

**FALL 2016/Spring 2017**  
**COLLEGE OF VISUAL AND PERFORMING ARTS**  
**OVERVIEW OF UNDERGRADUATE CURRICULUM REVISIONS**  
**( 7 February 2017 version)**

<b>CURRICULUM/PROGRAM REVISIONS</b>					
<b>COURSE/ PROGRAM CHANGE</b>	<b>ACTION</b>	<b>JUSTIFICATION ( SACS JUSTIFICATION— ASSESSMENT GENERATED CHANGE)</b>	<b>Date of Program Approval</b>	<b>Date of CVPA Curriculum Committee Approval</b>	<b>Date of VPA Assembly Approval</b>
THRA 121	Remove pre-requisites; add course goals	To make the course available to theatre majors before completing the foundation courses—to create scheduling flexibility	26 January 2017	7 February 2017	
THED 342	Delete course prerequisites, restrict to majors or permission	To provide flexibility for student scheduling. Prerequisites not necessary for success in the course	30 January 2017	7 February 2017	
THED 345	Delete course prerequisites, restrict to majors or permission	To provide flexibility for student scheduling. Prerequisites not necessary for success in the course	30 January 2017	7 February 2017	
THRA 413	Change from 1 credit to 3 credits; change pre-requisites	Breadth of course content merits more class time and course credit	30 January 2017	7 February 2017	

THRA 255	New Course. CORRECT COURSE GOALS “TO DEVELOP” INSTEAD OF “TO DEVELOPMENT”	Splitting THRA 220 into two courses to create scheduling flexibility for students	31 January 2017	7 February 2017	
THRA 265	New course. CORRECT COURSE GOALS “TO DEVELOP” INSTEAD OF “TO DEVELOPMENT”	Increased # of performance opportunities means students are performing more often	31 January 2017	7 February 2017	
THRA 411	Change from 1 credit to 3 credits; change prerequisites; reduce # times students may enroll	Course expanded to incorporate content related to acting techniques for the camera.	31 January 2017	7 February 2017	
BA-THTR- MUST	Substitute in new courses in voice and movement; adjust dance requirements; delete several required courses. REPLACE “A” WITH “AT” IN TEXT CONCERNING ELECTIVES	To give musical theatre majors a focused, sequential program of dance technique courses	31 January 2017	7 February 2017	
BA-THTR- PERF	Substitute in new courses in voice and movement; add improvisation requirement.	Improvisation will develop foundational skills in the first year, as well as increasing retention from first to second year.	31 January 2017	7 February 2017	

	TOTAL HOURS IN MAJOR=49, TOTAL ELECTIVES=15-25				
DANA 444	Increase # times students may earn credit for the course	Increased # of performance opportunities means students are performing more often	31 January 2017	7 February 2017	
DCED 345	Delete course prerequisites, restrict to majors or permission. IN THE JUSTIFICATION CHANGE REFERENCE TO DCED 342 TO DCED 212.	To provide flexibility for student scheduling. Prerequisites not necessary for success in the course	31 January 2017	7 February 2017	
DANA 232	Change enrollment for credit from 1 to 2	Permits students to continue in development of tap technique skills beyond current curriculum	31 January 2017	7 February 2017	
DANA 252	Change enrollment for credit from 1 to 2	Permits students to continue in development of tap technique skills beyond current curriculum	31 January 2017	7 February 2017	
DANA 261	Change enrollment for credit from 1 to 2. IN JUSTIFICATION, CHANGE "RESPECTABLE" TO "REPEATABLE" AND CHANGE "TIE" TO "TIME"	Permits students to continue in development of tap technique skills beyond current curriculum	1 February 2017	7 February 2017	

DESF 113	New Course	To create a common foundation sequence for all design programs.	1 February 2017	7 February 2017	
DESF 120	New Course	To create a common foundation sequence for all design programs.	31 January 2017	7 February 2017	
DESF 150	New Course	To create a common foundation sequence for all design programs.	31 January 2017	7 February 2017	
DESF 154	New Course. REMOVE ALL PRE-REQUISITES	To create a common foundation sequence for all design programs.	31 January 2017	7 February 2017	
DESF 222	New Course	To create a common foundation sequence for all design programs.	31 January 2017	7 February 2017	
DESF 261	New Course	To create a common foundation sequence for all design programs.	31 January 2017	7 February 2017	
VCOM 150	Add co-requisite of VCOM 189; DELETE VCOM 189 AS PREREQ	New co-requisite will give students additional tutoring/mentoring support at introductory level.	31 January 2017	7 February 2017	
VCOM 189	New Course; IN COURSE GOALS DELETE DUPLICATE "STUDENTS". IN JUSTIFICATION CHANGE "FOUNDER" TO "FLOUNDER"	To provide a support-structure to students in introductory level courses in the Dept. of Design	31 January 2017	7 February 2017	

