Dear Faculty Curriculum Committee:

Enclosed for your approval, please find course change forms for the following existing courses:

THTR 381: Stagecraft 2
THTR 240: Costume 1
THTR 209: Stagecraft 1
THTR 207: Rendering for the Theatre
THTR 383: Scene Design

Additionally, please find for your approval forms for the following proposed new courses:

THTR 230: Fundamentals of Theatrical Design
THTR 345: Advanced Makeup & Hair Design

Thank you,
Paul Collins, Assistant Professor of Theatre
Janine McCabe, Assistant Professor of Theatre
Charlie Calvert, Assistant Professor of Theatre
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Paul Collins Email: collinspm@cofc.edu Phone: 843-953-8215

Department or Program Name: THTR School name: School of the Arts

Course Prefix, Number, and Title: THTR 381: Stagecraft 2

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: changes to take effect Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

THTR 209 or Permission of Instructor
(Remove THTR 207 as required prerequisite)

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes ☑ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☑ no If so, how many credit hours may the student earn in this course?
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

The 12 design lab computers and the instructor station in SCFA 201 should be loaded with appropriate Computer Aided Drafting software. The industry standard for theatre is Nemetchek Vectorworks. Educational licenses for Vectorworks are between $100-$150 per seat. Thirteen seats equals between $1300-$1950. We request that this cost be covered by the College.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:  
   _______________________________ Date: __2-3-12__

2. Signature of Academic Dean:  
   _______________________________ Date: __2/3/12__

3. Signature of Provost:  
   _______________________________ Date: __3/15/12__

4. Signature of Curriculum Committee Chair:  
   _______________________________ Date: ________________

5. Signature of Faculty Senate Secretary:  
   _______________________________ Date: ________________

Date Approved by Faculty Senate: __________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Janine McCabe  Email: mccabej@cofc.edu  Phone: 3-8219

Department or Program Name: Theatre  School name: School of the Arts

Course Prefix, Number, and Title: THTR 240: Costume I

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE
☐ New Course (attach syllabus)

CHANGE COURSE
☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE
☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours
   Lecture  Lab  Seminar  Ind. Study
   3  3

B. Credit Hours  3

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

A studio class introducing technical skills in constructing costumes, basic makeup application and wardrobe duties for theatre. Through Lecture and Lab students will also examine the collaborative relationship between technicians and designers. Students will gain practical experience in additional Lab Hours working on costume construction for current productions or serving as wardrobe crew for performances.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

We are changing the description to include an additional topic that will be covered in this class. Previously, Stage Makeup has been a supplemental 1-credit course but will now be covered in this course.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>Throughout the semester, students will be assigned and graded on class projects dealing with basic areas of costume construction.</td>
</tr>
<tr>
<td>1. Students will be able to apply basic costume construction techniques.</td>
<td>Class projects and research on the application and techniques of stage makeup will assess students’ successful acquisition of basic makeup application skills.</td>
</tr>
<tr>
<td>2. Students will be able to understand and apply basic stage makeup application for the theatre.</td>
<td>Series of quizzes or tests on presentations and readings will be given throughout the semester to assess student learning in the areas of collaboration and hierarchical structures. Additionally, they will experience this first hand during Lab hours.</td>
</tr>
<tr>
<td>3. Students will understand both the established hierarchy in a costume shop and the collaborative process that costume construction entails.</td>
<td>Students will be graded on their work in Lab hours to connect for the goals of contributing to a production.</td>
</tr>
<tr>
<td>4. Students will gain practical experience working on a stage production(s).</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
This course introduces the tools of the theatre costume area and collaborative nature of the processes required in successfully creating a stage production. It closely mirrors the types of experiences that students will have in theatre once they graduate.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

The change in this course will remove the need for THTR 180, a 1-credit course in Stage Makeup. This is a one-hour deduction in teaching load for one faculty member.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/3/12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/3/12

3. Signature of Provost:

   [Signature]

   Date: 3/15/12

4. Signature of Curriculum Committee Chair:

   Date:

5. Signature of Faculty Senate Secretary:

   Date:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Paul Collins  Email: collinspm@cofc.edu  Phone: 843-953-8215

Department or Program Name: THTR  School name: School of the Arts

Course Prefix, Number, and Title: THTR 209: Stagecraft 1

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: To take effect Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  Lecture  Lab  Seminar  Ind. Study

3  2

B. Credit Hours  3

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?
the discipline, including the specific objectives: a. use of equipment, e. backstage procedure and etiquette, f. preparation of a simple prompt script.

