**NEW**

PROGRAM PROPOSAL

WEBER STATE UNIVERSITY

**Submission Date: 01/06/2014**

**College: Arts and Humanities**

**Department**: **Performing Arts, Theatre**

**Program Title: Theatre Arts Generalist**

**1. Complete Program Description**

*Present the complete, formal program description.*

The Theatre Arts Generalist emphasis is designed to complement the other three Theatre Arts emphases- Theatre Arts Acting/Directing, Theatre Arts Design/Technology/Management, and Theatre Arts Teaching. This emphasis is designed for those students of theatre whose breadth of interest does not fit specifically into one of the established emphases. Theatre generalists may want to avoid specializing for their undergraduate degree, or their career paths may include jobs such as scholar, historian, playwright, and dramaturg. These jobs utilize similar skills and knowledge and can be addressed in a single new emphasis. They do not merit their own emphases at the undergraduate level. This new emphasis requires no additional courses (other than those proposed in the Theatre Arts package of curricular changes) or faculty or staff.

**2. Purpose of Degree**

*Summarize why the institution should offer this degree and the expected outcomes.*

The purpose of the Generalist Emphasis is to respond to changing demands in the Theatre labor market and to prepare students for the breadth and variety of jobs available in the current market. Currently, our existing emphases only address a limited number of jobs available in the theatrical world: acting, directing, design, and teaching at a secondary level. This is not representative of the jobs available. Students will now be able to tailor their classes to allow them to prepare for the entire breadth of jobs available and will no longer have to take classes irrelevant to their career goals. This will speed up time to graduation. Our expected outcome is to properly slot students into emphases that reflect their skills, abilities, and interests. This will improve student performance within their education and will increase our students’ likelihood of succeeding at entering graduate programs or at getting jobs in Dramaturgy, Outreach, Education, Playwriting, Criticism, Scholarship and more.

**3. Institutional Readiness**

*Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education.*

The proposed degree has the same core classes that are required for all students. Each program requires specific upper division classes within that emphasis. For the generalist major, students will not have a prescribed list of upper division classes and will be able to select the ones that suit their individual interests and plans. This means that no additional classes or administrative structures will be necessary.

**4. Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| Department Faculty Category | Department Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Department Faculty Headcount at Full Program Implementation |
| **With Doctoral Degrees** (Including MFA and other terminal degrees, as specified by the institution) |  |  |  |
| Full-time Tenured | 17 | 0 | 17 |
| Full-time Non-Tenured | 4 | 0 | 4 |
| Part-time Tenured | 0 | 0 | 0 |
| Part-time Non-Tenured | 7 | 0 | 7 |
| **With Master’s Degrees** |  |  |  |
| Full-time Tenured | 0 | 0 | 0 |
| Full-time Non-Tenured | 1 | 0 | 1 |
| Part-time Tenured | 0 | 0 | 0 |
| Part-time Non-Tenured | 15 | 0 | 15 |
| **With Bachelor’s Degrees** |  |  |  |
| Full-time Tenured | 0 | 0 | 0 |
| Full-time Non-Tenured | 2 | 0 | 2 |
| Part-time Tenured | 0 | 0 | 0 |
| Part-time Non-Tenured | 12 | 0 | 12 |
| **Other** |  |  |  |
| Full-time Tenured | 0 | 0 | 0 |
| Full-time Non-Tenured | 0 | 0 | 0 |
| Part-time Tenured | 0 | 0 | 0 |
| Part-time Non-Tenured | 0 | 0 | 0 |
| **Total Headcount Faculty in the Department** |  |  |  |
| Full-time Tenured | 17 | 0 | 17 |
| Full-time Non-Tenured | 7 | 0 | 7 |
| Part-time Tenured | 0 | 0 | 0 |
| Part-time Non-Tenured | 34 | 0 | 34 |

|  |  |  |
| --- | --- | --- |
| **Total Department Faculty FTE** (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”) | 24 | As this new emphasis will require no new faculty or staff, there will be no cost impact. |

**5. Staff**

No new staff will need to be added for this emphasis.

