

CSU San Marcos Degree Program Proposal
Bachelor's Degree in Theatre
4/9/17

1. Program Type

- a. State-Support
- g. New Program

2. Program Identification

- a. *Campus:*
California State University San Marcos
- b. *Full and exact degree designation and title:*
Bachelor of Arts with a Major in Theatre
- c. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan:*
March 2013
- d. *Term and academic year of intended implementation:*
AY 2018-2019 (Fall or Spring)
- e. *Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements:*
120 units
- f. *Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility:*
School of Arts
Theatre Department
College of Humanities, Arts, Behavioral and Social Sciences
- g. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Judy Bauerlein, Ph.D.
Associate Professor of Theatre

Marcos Martinez, M.A.
Professor of Theatre

Hans Vermy, Ph.D.
Assistant Professor of Theatre

- h. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.*

Please see attached.

- i. *Any other campus approval documents that may apply (e.g. curriculum committee approvals).*

Attached by Academic Affairs

- j. *Please specify whether this proposed program is subject to WASC Substantive Change review.*

Not applicable.

- k. *Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Codes:*

10071 Theatre Arts/Drama

3. Program Overview and Rationale

- a. *Provide a rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.*

We are pleased to present our plan for a Bachelor of Arts in Theatre at CSUSM. Since its inception in 1992, the Theatre program, as an option within the Visual and Performing Arts major, has established itself across many avenues of Academic life and work. It has proved itself as a service program, growing over 10 large G.E. course offerings. Our senior department colleague has taught here since 1992, and another since 2007. With our 2016 hire of a new tenure track faculty, our program has the triangulation of support for the needs of a growing major in Theatre.

This proposal is for a B.A. in Theatre, but, as noted above, Theatre has been offered as an option in the Visual and Performing Arts Major for twenty-five years. Theatre is recognized as an important program on CSUSM's campus, largely due to our commitment to four campus productions a year, our service to GE courses, and the diversity of our programs and offerings.

The Theatre major is designed to provide a broad perspective on the literature, history, creative practices, and the professional field of the performing arts. Built upon the belief that intellectual rigor and creative practice nurture and inform each other, the Theatre major will afford ample opportunities for students to take leadership roles in the production of performing arts on campus and in the community. Through courses and experiences across the creative spectrum of the theatre, this program will offer a stimulating blend of cultural diversity, critical analysis, and hands-on experience, while providing a supportive place to learn and grow.

Upon graduation, Theatre majors will be knowledgeable in theatrical practice and theory and will have worked side-by-side with local and national theatre makers. Graduates will have experience analyzing performances with special attention to the skills involved in acting, directing, artistic critique and collaboration, designing, and devising theatrical works. They will be independent, creative thinkers and practitioners who are able to work collaboratively on play productions, give meaningful feedback to colleagues, and do independent research. They will be proficient in multiple disciplinary forms, able to apply lessons learned across fields to the world of performance, and they will be experienced in making connections with the campus and outside communities.

The major will provide a well-rounded and active learning environment, including promoting original student research practices, involving students in innovative performance training, supporting students in creative leadership roles, and offering rigorous theory and dramatic literature courses. The VPA Option in Theatre adds significantly to the cultural life of the campus as we continue to produce plays that

address campus and community needs, challenge social constructs, and cultivate creative excellence within our student body. The Theatre major will enhance each of these aspects of Theatre for the CSUSM students and community.

Ongoing articulation with both Palomar Community College and Mira Costa Community College assures a seamless transfer into the CSUSM theatre major. Both of these local colleges offer 2-year programs in Theatre Arts. The CSUSM Theatre Major provides a logical and obvious choice for students at these colleges who wish to remain in the region and study theatre.

Program Strengths:

Physical Theatre Training

Inclusive and Diverse

Bilingual

Socially Engaged Theatre Practice

Dynamic and Environmental Staging

Global Performance Theory

Devised Theatre Practices

Classical and Contemporary Performance Training

Collaborative Connections with Film and New Performance Technologies

Opportunities for Undergraduate Student Leadership in Production

From Stage to On-Camera Acting

Distinctive Pedagogical Methods:

Distinctive and singular aspects of this B.A. in Theatre include offering intensive physical training normally encountered only in graduate school. These techniques include the Theatre of the Oppressed, Suzuki Method of Actor Training and Michael Chekhov Training, among others. This program also utilizes the unique pedagogical approaches of Performance Studies in its theories and approaches to contemporary performance.

