**UNIVERSITY OF MICHIGAN-FLINT**
**COURSE CHANGE REQUEST for GenEd Distribution**

**Change Effective for Term:** Fall 2010  
**School/College:** College of Arts and Sciences (CAS)  
**Department:** Theatre and Dance

**Subject:** THE  
**Course Number:** 425  
**Check here for NO CHANGE:** ☐

- [ ] INACTIVATE Course  
- [ ] INACTIVATE Crosslisting(s)

**INSTRUCTIONS:** Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

### AS CURRENTLY OFFERED

1. **Title:** Senior Seminar  
2. **Credit Hours:** (1-3)
3. **Repeat Status:** (see CURRENT Course Description below)  
4. **Crosslisting(s):**
5. **GE Distribution:**
   - [X] DROP  
   - [ ] ADD CAP

### REQUESTED CHANGE

- **to:**
  - **Total** _____ -or- **Variable** _____ to _____
  - **Max of** _____ credits -or- ____________

- **to:**
  - **FYE** First Year Experience  
  - **CAP** Capstone
  - **H** Humanities  
  - **S** Social Science
  - **GB** Global Studies  
  - **F** Fine Arts
  - **HW** Health&Well Being  
  - **FQ** Finance&Qnt Lit
  - **N** Nat Science and / or  
  - **NL** Nat Sci Lab
  - **T** Technology

6. **CURRENT Course Description:**
   Portfolio, resume, audition and interview preparation for students entering the job market.

7. **NEW Course Description (as it should appear in the Catalog):**

**REQUESTED BY:**  
**REVIEWED BY:**

- **Department Chair**  
  - Date
- **Department Chair of Crosslist(s) or Prerequisite(s)**  
  - Date
- **Dean**  
  - Date
- **Dean of Crosslist(s) or Prerequisite(s)**  
  - Date
- **GECAC**  
  - Date

- **Catalog Editor**  
  - Date
- **Provost**  
  - Date
- **Catalog Coordinator (Registrar’s Office)**  
  - Date

**UM-FLINT RECEIVED**  
**NOV-30-2009**

**College of Arts & Sciences**  
**Dean’s Office**
**REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION**

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>SENIOR SEMINAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>THEATRE &amp; DANCE</td>
</tr>
<tr>
<td>Course Prefix:</td>
<td>THE</td>
</tr>
<tr>
<td>Course Number:</td>
<td>425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome:</th>
<th>Narrative:</th>
<th>Assessment tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RELLECT ON ONE'S OWN LEARNING PROCESS</td>
<td>Students will reflect on accumulated annual self-assessment rubrics, kept on file, for the following: STRENGTHS, CHALLENGES, AREAS IN NEED OF FURTHER DEVELOPMENT, SHORT-TERM AND LONG-TERM GOALS. Students will identify learning experiences at UM-F in which they were most comfortable, and those that were difficult. Students will identify their optimum “learning style” within the multiple intelligences menu.</td>
<td>Discussion, short reflective essays, formal narrative written statement for final project paper.</td>
</tr>
<tr>
<td>2</td>
<td>DEMONSTRATE FACILITY WITH RESEARCH METHODS</td>
<td>Students are required to research two cities outside of Genesee County for employment opportunities in the field of Theatre Arts. Students will be required to use the following: newspapers, websites, magazines and personal interviews with residents and/or area performing arts organization personnel.</td>
<td>Formal written presentation of relocation research for final project paper.</td>
</tr>
<tr>
<td>4</td>
<td>DEMONSTRATE ABILITY TO THINK CREATIVELY</td>
<td>Each student is required to put together a presentation of their expertise for SENIOR SHOWCASE (a public, semi-formal showcase) in a given area of interest: (examples: actors: monologues/songs; designers: drawings, models, 2-D plans). All students prepare, assemble and present a portfolio and resume. Also, at this showcase, students present a prepared speech regarding the following: lessons they’ve learned regarding their learning process, information from their interview with a professional in their field, their stumbling blocks, their triumphs, what they’ve learned about respect and diversity as a member of the UM-Flint campus community, their goals for the immediate future, and their “wishes and hopes for the future” for UM-Flint Dept of Theatre and Dance AND the UM-Flint campus at large. Students must creatively synthesize a wide range of information into a coherent series of showings in the public format of Senior Showcase.</td>
<td>Written essays, public demonstration/showcase presentation.</td>
</tr>
<tr>
<td>6</td>
<td>PARTICIPATE IN DIALOGUE THAT INVOLVES RESPECTFUL AND CAREFUL LISTENING</td>
<td>Students work in groups to discuss major topics of the professional world of Theatre, personal stumbling blocks (such as fear, procrastination, etc). Students will be asked to participate in conversations with guest speaker(s) from the professional world. Students are asked to generate questions for a professional in their field, conduct a phone interview with this person, and report back information and topics/themes that arose.</td>
<td>Discussion questions, conversations, informal reflective essays/journals, interviews.</td>
</tr>
<tr>
<td>12</td>
<td>APPLY KNOWLEDGE TO COMPLEX ISSUES...IN INCREASINGLY BROAD SPHERES...</td>
<td>Students assess research of two possible cities for professional relocation and apply it to their personal goals for career, personal life, further education, etc.</td>
<td>Research paper, written reflection statement, public presentation.</td>
</tr>
</tbody>
</table>