**Proposal Form For Addition And Revision Of Courses**

1. **Proposing College / School:**
   College of Liberal Arts
   
   **Department:**
   Theatre

2. **Course Prefix and Number:**
   THEA 1530

3. **Effective Term:**
   Fall 2012

4. **Course Title:**
   Dance Lab 1 - Tap
   
   **Abbreviated Title (30 characters or less):**
   Dance Lab 1 - Tap

5. **Requested Action:**
   
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. **Course Credit:**
   
<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>(e.g.: Lab, Lecture, Practicum, Directed Study)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Hours (Repeatability): 2</td>
<td>Lab</td>
<td>Weekly</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

   **Total Credit Hours:** 1

7. **Grading Type:**
   
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. **Prerequisites/Corequisites:**
   
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   
   Departmental approval. Theatre majors who do not earn a grade of "C" or higher must repeat this course.

9. **Restrictions:**
   List specific restriction in space above.
   
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. **Course Description:**
    
    (20 Words or Less; exactly as it should appear in the Bulletin)
    
    Introduction to traditional tap dance. Exploration of technical concepts, rhythm combinations, and improvisations designed to test and develop tap dance skills.

11. **May Count Either:**
    
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**
    
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|-------------------------|
    | (e.g.: minor, major, etc.) | (e.g.: MS in Chemistry, Performance Option, Minor in Art) | (required or optional?) |
    | Major | BFA Theatre - Music Theatre | Required |

13. **Overlapping or Duplication of Other Units' Offerings:**
    
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    
    - [ ] Applicable
    - [x] Not Applicable
14. Justification:

Needed for dance to meet accreditation standards.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Music Theatre Dance Instructor

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

- To develop skills in the rhythm tap genre at the beginning level via class work, assigned material and improvisational work.
- To develop working knowledge of traditional tap vocabulary.
- To develop technical proficiency with emphasis on the rhythmic component.
- To cultivate one’s own personal style in relationship to rhythm tap dance.
- To improve one’s ability for self-evaluation.
- To develop ability to evaluate peer work.
- Basic rhythm tap vocabulary
- Technical foundation of rhythm tap
- History of rhythm tap as it relates to jazz music and jazz dance
- Traditional time steps/The ShimSham Shimmy, The Copasetics Soft Shoe
- Building of improvisational skills
- Basic music concepts essential to the art of tap dancing

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

WEEK 1: Introduction to course/ syllabus

WEEK 2: Foundation of tap technique
Create Five
Introduction to improvisation
Music concepts

WEEK 3: Technique/Create Five
Vocabulary
Shim Sham
Single Time Step

WEEK 4: Technique/Create Five
Vocabulary
Shim Sham
Introduce Cole's Stroll
Double Time Step

WEEK 5: Technique/Create Five
Vocabulary
Shim Sham
Cole's Stroll
Triple Time Step
Improvisation

WEEK 6: Technique/Create Five
Vocabulary
Shim Sham/Cole's Stroll
Improvisation

WEEK 7: Preparation for midterm practical
WEEK 8: Midterm practical

WEEK 9: Technique/Vocabulary
Review Shim Sham/Coles’ Stroll
Introduce Soft Shoe/Copasetics

WEEK 10: Technique/Creation Five
Vocabulary
Copasetics Soft Shoe
WEEK 11: Technique/Creation Five
Vocabulary
Copasetics Soft Shoe
Shim Sham/Coles’ Stroll
Improvisation

WEEK 12: Technique/Creation Five
Vocabulary
Copasetics Soft Shoe/Shim Sham/Coles’ Stroll
Improvisation

WEEK 13: Technique/Creation Five
Vocabulary
Copasetics Soft Shoe/Shim Sham/Coles’ Stroll
Improvisation
Adaptation of traditional tap with contemporary style

WEEK 14: Review

WEEK 15: Final practical in rehearsal and graded performance

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: Two written vocabulary quizzes naming the steps and explaining the sounds. Midterm will be two combinations – 1 that the student will choreograph from a given set of steps, and 1 given by the instructor performed and graded on execution. The final will be the same format as the midterm with additional steps and increased difficulty.

(List all quizzes, projects, reports, activities and other components of the course grade – including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

- Class attendance/participation (50%)
- Mid-semester movement practical (25%)
- Final movement practical (25%)

A (90-100%) = Work of an outstanding nature that exceeds course standards and demonstrates mastery of subject matter.
B (80-89%) = Work that is distinctly above average in quality and thoroughness and demonstrates mastery of the subject matter.
C (70-79%) = Work of a satisfactory nature in quality and thoroughness and demonstrates a basic understanding of the subject matter.
D (60-69%) = Work that is substandard in nature and demonstrates a limited understanding of the subject matter.
F (<60%) = Work that fails to meet minimum levels of proficiency in skills and understanding of subject matter.

(List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))
(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub Facult Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1286 Haley Center, 844-2080 (V/T/T).