VCOM 358	Revise course description; delete final exam; VCOM 355 AS PREREQ OR CHAIR PERMISSION. DELETE CO-REQUISITE LANGUAGE	Updated description to reflect current trends in the discipline; final exam converted to final exam to final project as summative assessment activity	31 January 2017	7 February 2017	
VCOM 453	Change note on schedule of offerings. VCOM 355 AS PREREQ OR CHAIR PERMISSION. DELETE CO-REQUISITE LANGUAGE	Change to terms offered allows for flexibility in scheduling.	31 January 2017	7 February 2017	
VCOM 455	Delete final exam. VCOM 355 AS PREREQ OR CHAIR PERMISSION. DELETE CO-REQUISITE LANGUAGE	final exam converted to final exam to final project as summative assessment activity	31 January 2017	7 February 2017	
INDS 101	Reduce credit hours from 3 to 1;	Course content can be delivered in more compact delivery and credit hour value	31 January 2017	7 February 2017	

INDS 172	Revise course goals; change course number	Introductory historical survey to prepare students for content in INDS 272	31 January 2017	7 February 2017	
INDS 213	Revise course description; revise course goals; change pre-reqs	Minor editorial changes made to description and course goals for accuracy. Prerequisites changed to align with new INDS foundations sequence.	31 January 2017	7 February 2017	
INDS 223	Revise catalog description; change prereqs	Minor editorial changes made to description for accuracy. Prerequisites changed to align with new INDS foundations sequence.	31 January 2017	7 February 2017	
INDS 225	Change course number; change pre-reqs.	Change of course number creates a "200-level" introductory course, that aligns with content in the 300-level advanced course. Change to prerequisites aligns with proposed modification to the INDS foundation program.	31 January 2017	7 February 2017	
INDS 238	Change prereqs; PREREQS=DESF 154 OR PERMISSION OF CHAIR	Change to prerequisites aligns with proposed modification to the INDS foundation program.	31 January 2017	7 February 2017	
INDS 272	Remove prerequisite	Change to prerequisites aligns with proposed modification to the INDS foundation program. Maximize enrollment flexibility for students.	1 February 2017	7 February 2017	

INDS 300	Change in course title; change in course goals; change in prereqs	Changes to course title and goals align with changes in structure of INDS degree. Change to prerequisites aligns with proposed modification to the INDS foundation program.	31 January 2017	7 February 2017	
INDS 326	Change in title; change in pre-reqs; delete co-reqs	Minor editorial changes to title to reflect current trends in discipline. Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 329	change in pre-reqs; delete co-reqs	Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 331	change in pre-reqs; delete co-reqs	Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 336	change in pre-reqs; delete co-reqs	Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 353	Change in course title; change in pre-reqs; delete co-reqs	Course title specifies content accurately; Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree	31 January 2017	7 February 2017	

		program.			
INDS 357	Change in course title; reduce credits from 4 to 3; change in pre-reqs; delete co-reqs	Course title specifies content accurately; Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 425	change in pre-reqs; delete co-reqs	Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 429	change in pre-reqs; delete co-reqs	Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 444	Drop course	Course has been dormant for 10 years.	31 January 2017	7 February 2017	
INDS 453	Change in course title; reduce credits from 4 to 3; change in pre-reqs; delete co-reqs	Course title specifies content accurately; Changes to prerequisites and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 457	Change in course title; change in course number; reduce credits from	Course title specifies content accurately; Changes to prerequisites and co-requisites	31 January 2017	7 February 2017	



	4 to 3; change in pre-reqs; delete co-reqs	align with proposed structural changes to the INDS degree program.			
INDS 485	Delete pre-reqs	Changes to prerequisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 487	Change in pre-reqs and co-reqs; PREREQ=WRIT 465 OR PERMISSION OF CHAIR	Changes to pre and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
INDS 488	Delete co-requisites; change pre-reqs; reduce credits from 4 to 3	Changes to pre and co-requisites align with proposed structural changes to the INDS degree program.	31 January 2017	7 February 2017	
BFA INDS. ARITHMETIC WILL PROBABLY BE REVISED BY CUC	Complete reorganization of major	Creates greater flexibility in sequencing for transfer students; creates common design foundation sequence	31 January 2017	7 February 2017	

## **New Course Descriptions/Course Goals/Course Information:**

**THRA 255 Movement for the Actor. 3.** An experiential study of Principles, practices, and exercises in fundamental movement techniques for the actor; emphasis on character movement and body control. Prerequisites: THRT 110, 115, 210, THRA 120, and 180 with a grade of C- or better in each course.