**VII. IMPACT ON EXISTING PROGRAMS and COURSES:*** Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

Some material related to lighting production will be covered in THTR 209 that has historically been covered in THTR 382 Stage Lighting. THTR 382 will continue to cover this material, but on a review basis. Covering this material in THTR 209 will allow the Stage Lighting to focus more on Lighting Design. The changes in these courses are being made concurrently.

**VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED:** List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

**IX. APPROVAL AND SIGNATURES**

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2-3

2. Signature of Academic Dean:

   [Signature]

   Date: 2/3/12

3. Signature of Provost:

   [Signature]

   Date: 2/15/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Rubric: Production Hours [20% of final grade]

A: Student was always on time and prepared for calls and a valuable member of the shop crew. Skill progress shown.

B: Student usually fulfilled the above requirements.

C: Student sometimes did not show effort towards project. Student was often late or missing from calls. Skill progress minimal or non-existent.

D: Student rarely showed interest or effort. Student was rarely reliable and missed many scheduled calls. Skill progress minimal or non-existent.

F: Student completed fewer than 50% of the required lab hours. Failure of the lab portion of the course also constitutes failure of the course.

Students that complete more than 50%, but fewer than 100% of their lab hours will receive a pro-rated score based on the percentage of hours completed (e.g. A student earned an "B" grade during the time that she was present, but only completed 75% of the hours. The final score would then be 14.5/20 rather than 17/20)
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Charlie Calvert      Email: calvertcc@cofc.edu      Phone: 3-8214

Department or Program Name: Theatre      School name: School of the Arts

Course Prefix, Number, and Title: THTR 207: Rendering for Theatre

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Prerequisites for this class are THTR 209: Stagecraft or THTR 240: Costume I

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes      ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
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<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

A studio course in drawing and painting techniques used by the theatrical designer. Students are exposed to a variety of media and rendering styles used to communicate visual ideas during the design process.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Drafting for the theatre has become an entirely digital process. In addition to learning how to become a draftsman, students need to also learn how to use Computer Aided Drafting Software. This class, THTR 207, is designed to teach students to work with real paint and pencils rather than virtual ones. Drafting for the stage will be covered in its own course.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will understand the fundamentals of drawing and have a basic knowledge of drawing techniques.</td>
<td>Students are measured with a series of drawing exercises and projects geared toward understanding a particular drawing technique. (Perspective drawing, still-life drawing, human figure drawing)</td>
</tr>
<tr>
<td>2. Students will understand the fundamentals of painting and have a basic knowledge of painting techniques.</td>
<td>Students are measured with a series of painting exercises and projects geared toward understanding a particular painting technique. (Transparent watercolor, opaque watercolor, Acrylic paint).</td>
</tr>
<tr>
<td>3. Students should have a basic understanding of Color Mixing and Matching, Color Theory, and the different color palettes available to them.</td>
<td>Students will demonstrate this understanding on a series of projects throughout the semester. Students will be tasked with recreating paintings of other artists or designers. They will be required to analyze the colors used and duplicate the palette on their own project.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course introduces the 2-D communication tools of the theatrical designer – the basis for the collaborative nature of the processes required in successfully creating a stage production. Through successful completion of this course, students will be prepared design fully produced productions at the College of Charleston.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

none

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

none

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: 
   [Signature] Date: 2-3-12

2. Signature of Academic Dean: 
   [Signature] Date: 2/3/12

3. Signature of Provost: 
   [Signature] Date: 2/15/12

4. Signature of Curriculum Committee Chair: 
   [Signature] Date: 

5. Signature of Faculty Senate Secretary: 
   [Signature] Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Charlie Calvert  Email: calvertce@cofc.edu  Phone: 3-8214

Department or Program Name: Theatre  School name: School of the Arts

Course Prefix, Number, and Title: THTR 383: Scene Design

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☒ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013  Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Prerequisites for this class are THTR 209: Stagecraft and THTR 276: Script Analysis

This form is requesting the removal of THTR 207: Drafting and Rendering for Theatre as a prerequisite for this class.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