**6. Library and Information Resources**

The entire holdings of the Stewart Library at WSU according to the 2013 report are:

|  |  |
| --- | --- |
| Bound Volumes | 568,641 |
| Electronic Resources | 94,769 |
| Journals (current print subscription) | 718 |
| Government Publications | 212,602 |
| Audio Recordings | 9630 |
| Video Recordings | 13,873 |
| Maps | 68,012 |
| Microforms (Fiche and Film) | 640,493 |
| Kits | 675 |
| CD-ROMS | 2179 |

The collections continue to grow and improve. More than 5,500 print volumes, nearly 500 videos, and 250 CD’s were added. The greatest area of growth continues to be electronic resources. WSU students and faculty now have access to nearly 95,000 e-journals, references resources and e-books. The use of these resources is reflected in the number of visitor sessions to our website, totaling more than 1.1 million this past year. The number of requests for reference/research assistance and information literacy instruction also continues to increase. In 2012/13, more than 38,000 questions were answered at the public services desks, and information literacy instruction was provided to more than 7,000 students.

A number of improvements to the building occurred in 2012/13. The Mac classroom was redesigned and

the technology expanded, as was the technology in four group study rooms. The badly worn carpet on the north side of the second level and on the south side of the lower level was replaced, and the renovation of the Archives Reading Room and the adjacent office space was completed. The Reference & Information Services area was re-configured, making the space more open and inviting, and new study tables and chairs purchased to replace worn and uncomfortable furniture. Additionally, to conserve water, the plumbing fixtures in all of the restrooms were replaced.

The library will receive $12 - 14 million to renovate the building. The planning phase of the project will begin immediately with a projected renovation start date of Summer, 2014. The renovation will focus on improving the library for current and future WSU students. Many of the improvements we hope to make will be based on input received from students over the past couple of years. Students have repeatedly requested additional technology enhanced group study rooms, more designated quiet study space, a café, short-term metered parking near the building, and more openness and natural light.

**7. Admission Requirements**

The Theatre Arts Generalist emphasis is in addition to the 3 other emphasizes that are already part of our major offerings. There are no new admission requirements.

**8. Student Advisement**

*Describe the advising procedure for students in the proposed program.*

Theatre Arts faculty member, Dr. Jenny Kokai will serve as advisor for these students.

**9. Justification for Graduation Standards and Number of Credits**

With the general education and additional University requirements, graduates with a Generalist degree will be required to complete 126 credit hours. The Theatre Arts Generalist emphasis will require the same core Theatre classes that are required of all of our majors. Because the degree is designed to be flexible, the students will have 15 hours of required upper division electives that they choose with their advisor. The number of credit hours required is the same as for the other emphases within the major and like the other emphases, will require a minor.

**10. External Review and Accreditation**

*Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them.*

As part of preparing this proposal, we sought advice from the Universities with similar majors within Utah and discussed what worked or did not work about their Generalist degree. Our program was designed with their feedback in mind.

**11. Projected Enrollment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Data Category | Current – Prior to New Program Implementation | Projected  Year 1 | Projected  Year 2 | Projected  Year 3 | Projected  Year 4 | Projected  Year 5 |
| **Data for Proposed Program** |  |  |  |  |  |  |
| Number of Graduates **in Proposed Program** | 0 | 0 | 1 | 3 | 4 | 5 |
| Total # of Declared Majors **in Proposed Program** | 0 | 4 | 6 | 8 | 8 | 8 |
| **Departmental Data – For All Programs Within the Department** |  |  |  |  |  |  |
| Total Department Faculty FTE (as reported in Faculty table above) | 24 | 24 | 25 | 25 | 25 | 25 |
| Total Department Student FTE (Based on Fall Third Week) | 347 | 350 | 350 | 375 | 375 | 375 |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | 14.4 | 14.5 | 14 | 15 | 15 | 15 |
| **Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)** | n/a |  |  |  |  |  |

**12. Expansion of Existing Program**

*If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Data Category | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| **Data for Existing Program** |  |  |  |  |  |  |
| Musical Theatre | 54 | 48 | 67 | 46 | 46 | 41 |
| Theatre Arts | 57 | 61 | 67 | 55 | 64 | 59 |
| Theatre Education | 16 | 18 | 21 | 15 | 24 | 22 |