Program's Fit with CSU and CSUSM missions:

CSU Mission:

The mission of the California State University is:

- *To advance and extend knowledge, learning, and culture, especially throughout California.*
- *To provide opportunities for individuals to develop intellectually, personally, and professionally.*
- *To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.*

- *To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.*
- *To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.*
- *To prepare students for an international, multi-cultural society.*
- *To provide public services that enrich the university and its communities.*

Theatre is named as one of the “Broad Foundational Programs” by the California State University system, no doubt because it so completely delivers the elements of the mission statement above. The proposed major supports each of the points within the CSU mission, providing a well-rounded and active learning environment, including promoting original student research practices, involving students in innovative performance training, and offering rigorous theory and dramatic literature courses. The proposed major offers students a rigorous intellectual program that prepares them for life-long learning, professional work in theatre, and preparation for graduate programs. In addition, theatre is an exploration of human interaction, an exploration of humankind’s many cultures, and offers a critical examination of our societies. Theatre is a fundamental element of culture, enriches the lives of all, and it is part of one of the largest industries in the state of California. (In 2014, Visual and Performing Arts contributed 9.2% of all Direct Labor Income in the state of California. [\$7.7 Billion])

CSUSM Mission:

California State University San Marcos focuses on the student as an active participant in the learning process. As a Carnegie classified "community engaged" university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

The theatre faculty members at CSUSM are dedicated to excellence in teaching, are prolific researchers/artists, and are actively engaged in theatre locally, regionally, nationally, and internationally. Performance is a major thrust of the curriculum, and the

performances are chosen to give students a breadth of theatrical experience and immersion in cultures different from their own. In alignment with regional needs, Spanish language theatre is part of the theatre major. This major will definitely enrich the civic and cultural life of our region and state by engaging in the stories of its people.

CHABSS Mission:

The College of Humanities, Arts, and Behavioral and Social Sciences (CHABSS) offers education rooted in the liberal arts tradition, responsive to new ideas and challenges, and attuned to the diversity of human experience. Grounded in the scholarly and creative activity of our faculty, our programs are dedicated to preparing students for lifelong careers of leadership, learning, creativity, professional achievement, and community service.

The Theatre Major is aligned with CSUSM's Mission, Values, and Vision through its active learning process and its commitment to detailed and unfailing student mentorship. The Theatre Major addresses the university's call for "rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies." The major specifically provides the following:

- Global Theatre allows students to develop a global perspective of performance, to understand cultural histories and ethnic identities, and to transform the way they think about connections between themselves and the larger community.
- A commitment to new technologies assists students in becoming fluent in the theory and practice of new digital technologies related to performance. The Theatre Degree offers practice and theory courses in: Design for Live Performance, Production and Performance (using live responsive software), Design and Production for Theatre and Stage Design.
- An interdisciplinary approach helps students develop a well-rounded perspective in the arts. Collaboration across disciplines is encouraged among our students and faculty. Collaboration with other disciplines (including art, music, dance, business, and science) is also part of our practice.
- Building community through the arts is an important aspect of the major, and students are encouraged to be engaged in the civic life of their communities. Faculty and students actively research community projects that affect and bring value to the campus and external communities.
- Project based learning that encourages the student to be an active participant in the learning process provides the conceptual and technological tools for students to create performances. We seek to provide students opportunities to participate in creative,

engaged, interdisciplinary, project-based learning experiences that build skills in communication, problem solving, critical thinking, leadership and cultural understanding.

The School of Arts Vision and Mission:

SofA Vision

The School of Arts will be a regional leader for undergraduate and graduate education in the Arts and a hub for the Arts in our diverse communities.

The theatre program at CSUSM is intricately aligned with the academic and professional theatrical entities in the North San Diego County region. Theatre is not only a foundational program for the CSU, it is an important foundation for the arts in our extended communities. Theatre students and faculty work extensively with outside organizations, such as the California Center for the Arts in Escondido and the North County Arts Network, as well as the professional theatres, many of which incorporate our students as actors, staff and as interns.

SofA Mission

The mission of the School of Arts is to provide an inclusive, collaborative community where artists, scholars, and students actively engage in developing artistic practices, critical thinking, cultural intelligence, and creativity.

Theatre is an intrinsically interdisciplinary art form requiring collaboration, critical thinking, and creativity. In addition, the Theatre major has been designed to give students a deep experience with drama from cultures other than their own.

Justification for Offering the Program:

Currently, students hoping to major in theatre have limited choices in the courses in which they can enroll and the paths their education will take. For example, students in the VPA Theatre Option who wish to study performance more intensely have no access to a sustained system of training that will deepen their undergraduate experience and make them more competitive in the field once they graduate. A Theatre Major will help retain those students who show real promise in the field but who are left without the proper means to gain the skills needed to pursue careers related to, and in, theatre and/or performance. In addition, our current Theatre Option is not in compliance with Executive Order 1071, Article 3.2, which states, "To ensure valid reporting to the National Center for Education Statistics through the Integrated Postsecondary

Education Data System, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program.” When the Theatre major is offered, students will be encouraged to move from the VPA in Theatre Option to the new major. For those who do not wish to do so, classes and substitutions will be available so they can finish their degrees. The VPA Option in Theatre will be discontinued at the earliest possible time.