An exploration of the principles of scenic design with emphasis given to drawing, painting, drafting and model making.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course, formerly having three prerequisites, has been difficult to populate with students that still have enough semesters remaining to practice what they learn in the class. Taking this course and potentially being able to design a realized production is the best way to measure a students’ success. Removing one prerequisite will allow students to take the course earlier in their academic career, giving them more opportunity for practical application.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will have an in-depth knowledge of the role and practices of a scenic designer.</td>
<td>Students are asked to perform the tasks of the Scenic Designer on unrealized projects (plays that are designed but not produced).</td>
</tr>
<tr>
<td>2. Students will gain a complete understanding of the design process for theatre.</td>
<td>Students will be measured with individual exercises dealing with each step in the design process. (ie. research projects, model-making projects).</td>
</tr>
<tr>
<td>3. Students will have an understanding of design styles (realism, expressionism, constructivism, etc.)</td>
<td>Students will demonstrate this understanding by incorporating styles into their design projects</td>
</tr>
<tr>
<td>4. Students will gain experience communicating with others and defending their ideas.</td>
<td>Using the verbal, visual, and written modes of communication, students will present their ideas and defend them against criticism from the instructor as well as classmates.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
This is the highest level (regularly occurring) course in Scene Design. The content of this class reinforces and demonstrates an understanding of the design process and the tools that designers use to communicate in a collaborative manner with the creative team.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

none

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

none

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2-3-12

2. Signature of Academic Dean:

   [Signature]

   Date: 3/3/12

3. Signature of Provost:

   [Signature]

   Date: 3/15/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: ____________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: ____________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Janine McCabe   Email: mecabej@cofc.edu   Phone:  3-8219

Department or Program Name: Theatre   School name: School of the Arts

Course Prefix, Number, and Title: THTR 230: Fundamentals of Theatrical Design

I. CATEGORY OF REVIEW (Check all that apply)  
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE
☑ New Course (attach syllabus)

CHANGE COURSE
☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE
☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Theatre Major of Permission of Instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes   ☑ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours
   Lecture  Lab  Seminar  Ind. Study
   3

B. Credit Hours
   3

Is this course repeatable? ☐ yes ☑ no   If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  *Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.*

Introduction to theatrical design including topics of design process, tools of communication, history of design and careers in theatrical production. Lectures and work will emphasize research, conceptual thinking and the spirit of collaboration.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This class will fill a void by introducing ideas and concepts that are reinforced only in upper level classes, therefore generating more interest in the design and production facet of theatre. Students will have the opportunity to learn the language and tools of the design and technical side of theatre earlier in their college careers, which may aid them in the discovery of additional areas of interest within the theatre degree.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will foster a greater understanding of the design process(es) for theatre.</td>
<td>Students will be measured with individual design exercises throughout the semester.</td>
</tr>
<tr>
<td>2. Students will develop an understanding of the various ways in which designers communicate.</td>
<td>Students will be measured by peers and instructors in collaborative group projects throughout the semester.</td>
</tr>
<tr>
<td>3. Students will acquire a basic knowledge of the history of stage design and design styles.</td>
<td>Students will be measured with both written exams and research presentations throughout the semester.</td>
</tr>
<tr>
<td>4. Students will have an understanding of the different career opportunities in various avenues of technical theatre.</td>
<td>Students will have both formative and summative written assessments throughout the duration of this course in order to ascertain their knowledge of various technical theatre careers.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
This is an introductory level course in Theatrical Design. The content of this class will introduce to all theatre majors the design process, communication tools and terminology used by theatrical designers.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

It is our intention that eventually this course would be added to the core curriculum for all theatre majors. When/if this occurs, the existing requirement of THTR 382: Stage Lighting would be deleted so that the total number of hours required in the major would not change. This would not adversely affect teaching loads; in fact, the nature of this course allows for multiple faculty to teach it.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2-3-12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/3/12

3. Signature of Provost:

   [Signature]

   Date: 2/15/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: __________________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: __________________

Date Approved by Faculty Senate: __________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Fundamentals of Theatrical Design
THTR 230-001 FALL 2012

INSTRUCTOR: Janine McCabe  
Office Number: (843) 953-8219  
Office: SCFA Rm 317  
mccabej@cofc.edu

OFFICE HOURS:  
Monday 10:00 – 12:00  
Wednesday 1:00 – 2:00

CLASS TIME & PLACE:  
T/R 10:50 – 12:05 SCFA 201

REQUIRED TEXTS:  
Sculpting Space in the Theater by Babak Ebrahimian  
College of Charleston Production Handbook  
From Page to Stage by Rosemary Ingham