**Need**

**13. Program Need**

Our current emphases result in shoehorning students into tracks that do not make sense for them. The proposed program is a logical correction to our existing program that will benefit our students greatly. It will allow students to concentrate on coursework that will help them succeed in the job market in all fields in the theatre and not just some fields. It will also move students who have chosen an emphasis close to their actual interest into an emphasis that actually does reflect their career interests and their skills. This will mean that students who are currently Theatre Teaching majors, because it is the closest we have to a generalist degree, but are not interested in teaching will no longer be required to take semesters of classes in Education that they are not truly interested in. In addition, it will allow students who wish to be theatre majors but do not know what they want to specialize in a place to start while they refine their career goals.

**14. Labor Market Demand**

*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.*

The theatre department is currently set up in a way that only accounts for a few of the jobs available in theatre. The current three tracks presume that all students will be technicians, performers, or teach at the high school level.

However, the theatre labor market employs graduates in a wide variety of jobs outside of those roles. Beyond those roles, theatre graduates are employed in professional theatres and universities as Arts Administrators, Artistic Directors, Dramaturgs, Playwrights, Literary Managers, Scholars, Historians, Producers, and Development/Grant specialists, to name a few. Currently, ArtSearch, the most used theatre job posting site, has over 50 jobs listed for positions such as these that fall outside of our current majors. While exact numbers of people in each of these jobs are difficult to know, suffice to say that it is a very large number of people. Our students have indicated to us that they are interested in degrees more responsive to the changing needs of the market. They want a degree that allows them more flexibility in focus and that will prepare them for the wide array of theatre careers available. The generalist degree is actually more responsive to changing market needs because students are guided to take classes that help them prepare for new positions or changes within the theatre landscape.

For students who wish to pursue these types of jobs, it is undesirable to be in the existing majors. A generalist degree that allows them to choose the upper division classes best suited for their own anticipated careers will better prepare them for employment or graduate education upon completion of their degree.

**15. Student Demand**

*Describe evidence of student interest and demand that supports potential program enrollment.*

The desire to add this emphasis came out of evaluating students and their needs within our program. The theatre area meets with all majors and minors twice a year. At our 2013 annual meeting students were surveyed about their interests in emphases. In addition, we recorded interest in a Generalist major at the Utah Theatre Association 2014 conference, which is the largest gathering of High School students intending to major in theatre in the state and our number one recruitment tool.

|  |  |
| --- | --- |
| Number of students who indicated interest in Generalist Emphasis | 35 |
| Number of students who indicated they would switch to the Generalist Emphasis if it were offered | 12 |
| Number of High School students who indicated a Generalist Theatre emphasis would make Weber a more attractive University to them. | 20 |

Anecdotally, there are several students enrolled in degree emphases that have discussed their desire for this major with their advisor. For example, one student chose to be a Theatre Education major because she wanted a wide background in theatre, but has no desire to take the education classes and become a teacher. Taking those classes is a significant investment of time and energy and would not benefit her. We also have students who are interested in pursuing graduate studies in dramaturgy, scholarly and historical research, Shakespeare in performance, and other such programs and there is no major that adequately helps them prepare for these programs.

**16. Similar Programs**

*Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.*

Within the state of Utah, the University of Utah, Utah State University, Dixie State University and Westminster College offer a Theatre Generalist degree.

Utah State University’s major is set up similarly to the one we propose. However, the elective courses they offer to students are more proscribed and different than the upper division electives available here (due to differences in Faculty). Beyond the core classes, their program requires three credits in performance and/or directing, three credits in design, and six credits in History or Literature. Our proposed program is a good deal more flexible than that, so that students can select the elective courses that best suit their desired careers.

The University of Utah generalist program is also broad in nature and takes account of the myriad of careers available in the theatre. Their program is ultimately focused around the idea of presenting and preparing New Work. As a capstone project, all students in the generalist degree path must participate in a New Play Workshop class, “(THEA 4220) during which students facilitate the development of several plays by advanced playwriting students.” While our department greatly values new work, our proposed degree would allow students to continue to develop their own Senior Project in consultation with a faculty member as they do in existing degree plans. Again, this would allow students to focus their time and energy on the project they feel will best prepare them for graduate work or the job market.