The development of a Theatre Major will impact our immediate region greatly. At the present time there exists no 4-year Theatre Major offered in Northern San Diego County. Clearly, this educational and cultural void in our region needs to be filled, and the CSUSM Theatre Major is poised to fill it. In addition, a primary goal for the major is to fully reflect and serve the diversity of Northern San Diego County and to connect deeply to the diverse communities that our university serves. Explain what is different about where we’ve been and where we are going. Be more explicit about what VPA theatre track is and what a theatre degree is. Put here.

b. *Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).*

Theatre

Office

Arts Building, 311

Christie Ashley, administrative assistant

(760)750-4324

Department Chair:

Judy Bauerlein, Ph.D.

Full and Part-time Faculty:

Judy Bauerlein, Ph.D.

Marcos Martinez, M.A.

Hans Vermy, Ph.D.

Programs Offered:

- Bachelor of Arts in Theatre

Theatre at CSUSM is designed to provide a broad perspective on the literature, history, creative

practices, and the professional field of the performing arts. Built upon the belief that intellectual rigor and creative practice nurture and inform each other, the Theatre Program affords ample opportunities for students to take leadership roles in the production of the performing arts on campus and in the community. Through courses and experiences across the creative spectrum of the theatre, this program offers a stimulating blend of cultural diversity, critical analysis, and hands-on experience, all while providing a supportive place to learn and grow.

Upon graduation, our students are knowledgeable in theatrical practice and theory and have worked side-by-side with local and national theatre makers. Our graduates are capable of analyzing performances with special attention to the skills involved in acting, directing, artistic critique and collaboration, designing, and devising theatrical works. They are independent, creative thinkers and practitioners who are able to work collaboratively on play productions, give meaningful feedback to colleagues, and do independent research. They are proficient in multiple disciplinary forms, and able to apply lessons learned across fields into the world of performance, and they are experienced in making connections with the campus and outside communities.

The program provides a well-rounded and active learning environment, including promoting original student research practices, involving students in innovative performance training, supporting students in creative leadership roles, and offering rigorous theory and dramatic literature courses. The theatre program adds significantly to the cultural life of the campus as we continue to produce plays that address campus and community needs, challenge social constructs, and cultivate creative excellence within our student body.

▪ *Program Student Learning Outcomes*

Graduates of the Theatre Program will be able to:

1. Discuss, orally and in writing, major historical traditions within theatre and recognize historical developments of the art form.
2. Analyze theatrical productions through the application of dramatic and performance theories.
3. Collaborate with a team to develop artistic interpretations of specific works.
4. Identify and demonstrate, through written or oral application, theatrical frameworks and methods.
5. Create an original work, applying appropriate aesthetic and stylistic characteristics.

In addition, students will:

- Gain experience in performance, both behind and in front of the scenes.
- Provide community service through internships or performances in the community.
- Understand and demonstrate skills for a career in theatre or admission to graduate

school.

Educational and Career Opportunities

The study of theatre provides knowledge and skills that apply to diverse fields, including education, higher education, civil service, nonprofit organizations, management, design, and research. etc. A career in theatre major is designed so that graduates will be adequately prepared to pursue careers in theatre or to enter graduate school. Students graduating with a B.A. in Theatre have numerous employment opportunities upon graduation.

BACHELOR OF ARTS IN THEATRE

The Theatre major is designed to integrate well with the local community colleges' curriculums. Students entering the program at the junior level must have completed the lower-division core (either at CSUSM or a community College) before pursuing upper-division coursework. Each course counted towards the major, including preparation for the major courses, must be completed with a grade of C (2.0) or better.

	<u>UNITS</u>
General Education	48 units
Total Lower Division Core	18 units
Total Upper Division Core	25-26 units
Theatre Electives	12-15 units
Additional Course Area CC (outside of major)	3 units

Students must take a sufficient number of theatre elective credits to bring the total number of units to a minimum of 120

TOTAL NUMBER OF UNITS FOR GRADUATION 120

Lower Division Core Curriculum:

<u>Course#</u>	<u>Course Title</u>	<u>Units</u>
TA 101	Introduction to Acting	3
TA 102	Voice for Actors and Public Speakers	3
TA 103	Movement for Actors	3
TA 104	Script Analysis for Theatre and Design	3
TA 124	Global Theatre Histories I	3
TA 125	Global Theatre Histories II	3

Total Lower Division Units 18 Units

Upper Division Core Curriculum (total 25-26):

<u>Course #</u>	<u>Course Title</u>	<u>Units</u>
TA 301	Acting I	3
TA 302	Theatre Criticism: Text and Performance	3
TA 305	Design for Live Performance	3
TA 403	Career Skills in Theatre (new)	3
TA 489	Production and Performance	2
TA 498	Independent Practicum (1 unit x 3 times)	3

Take 8-9 units of the **repeatable** courses below in any combination.