GOALS & LEARNING OBJECTIVES:

• Learn about and understand the mission of the CofC theatre department  
• Understand the jobs and responsibilities of the different areas in the theatre and relate that to the theatre department  
• Research and understand the history of Theatrical Designers  
• Learn the script analysis process for designers  
• Learn the objectives of theatrical design  
• Learn about and use research and communication tools used by theatrical designers  
• Learn about and understand the collaborative process  
• Understand the visual components of theatrical design  
• Understand the artistic and practical processes of theatrical design for Scenic, Costume, Lighting and Sound  
• Evaluate design aspects of CofC productions opening this semester

This class will focus on discussing and understanding the steps of the design process, expectations and requirements in the process and ways of communicating for effective collaborations on unified productions. This class is a lecture and discussion based class with individual and collaborative assignments and requires active participation.

A WORD ABOUT THEATRE:

The purposes of Theatre (like all art) are many and varied. However, it always reflects the time and place in which it was created. At various times throughout history, theatre has been controversial, or even interpreted as objectionable or offensive by some people. Those distinctions are generally very personally defined (and equally influenced by time and place). In this class, you may be required to read or see plays that you would define as such. It would be
impossible to list what any single individual might find objectionable or offensive about the plays required for this class. Therefore, it is your responsibility, in advance, to determine if for you this is the case. We live at a time where information is easily attainable. The internet can and should be able to provide you with enough information to make just such a personal determination. You have been provided with the titles of the plays this class will read and see. If you find something in them offensive, objectionable, or otherwise determine that you cannot be exposed to them, you should withdraw from this class. In order to have informed and relevant discussions, it is important that all students read and see the same materials. For that reason, no alternate or substitute assignments will be given.

ATTENDANCE:

Attendance is mandatory. Failing to attend (for excused or unexcused reasons) a T/R course 8 times is the Department standard for the grade of WA, which is the equivalent of failing. For absences under 8, a student’s grade will be lowered 1 point per absence after 2 on your final grade. Attendance will be taken at the beginning of class. Three tardy marks equal one absence. You are considered tardy if you arrive after attendance has been taken but within the first 10 minutes of the period. Leaving class early or sleeping during class equals one tardy for each occurrence.

EVALUATION:

Students will be evaluated on the topics covered in class by:

- individual design projects reflecting information on areas of Scenic, Costume and Lighting Design
- collaborative group projects reflecting an understanding of the ways in which designers and theatre committees communicate
- completing research projects and presentations on the history of stage design, designers and design styles
- written response evaluations/quizzes of the theatrical productions presented by the theatre department
- quizzes and exams of the vocabulary, language and tools used to communicate in theatrical design and for the jobs and responsibilities associated with production work.