Dixie State University seems to only offer a generalist degree. They have suggested tracks, Performance, Design, or Education, but students are only required to take 15 upper division classes beyond the Core. This is, again, similar to the structure for our Generalist program, but due to differences in faculty we have different course offerings available for students to take here including Dramaturgy, Theatre Management, Sound Design, and more.

Westminster’s program is described as: “[having] facets in dramaturgy and playwriting, as well as theatre history.” While these three things are definitely options for our students, the generalist major here would allow students a much broader sweep of choices due to our larger faculty and more course offerings.

In general, given the wide variety of career paths available in theatre and the inability of any program to offer a degree for each of them, it is a logical thing to have a generalist degree that can be adapted by students to the needs of the changing market.

**17. Collaboration with and Impact on Other USHE Institutions**

*Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution’s intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.*

We have spoken with the departments at the University of Utah, Utah State University, and Dixie State University.

Dr. Kenneth W. Risch at Utah State University stated that they have a relatively low number of students in a generalist major. We are attaching an email where they state they have no problems with our school offering this major as well.

Dr. Sydney Cheek O’Donnell at the University of Utah noted that they have 50-60 generalist majors. Her concern was that if we offered a BFA generalist degree without a foreign language requirement that might impact their program. However, we are only planning to offer a BA or BS, and so foreign language will still be a part of our requirements and her concern is not merited.

Dean Brent Houser at Dixie State noted that their generalist degree is in response to NAST accreditation requirements. NAST is the national theatre accreditation organization, and is something that our program is also considering pursuing. They offer no objections to our adding this program and suggest that perhaps having the generalist alongside the more specialized degrees could be the most effective strategy.

**18. Benefits**

*State how the institution and the USHE benefit by offering the proposed program.*

The Institution benefits by offering students a major that better prepares them for more education or the job market from existing resources.

Though other universities within Utah have similar majors, this is not a case where there is redundancy. Each generalist major is affected by the course offerings at that institution and the faculty who advise students there. USHE will benefit because Weber State will be ensuring that students are able to select a program emphasis that best mirrors their desired careers upon leaving the institution. This will mean quicker time to graduation and more precise Learning and Program outcomes for students.

**19. Consistency with Institutional Mission**

*Explain how the program is consistent with and appropriate to the institution’s Regents’ approved mission, roles, and goals.*

Our three Institutional Mission statements are Learning, Access, and Community.

\*The new program will improve learning by allowing students to work directly with faculty and take classes that give them the skills they need to succeed in their chosen fields in theatre. This will better engage them, but omitting course work they were taking to fulfill a major that did not relate to their personal or professional interests.

\*The new program will continue to provide access to responsive baccalaureate programs, by providing an emphasis that is in step with current trends in the theatre industry and in student’s desire and demands.

\*The new program will support and improve the local community by providing trained dramaturgs, scholars, playwrights and critics to work in local theatres. In addition, it is the Dramaturg’s job to do community outreach and to help connect the community to the theatrical work Weber State University does.

**Program and Student Assessment**

*Program assessment and performance standards information, which is required for Regents’ review, will serve as information only during University Curriculum Committee review.*

**20. Program Assessment**

*State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met.*

The goals for the program are to offer students a more flexible degree that can be tailored to their particular needs with the help of an advisor. We anticipate slow but steady growth in the emphasis. Students are perhaps less likely to enter with a generalist emphasis, as the majority of them will not be familiar with the professional needs of theatre after high school. Students will likely change to a Generalist degree after they enter in performance or design/tech and become more familiar with the professional theatre world. The success of the program would be indicated by having a steady number of students choose that emphasis track and by recording their post-baccalaureate careers at the one and five year mark to document the impact their emphasis had on their ultimate career.

**21. Expected Standards of Performance**

*List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning***.**

Theatre currently has twelve program outcomes as a whole. Each emphasis is expected to achieve some, but not all, of these outcomes dependent upon student focus. Our outcomes focus on ensuring students are ready for professional work in the theatre. They ensure students have practical skills grounded in a solid understanding of the history and theory of the art form.