Course Goals:

To develop the fundamental skills in movement through space needed to perform on stage, to communicate character and action, and to instill self-awareness, spatial awareness, and tools and techniques for effective physical expression.

**THRA 265 Voice for the Actor. 3.** An experiential study of voice production, breathing, articulation, and accents in the actor's delivery. Emphasis is on clarity, precision, properly phrased and meaningful communication from the performer to the audience. Prerequisites: THRT 110, 115, 210, THRA 120, and 180 with a grade of C- or better in each course.

#### Course Goals

To develop the fundamental skills in voice projection needed to perform on stage. By the conclusion of the course students should be better able to express themselves vocally with greater efficiency than at the start of class, understand, discuss and develop their vocal processes, demonstrate the relationship between text, voice production and performance, and utilize the above information in performances.

**DESF 113 Spatial Analysis and 3D Thinking. 3:1:4.** A study of the applied 2- and 3-dimensional elements and principles of design. Exploration of dimensional forms and the spatial envelope considering concepts such as aesthetics, anthropometrics, proxemics, structural integrity and construction.

#### Course Goals:

1. to develop an awareness of how humans experience dimensional forms/spaces through the foci of aesthetics, anthropometrics, and proxemics;
2. to understand various design theories, such as Gestalt, as related to 3D forms and spaces;
3. to study and apply the vocabulary of the basic 3-dimensional elements and principles of design, along with the extensive additional vocabulary directly related to the analysis of spaces or forms;
4. to apply understandings through conceptual sketches, diagrams and construction of 3-dimensional models.

**DESF 120 Design Drawing. 3:1:4.** Introduction to drawing for the purposes of visual communication. Emphasis on development of visualization skills used in the applied design process. Stresses use of design elements, pictorial composition and rendering of subject matter.

#### Course Goals:

1. introduction and use of various drawing media used for image creation in design context;
2. introduction and development of analytical and intellectual skills and strategies to develop hand-drawing abilities for application to design-specific formats.

**DESF 150 Design Studio Skills. 3:1:4.** Development of technical skills and abilities needed for applied design programs. Students will construct two- and three-dimensional projects to develop craftsmanship and presentation skills. Corequisite: VCOM 189.

Course Goals:

1. Introduction to (non-computer) tools and techniques used in the production of design projects;
2. development of intellectual and observational skills needed for production of design-related projects;
3. development of hand skills and production abilities required for upper-division VCD study.

**DESF 154 Design and Color. 3:1:4.** Investigation of color theories as used in applied design situations. Pre-requisite: DESF 150 or permission of Dept. Chair.

Course Goals:

1. introduce and investigate predominant theories of application and use of color;
2. develop student awareness and skill in use of color to applied design formats via projects;
3. investigation of technical, aesthetic, perceptual, and psychological properties of color use;
4. develop skills and understandings of use of color needed for upper division study in relevant degrees

**DESF 222 Visual Thinking and Symbolic Communication. 3:1:4.** Semiotics, design-illustration, narrative illustration and character development, as well as methods of creative problem solving, are pursued within a project-oriented curriculum. Various representational systems, as well as an array of media, are explored. Prerequisite: DESF 120 or permission of Dept Chair

Course Goals:

1. The student will investigate solving problems illustratively and symbolically;
2. The student will become familiar with and use a variety of media common to illustration;
3. The student will be introduced to the work of recognized illustrators, both historical and current;
4. Student will become familiar with semiotic, symbolic or icon-centered communication;
5. Students will synthesize all of the above to solve problems creatively.

**DESF 261 Introduction to Computer Imaging. 3:1:4.** Use of a computer to solve creative and applied problems in visual design. Further development of skills and understandings to create effective and expressive images in a desktop publishing environment.

Course Goals:

1. investigation of personal computer, peripherals, and software in production of creative imagery for applied design;
2. Use of computer as a creative production tool;
3. Use of computer and appropriate software applications to solve visual design problems;
4. develop understanding of role of computers and software related to creative productions.

**VCOM 189 Design Studio Experience. 0.** For students enrolled in foundation (100-299)-level applied design courses, an intensive studio and 'help' session providing structured worktime, mentor guidance and advice toward progress on class projects.

Course goals:

- 1) to introduce students to the design 'studio environment,' workstyles and practices;
- 2) to encourage students to develop effective studio practices (including time and project management) they will use throughout their experiences with applied design activities;
- 3) to encourage the development of peer- and mentor-relationships, vital to success in applied design activities.