<table>
<thead>
<tr>
<th>Participation</th>
<th>5%</th>
<th>The Grading breakdown for this class is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Response Quizzes</td>
<td>5%</td>
<td>A     93-100</td>
</tr>
<tr>
<td>Quizzes and Tests</td>
<td>15%</td>
<td>A-    90-92</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
<td>B+    87-89</td>
</tr>
<tr>
<td>Projects</td>
<td>25%</td>
<td>B     83-86</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
<td>B-    80-82</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>C+    77-79</td>
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<td></td>
<td></td>
<td>C     73-76</td>
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<td>C-    70-72</td>
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<td>DUE</td>
<td>CLASS TOPIC</td>
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<td><strong>T</strong></td>
<td></td>
<td>Introduction and expectations</td>
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<tr>
<td><strong>TH</strong></td>
<td>Reading</td>
<td>Mission Statement</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Reading</td>
<td>Quiz on Sections I &amp; II Discussion: Theatre Jobs</td>
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<tr>
<td><strong>TH</strong></td>
<td>Reading</td>
<td>Quiz on Sections III &amp; IV Discussion on III &amp; IV</td>
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<tr>
<td><strong>T</strong></td>
<td>Reading</td>
<td>Committee &amp; Calendar exercise</td>
</tr>
<tr>
<td><strong>TH</strong></td>
<td>Committee &amp; Calendar exercise</td>
<td>Present Calendars</td>
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<tr>
<td><strong>T</strong></td>
<td>Reading</td>
<td>Discuss <em>Five by Tenn</em></td>
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<tr>
<td><strong>TH</strong></td>
<td>Reading</td>
<td>Discuss objectives of theatrical design</td>
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<tr>
<td><strong>T</strong></td>
<td>Reading</td>
<td>Discuss research process and tools</td>
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<td><strong>TH</strong></td>
<td>Research Assignment</td>
<td>Collaboration</td>
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<td><strong>T</strong></td>
<td>Collaboration Assignment</td>
<td>Presentations</td>
</tr>
<tr>
<td><strong>TH</strong></td>
<td>Reading</td>
<td>Discuss elements of design In class exercise</td>
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<tr>
<td><strong>T</strong></td>
<td>Reading</td>
<td>Discuss design principles &amp; visual composition In class exercise</td>
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<tr>
<td><strong>TH</strong></td>
<td>Visual components assignment</td>
<td>Discuss <em>Hush</em></td>
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<td>T</td>
<td>Research Powerpoint</td>
<td>Presentations</td>
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<td>TH</td>
<td>Presentations</td>
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<td>BREAK</td>
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<td>TH</td>
<td>BREAK</td>
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<tr>
<td>T</td>
<td>Scenic Design Objectives and Responsibilities</td>
<td>Reading about Scenic Design</td>
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<tr>
<td>TH</td>
<td>Reading</td>
<td>Scenic Design and the design package</td>
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<tr>
<td>T</td>
<td>Scenic Design Project</td>
<td>Presentations and discussion</td>
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<tr>
<td>TH</td>
<td></td>
<td>Costume Design Objectives and Responsibilities</td>
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<tr>
<td>T</td>
<td>Reading</td>
<td>Costume Design Process and Implementation</td>
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<tr>
<td>TH</td>
<td>Costume Design Project</td>
<td>Presentations and Discussion</td>
</tr>
<tr>
<td>T</td>
<td>Lighting Design Objectives and Responsibilities</td>
<td>Reading about Lighting Design</td>
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<tr>
<td>TH</td>
<td>Reading</td>
<td>Lighting Process and Implementation</td>
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<td>T</td>
<td>Lighting Design Project</td>
<td>Presentations and Discussion</td>
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<tr>
<td>TH</td>
<td>Reading</td>
<td>Sound Design Discussion</td>
</tr>
<tr>
<td>T</td>
<td>Sound Project</td>
<td>Presentations Sala Discussion Group assignments for Final Project</td>
</tr>
<tr>
<td>TH</td>
<td></td>
<td>Work on Final Project</td>
</tr>
</tbody>
</table>

SNAP Students: Please provide me with information about being a snap student by Tuesday 1/17 so that we can arrange any needs you may have.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Janine McCabe  
Email: mccabej@cofc.edu  
Phone: 3-8219

Department or Program Name: Theatre  
School name: School of the Arts

Course Prefix, Number, and Title: THTR 345: Advanced Makeup & Hair Design

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

- New Course (attach syllabus)
- Change Number
- Change Title
- Change Credits/Contact hours
- Prerequisite Change
- Edit Description
- Approve for Cross-listing (attach rationale and written permission from relevant department)
- Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

SPRING 2013  
Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

THTR 240: Costume I, THTR 230: Fundamentals of Theatrical Design OR THTR 277: Acting I

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☑ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours
   Lecture  3  
   Lab  
   Seminar  
   Ind. Study

B. Credit Hours
   3

Is this course repeatable? ☐ yes  ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

A studio course for designers and actors in stage makeup and hair design with emphasis on specific character analysis, development, research and execution for theatrical productions.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course will allow students to develop advanced techniques in stage makeup design and application as well as character and period specific hair styling and design. These skills are beneficial to actors, dancers and designers and will serve as an elective option in the major.

Previously, Stage Makeup has been limited to a 1-credit Express course where students acquire the basic knowledge of stage makeup application. This is now going to be covered in the THTR 240:Costume I course. The addition of this course will allow opportunity for students to reinforce those skills and build on them. Makeup Design and Hair Design are both creative professions within the theatrical world. This course would also help students recognize a talent and interest in those fields and through departmental production work they can then gain valuable practical experience for their portfolios and resumes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will have knowledge of the Makeup Design and Hair/Wig Design professions and practices in the theatrical world.</td>
<td>Throughout the semester, students will be assigned and graded on projects where they perform the application techniques of theatrical hair and makeup used by professionals.</td>
</tr>
<tr>
<td>2. Students will understand the collaborative process that exists between the costume designer, makeup designer and hair designer.</td>
<td>Assigned readings and discussions will develop this understanding, which, will then be tested through projects and written analysis of designs on departmental productions.</td>
</tr>
<tr>
<td>3. Students will be able to create a cohesive makeup and hair design package for a play.</td>
<td>Students will complete projects that incorporate play and character analysis, research, concept development, 2D and 3D design. They will be graded on the written, verbal and visual communication of these designs.</td>
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<tr>
<td>4.</td>
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</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
This course will reinforce ideas and tools introduced in THTR 240: Costume I. This course demonstrates an understanding of the collaborative design process and the tools for analysis, research, concept development and execution for character design.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None. This course would be an elective within the Theatre Major.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None. This course would be offered once every four semesters and replace the Special Topics course the faculty member offered in those semesters.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Curriculum Committee Chair:

5. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Advanced Makeup and Hair Design
THTR 345

INSTRUCTOR: Janine McCabe
Office Number: (843) 953-8219
Office: SCFA Rm 317
mccabej@cofc.edu

OFFICE HOURS: Monday 10:00 – 12:00
Wednesday 1:00 – 2:00

CLASS TIME & PLACE: T/R 12:15 – 1:30 SCFA 212

REQUIRED SUPPLIES: Makeup Kit
Styling Comb Set
Wig Making Kit

REQUIRED TEXT: *Wig Making and Styling* by Martha Ruskai and Allison Lowery
*Stage Makeup* by Richard Corson and James Glavan

GOALS & LEARNING OBJECTIVES:

- Learn about and understand the collaborative process with a costume designer
- Learn how to analyze, understand and execute character designs for a specific production
- Learn research techniques for hair and makeup design
- Evaluate hair and makeup design aspects of CofC productions opening this semester
- Understand the jobs and responsibilities of the different areas in the Makeup and Hair Design professions
- Create a research and techniques notebook for reference
- Learn advanced makeup techniques such as prosthetics and facial hair application
- Practice and become comfortable applying makeup to another person
- Learn wig-making terms, tools and techniques
- Learn how to take accurate measurements for wig design and styling
- Learn wig styling techniques for human and synthetic hair
- Learn about and use tools used by hair and makeup designers and stylists
- Learn care and maintenance of wigs

This class will focus on tools, techniques, research, design and execution of character specific and production style hair and makeup design. This class is project oriented and requires active participation.
A WORD ABOUT THEATRE:

The purposes of Theatre (like all art) are many and varied. However, it always reflects the time and place in which it was created. At various times throughout history, theatre has been controversial, or even interpreted as objectionable or offensive by some people. Those distinctions are generally very personally defined (and equally influenced by time and place). In this class, you may be required to read or see plays that you would define as such. It would be impossible to list what any single individual might find objectionable or offensive about the plays required for this class. Therefore, it is your responsibility, in advance, to determine if for you this is the case. We live at a time where information is easily attainable. The internet can and should be able to provide you with enough information to make just such a personal determination. You have been provided with the titles of the plays this class will read and see. If you find something in them offensive, objectionable, or otherwise determine that you cannot be exposed to them, you should withdraw from this class. In order to have informed and relevant discussions, it is important that all students read and see the same materials. For that reason, no alternate or substitute assignments will be given.

ATTENDANCE:

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EVALUATION:

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Notebook</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

The Grading breakdown for this class is:
A     93-100
A-    90-92
B+    87-89
B     83-86
B-    80-82
C+    77-79
C     73-76
C-    70-72
D     60-70
F     Below 60
Exercises will include:
- Human hair styling
- Synthetic hair styling
- Applying makeup to another person
- Working with prosthetics
- Wig making techniques
- Wig maintenance

Practical Projects:
- For each project assigned you must complete readings, gather research, develop a concept, complete makeup and hair charts, execute the design and present the final product. You will be graded on the verbal, visual and written communication of these ideas.
- These projects will include:
  - Bald Character Development
  - Period Specific Character Hair and Makeup Design
  - Collaborative Production Work
  - Designing an Overall Look for a Production

Written Assignments:
- Evaluative response papers for departmental productions
- Paper on a current Hair or Makeup Designer
- Concept Development and Analysis of a Play

Quizzes and Tests:
- Quizzes and Tests will be given throughout the semester on the readings, presentations and class discussions.

Notebook:
- You will be expected to maintain a notebook of all exercises and projects including photos and all elements required in each assignment.
- This notebook will serve as a beginning portfolio on your hair and Makeup design work.