1. Have writing skills and ability to use research tools (library, internet, etc.).

2. Be able to research, prepare, and perform roles in musical theatre with depth in each of the three disciplines: acting, singing, and dancing.

3. Be able to learn choreographic sequences and demonstrate them with security, character, and stage presence.

4. Be able to read music and demonstrate sight-singing skills.

5. Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors, choreographers), theory, and history.

6. Have a practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.

7. Have the ability to critically evaluate what they and others have created.

8. Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design-costume, technical/design-scenery, technical/design-lighting, technical/design-sound, directing, theatre management, or playwriting), with the ability to identify, analyze and resolve specific problems pertaining to that area.

9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches, and how these relate to contemporary society and culture.

10. Have experience with individual and collaborative processes needed to produce and understand theatre.

11. Be able to articulate a philosophy of theatre education on a secondary level and create a program based upon this philosophy.

12. Be able to demonstrate effective teaching strategies, classroom management skills, and syllabi design for secondary theatre education.

For the Generalist major, we would expect students to achieve the following goals:

1. Have writing skills and ability to use research tools (library, internet, etc.).

6. Have a practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.

7. Have the ability to critically evaluate what they and others have created.

8. Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design-costume, technical/design-scenery, technical/design-lighting, technical/design-sound, directing, theatre management, or playwriting), with the ability to identify, analyze and resolve specific problems pertaining to that area.

9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches, and how these relate to contemporary society and culture.

10. Have experience with individual and collaborative processes needed to produce and understand theatre.

In addition, students potentially will meet the other theatre outcomes as they pertain to their particular focus. For example, someone who wants to work as a dramaturg for Musical Theatre would need to satisfy Outcome 5 about the history of Musical Theatre in addition to the other outcomes.

Besides the assessments that are done in individual classes, students in the program are required to do a jury twice a year. In this jury, they select the appropriate material to demonstrate to the entire faculty how they are progressing in building the necessary skills to succeed in the industry they have chosen. The faculty assesses them on a 1-5 scale, 5 being Mastery, 3 Competency, and 1 Inadequate. The students are given an average of those scores and an average for all students in their year and major. This allows them to see how they are progressing and also allows them to discuss with their advisor their career plans if they do not show evidence of competency in their chosen field.

**Program Curriculum**

**22. All Program Courses**

*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.*

The following course offerings outline a program of study. The courses with incomplete numbers (such as THEA 2XXX) are new courses that are part of Theatre Arts package of curricular changes.

**Major Course Requirements for BA Degree**



*47 Credit Hours (exclusive of required general education courses)*

**Theatre Courses Required (26 credit hours)**



* THEA 1013 CA - Introduction to Theatre **Credits:** **(3)**
* [THEA 1051 - Freshman (New Student) Seminar](http://catalog.weber.edu/preview_program.php?catoid=6&poid=2240&returnto=992) **Credits:** **(1)**
* THEA 1713 - Script Analysis **Credits:** **(3)**
* THEA 1223 - Stage Makeup **Credits:** **(3)**
* THEA 2012 - Stagecraft Credits: **Credits:** **(3)**
* THEA 2022 - Costume Fundamentals**: Credits:** **(3)**
* THEA 2032 - Lighting Fundamentals: **Credits:** **(3)**
* THEA 3303 - History and Literature of Theatre I **Credits:** **(3)**
* THEA 3313 - History and Literature of Theatre II **Credits:** **(3)**
* THEA 3991 - Junior Seminar **Credits:** **(1)**
* THEA 4900- Senior Project **Credits: (1)**

**Theatre Design (3 credit hours)**



*Select one of the following theatre design classes*

* THEA 3212 - Scenic Design **Credits:** **(3)**
* THEA 3222 - Stage Lighting Design **Credits:** **(3)**
* THEA 4203 - Costume Design **Credits:** **(3)**
* THEA 3500 - Sound Design **Credits: (3)**

**Theatre Practicum (3 credit hours)**



*Select 3 credit hours from the following options*

* THEA 4851 - Design/Tech/Management Practicum **Credits:** **(1)** *may be repeated for credit*
* THEA 4861 - Performance Practicum **Credits:** **(1)** *may be repeated for credit*

