>
Class Hours	Tuesday, 6:00-7:15 pm
Location	duPont 324
Texts	Burnett, Bill and Dale Evans. <i>Designing Your Life</i> . New York: Alfred A. Knopf, 2016.

Isay, Dave. *Callings*. New York: Penguin Press, 2016.

There will be additional materials distributed in class and digitally, as well as readings assigned from available sources. You should prepare all reading assignments thoroughly in order to participate fully in class discussions.

About the Course *Professional Identity and Practice* explores challenges to, and strategies for creating challenging and successful careers in the discipline. Through a combination of research, discussion, and applied practice, students will emerge with the knowledge and tools required of a demanding profession.

Course Objectives

- to survey professional trends in the discipline
- to articulate working short and long term career development plans
- to recognize the impact of key decisions on creating success
- to strengthen skills of communication—written, oral, and digital
- to develop strategies of discovering, researching, and connecting with professional opportunities
- to build the documents and tools of professional success
- to acquire proficiencies in critique and self-assessment

Grading All assignments are due when scheduled; late work will not be accepted. Your final grade will be determined according to the following criteria:

Participation	35%
Written Assignments	35%
Presentations	20%
Final Reflection Essay	10%
	<u>100%</u>

Letter grades will reflect the Department of Theatre & Dance grading scale:

A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-79%
B	84-86%	D	60-66%
B-	80-83%	F	0-59%
C+	77-79%		

A work is exceptional and exceeds expectations.

The student actively seeks to strengthen skills and improve performance, contributes regularly and positively in class, is punctual and always present. A final grade in the A range represents significant contributions throughout the semester.

B work is commendable and exceeds expectations.

The student is always prepared and shows preparation outside of class, contributes to the class, is punctual and always present, and shows notable engagement throughout the semester.

C work is acceptable and meets expectations.

The student is generally prepared, often with the least acceptable amount of outside preparation. The student shows interest in improvement and some growth in skills during the semester, contributes to discussions, is punctual and present.

D work is marginal and meets minimal expectations.

The student is often not prepared with little outside preparation, shows little interest in improvement, seldom contributes to discussions, and is sometimes late or absent from class.

F work fails to meet expectations.

The student is rarely prepared, exhibits no interest in improvement, contributes little or negatively to the class, and is often late and/or absent.

The Honor System is in effect at all times.

Please pledge all written work.

Mid-Semester

An *Unsatisfactory* will be reported at mid-semester if your absenteeism is high, the level of your class participation is unacceptable in quantity or quality, and/or your written or spoken work needs improvement.

Disability Resources

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and need accommodations (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. You may call Disability Resources at 540-654-1266.

Attendance & Participation

Attendance is expected at all sessions. If you miss class, you are responsible for all material assigned and discussed.

Schedule

Tuesday	August 28	Envisioning Your Future <i>dreams and desires</i>	
Tuesday	September 4	Your Dreams and the Theatre <i>talent and discipline, fantasies and realities</i>	Burnett & Evans, pp. 3-40 Isay, Ricardo Pitts-Wiley
Tuesday	September 11	Who Are You? <i>truths, strengths and opportunities</i>	Burnett & Evans, pp. 64-86 Isay, Ayodeji Ogunniyi
Tuesday	September 18	Who Do I Think You Are? <i>outward reflections of your identity</i>	Isay, Clarence Haskett
Tuesday	September 25	Representations of You <i>resumes, headshots, portfolios</i>	Burnett & Evans, pp. 87-106 Isay, Paquita Williams
Tuesday	October 2	Discovering Your Opportunities <i>searching for possibilities</i>	Burnett & Evans, pp. 145-156 Isay, Barbara Moore Resume, Draft #1
Tuesday	October 9	Communicating Your Interest <i>crafting a cover letter and email</i>	Isay, Burnell Coton
Tuesday	October 16	Fall Break	
Tuesday	October 23	Your Plan—Your Action <i>strategic approaches to next steps</i>	Isay, Don and Mackenzie Byles Isay, Ted Dennard Resume, Draft #2 Cover Letter & Email, Draft #1
Tuesday	October 30	Auditions <i>making your 60 seconds count</i>	Burnett & Evans, pp. 157-198 Isay, Michelle Alore Opportunities Chart
Tuesday	November 6	Interviews and Presentations <i>crafting the conversation</i>	Isay, Miranda Louise Cover Letter & Email, Draft #2

Tuesday	November 13	Rehearsing Your Practice <i>auditions, portfolio reviews, and interviews</i>	Isay, Dana Viviano Mock Interview Mock Portfolio Review Mock Audition Resume, Final
Tuesday	November 20	Rehearsing Your Practice, cont'd. <i>auditions, portfolio reviews, and interviews</i>	Isay, Rowan Allen Mock Interview Mock Portfolio Review Mock Audition Cover Letter & Email, Final
Tuesday	November 27	Adulting <i>budget, housing, paychecks, and benefits</i>	Burnett & Evans, pp. 199-217 Isay, Sol Aremedi
Tuesday	December 4	Continuing to Learn and Develop <i>professional training and graduate study</i>	Isay, Issan Koyama Opportunities Chart, updated
Tuesday	December 11	Final Exam <i>Schedule subject to change.</i>	Reflections Essay