REQUEST FOR A NEW COURSE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject Number
THRT 1xx3

Course Title (maximum of 30 characters)
Introduction to Design for Theatre

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 50.0502

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.
Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

This course will provide foundational knowledge and training to all students pursuing their focus in theatrical design and technology. Students will learn the necessary skill sets shared by each of the technical theatre disciplines, including design principles, research methodology, concept development, rendering, drafting, and final design presentation.

Theatre Arts
Department submitting the proposal

Devin Scheef dscheef@uco.edu 3473
Person to contact with questions email address Ext. number

Approved by:

Kato Buss, Ph.D. 09/09/2020
Department Chairperson Date

Dr. Sandra D. Thompson 9/25/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

College Curriculum Committee Chair Date
( Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective Term (assigned by AA)
1. Does this course have an undergraduate/graduate counterpart?
   ____ Yes  X  No

2. Is this proposal part of a larger submission package including a program change?
   ____ Yes  X  No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   ____ Yes  X  No  If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
   CTE Approval (Stamp or initial) ____________________________

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
   ____ Yes  X  No  If yes, when was the most recent offering?

5. Does this course affect majors or minors outside the department?
   Yes  X  No  If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
   Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
   N/A

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
   N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
   N/A

9. Will this course have enrollment restrictions?
   ____ Yes  X  No  If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
    Check one: May ________  May not ________
    Major Code: ____________________________

11. Which of the following student classification(s) may enroll in this course?
    Check all that apply:
    Graduate (2) 19 + hours ________
    Graduate (1) 0-18 hours ________
    Post Baccalaureate * ________
    Senior ________
    Junior ________
    Sophomore ________
    Freshman ________
    * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
    Admission to Graduate Programs ________
    Admission to Nursing Program ________
    Admission to Teacher Education ________
    Other ________________________________
13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: [https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage-faq-helpful-hints](https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage-faq-helpful-hints).) Upon completion of this course, students will be able to:

- Identify the foundational principles of design psychology as they apply to theatre arts, and demonstrate them through the development of basic scenic, costume, and lighting designs.
- Conduct visual and metaphorical research to inform the practical necessities and emotional content of a design concept in progress.
- Compose and defend a working statement of philosophy and intent for an assigned design project.
- Develop and share design concepts through the creation of physical and digital sketches, renderings, models, and other applicable media.
- Prepare and deliver a final design presentation to current industry standards.

**Course Detail Information:**

14. **Contact Hours (per week)**

- 1.5 Lecture hours (in class)
- 1.5 Lab hours (also studios)
- 3 Other (outside activities)

15. **Repeatable course.**

1 Number of times this course can be taken for credit.

16. **Schedule type:** (select one only)

- Activity P.E. (A)
- Lab only (B)
- Lecture/Lab (C)
- Lecture only (L)
- Recitation/Lab (R)
- Student Teaching (STU)
- Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

THRT 3133 Set Design; THRT 3423 Costume Design; THRT 3543 Lighting Design

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

No new resources required.

19. **The UCO library has the required library resources for the new course:**

- [X] Yes  [ ] No  If no, provide a list of materials needed and contact the library at [libraryresearch@uco.edu](mailto:libraryresearch@uco.edu) for a cost estimate.

Additional funds are being requested for library resources to support this course:

- [X] Yes  [ ] No  $___________ (amount requested)
20. Names of current faculty qualified to teach this course.
Devin Scheef (Asst. Professor); Becky McGuigan (Asst. Professor); Christina Watanabe (Visiting Asst. Professor)

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:
No additional faculty required.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.
This new introductory-level course will be taught every fall term by the three full-time members of the Design/Technical Program faculty on a rotating basis. Students will use classroom and studio spaces already equipped to handle the design tasks involved, and all consumable materials will already be covered by the student supplies/activity fees in place.

23. Identify the source(s) of funds for any additional costs for the new course. If internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.
No additional funding or special fees required.

24. Projected enrollment for two academic years following approval of new course:

<table>
<thead>
<tr>
<th>Semester</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Using State Regents’ definition of liberal arts and sciences (quoted below), characterize the course as follows:
X Non-liberal arts and sciences
____ Liberal arts and sciences

“The liberal arts and sciences are defined as those traditional fields of study in the humanities, social and behavioral sciences, communications, natural and life sciences, mathematics, and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences.” State Regents Policy and Procedures, Chapter 2, Section 5, “Degree Requirements” part 1, (2), P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)
We seek to bring the pedagogy of the Design/Technical Program into better alignment with that of the Performance Program by offering a unified foundational class in design theory, process, and technique, which all D/T students will take before diverging into their selected design tracks (scenic, lighting, costume, etc.). This, in turn, will allow the D/T faculty to immediately focus on their specializations in the more advanced classes, as all students will already share the same core knowledge of design fundamentals. As a result, we hope to minimize repeated instructional material across multiple classes, establish student engagement in their chosen design fields earlier in their college careers, and maintain that engagement through a steady progression of more specialized course work. These three objectives were established after consulting with both present and former faculty in the D/T Program regarding discrepancies in student progression and degree achievement.
27. Which of the six transformative learning tenets does this course incorporate? (Check all that apply or only those that apply.) This question was a directive from the Provost and is used for informational purposes.
   
   - Discipline Knowledge: X
   - Leadership: _
   - Research, Scholarly and Creative Activities: X
   - Service Learning and Civic Engagement: _
   - Global and Cultural Competencies: X
   - Health and Wellness: _

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from “Course Level Characteristics” document for the appropriate course level of proposed course. Document may be found on https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage-faq-helpful-hints.

### 1000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. These courses should constitute the foundation of the students’ college experience.</td>
<td>This course will serve as the new foundational course of the Design/Technical Program within the Department of Theatre Arts. All incoming freshmen will be advised to take it during their first semester in conjunction with the other introductory courses to college-level theatre practice, namely THRT 1523 Beginning Acting for Majors and THRT 1553 Foundations of Theatre Arts.</td>
</tr>
<tr>
<td>2. Students in these courses usually have only minimal knowledge of the discipline.</td>
<td>This course will build student skill sets from the expected levels of a high school graduate in the areas of research, writing, and speech. No previous experience in art, design, or theatre will be expected or necessary for the successful completion of the course.</td>
</tr>
<tr>
<td>3. Instruction clearly should be at the college level (above that of secondary schools) with commensurate student performance expected.</td>
<td>Incoming students who have already practiced technical theatre at the high school level will deepen their knowledge of the history, philosophies, and psychology underlying the theatrical design process, while honing their artistic skills in developing their own designs, and delivering presentations and documents to college-level standards.</td>
</tr>
</tbody>
</table>