**General Education Courses Required (10 credit hours)**



*The following general education courses are required for the Theatre Major*

* THEA 1033 CA - Acting I **Credits:** **(3)**
* ARTH 1090 CA - Art and Architecture of the World: Paleolithic-AD 1000 **Credits:** **(4)** or
* ARTH 1100 CA - Art and Architecture of the World: AD 1000-Present **Credits:** **(4)**
* ENGL 3500 HU - Introduction to Shakespeare **Credits:** **(3)**

**Theatre Arts Generalist**  
*Select at least 15 credit hours from the following courses, prerequisites may need to be met first*

* THEA 2330 - Dramaturgy and Criticism **Credits:** **(3)**
* THEA 3323 HU - History and Literature of Contemporary Theatre **Credits:** **(3)**
* THEA 3340 - Theatre Management **Credits:** **(3)**
* THEA 3344 - History and Literature of Musical Theatre **Credits:** **(3)**
* THEA 3505 - Playwriting **Credits:** **(3)**
* THEA 4860 - Advanced Playwriting **Credits:** **(3)**
* THEA 4103 - Directing II **Credits:** **(3)**
* THEA 4603 - Creative Drama **Credits:** **(3)**
* THEA 3103 – Directing I **Credits:** **(3)**
* THEA 2403 – Production and Stage Management **Credits:** **(3)**
* THEA 4270- Dramatic Theory and Analysis **Credits:** **(3)**
* THEA 4120- Collaboration in the Theatre **Credits: (3)**

**23. New Courses to be Added in the Next Five Years**

*List all new courses to be developed in the next five years by prefix, number, title, and credit hours. Use the following format:*

The theatre area is currently revising its curriculum to add additional classes. This is due to new hires and in an effort to make our classes better articulate across the Universities in Utah, as requested by the Board of Regents. Below are the new classes currently under review by the Curriculum committees at Weber State University.

* THEA 2012 – Stagecraft **Credits:** **(3)**
* THEA 2022 - Costume Fundamentals **Credits:** **(3)**
* THEA 2032 - Lighting Fundamentals **Credits:** **(3)**
* THEA 3500 - Sound Design **Credits: (3)**
* THEA 2330 - Dramaturgy and Criticism **Credits:** **(3)**
* THEA 4860 - Advanced Playwriting **Credits:** **(3)**
* THEA 2580- Computer Software for Theatre **Credits: (3)**
* THEA 4120- Collaboration in the Theatre **Credits: (3)**
* THEA 3100- Projection Design **Credits: (3)**
* THEA 3350- Marketing for the Performing Arts **Credits: (3)**
* THEA 4270- Dramatic Theory and Analysis **Credits: (3)**

**INFORMATION PAGE**

Did this program proposal receive unanimous approval within the Department? YES If not, what are the major concerns raised by the opponents?

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program**.

This program will have no impact on other areas, including the BIS, which combines theatre with other degrees. This program emphasis is strictly to better serve the needs of existing theatre majors.

**A Master’s Degree program** must have a **minimum of 30 credit hours with a maximum of 36 credit hours**.

**A Bachelor** of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Integrated Studies must have a **minimum of 120 credit hours with a program maximum of 126 hours** (This is a state system-wide requirement). Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program, i.e. Dental Hygiene, Nursing, Radiology**.**

**An Associate of Arts or an Associate of Science must have a minimum of 60 credit hours with a program maximum of 63 credit hours**. **An Associate of Applied Science must have a minimum of 63 credit hours with a program maximum of 69 credit hours.**

**Major programs that require a minor will consist of not fewer than 30 credits and not more than 48** credits in the major field. **Major programs that do not require a minor** shall consist of **not more than 63 credits in the major field.**

**A minor is a program** of study generally selected to complement and strengthen a student’s major and/or enrich the student’s overall educational program. **A minor consists of not fewer than 15 credits**. Courses that are used to satisfy the general education requirements can be used as part of the minimum number of hours needed for the minor requirements, unless prohibited by a particular college or department.

**Indicate the number of credit hours** for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) \_\_\_\_\_48