8-9

TA 305 Design for Live Performance (3 units)

TA 489 Production and Performance (2 units)

TA 498 Independent Practicum (1-3 Units)

Total Upper Division Core Units 25-26

Electives (Choose 12-15 units from the list below):

TA 222	Introduction to African American Theatre	3
TA 300	Theatre for Social Change	3
TA 304	Acting Shakespeare	3
TA 306	Stage Management	3
TA 307	Acting for the Camera	3
TA 308	Stage Design: Digital Performance	3
TA 310	Acting II	3
TA 311	Acting III: Acting Ensemble	3
TA 324	Women Playwrights	3
TA 325	Latino/Chicano Theatre	3
TA 401	Playwriting	3
TA 402	Acting Studio	3
TA 410	American Theatre and Social Taboos	3
TA 421	Viva el Teatro	3
TA 499 ABC	Capstone	1-3
TA 495 ABC	Internship	1-3

4. Curriculum (*These requirements conform to the revised 2013 WASC Handbook of Accreditation*)

Program proposal required elements: **Program Goals**

The Bachelor of Arts degree in Theatre focuses on four key concepts. The institution's Undergraduate Learning Outcomes (ULOs), provided below, and the program's key concepts were used as guides to inform the creation of the Program Student Learning Outcomes (PSLOs) for the major. The PSLOs are aligned to the ULOs to demonstrate

- Institutional student learning outcomes at the program and university levels. Learning Outcomes

California State University San Marcos Undergraduate Learning Outcomes (ULOs):

Students graduating with a Bachelor's degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

- 1) Knowledgeable in their field of study. Students will be able to:
 - Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work
- 2) Comprehensive and critical thinkers. Students will be able to:
 - a. Identify key concepts and develop a foundation for future inquiry
 - b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
 - c. Construct well-reasoned arguments based on evidence
- 3) Globally and culturally intelligent. Students will be able to:
 - a. Apply multiple perspectives to address local, regional, global, and cultural issues.
 - b. Demonstrate an intermediate proficiency in a language other than English
- 4) Skilled communicators. Students will be able to:
 - a. Communicate clearly and effectively in both written and oral forms
 - b. Tailor communication to audience and context.

Program Key Concepts The Bachelor of Arts in Theatre program focuses on:

1. Theatrical practice and theory. Students will analyze theatrical plays and productions, and integrate specific practices and theories.
2. Independence and collaboration. Students will be creative thinkers and practitioners, able to collaborate with a team to produce artistic interpretations of specific works.
3. Proficiency in multiple disciplinary forms. Students will identify and differentiate various forms of theatre and historical movements.
4. Aesthetics and stylistics. Students will create an original work, applying appropriate aesthetic and stylistic characteristics.

- Program Student Learning Outcomes (PSLOs)
Graduates of the BA in Theatre Program will be able to:
 1. Discuss, orally and in writing, major historical traditions within theatre and recognize historical developments of the art form.
 2. Analyze theatrical productions through the application of dramatic and performance theories.
 3. Collaborate with a team to develop artistic interpretations of specific works.
 4. Identify and demonstrate, through written or oral application, theatrical frameworks and methods.
 5. Create an original work, applying appropriate aesthetic and stylistic characteristics.

- a. *Program proposal required elements:*
 - Comprehensive assessment plan addressing all assessment elements
Assessment activities will occur every semester in four courses across the program's core curriculum. The four courses are spread across the planned course sequence in order to capture student learning at several points as students progress through the major. The Comprehensive Assessment Plan, demonstrating this is provided below.

*Bachelor of Arts in Theatre
Comprehensive Assessment Plan*

<i>UL Os</i>	<i>PSLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ Findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>
1, 3, 4	1) Discuss, orally and in writing, major historical traditions within theatre and recognize historical developments of the art form.	TA 302 Theatre Criticism	Writing analysis project	Rubric measuring students' ability to analyze works through appropriate theatrical framework and methods	Every odd fall, beginning f19	Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semester following assessment activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
1, 4	4) Identify and demonstrate, through written or oral application, theatrical frameworks and methods.								

1, 2, 3, 4	2) Analyze theatrical productions through the application of dramatic and performance theories.	TA 305 Design for Live Perform ance	Final project	Rubric measuring students' ability to identify and apply specific theories	Every even fall, beginnin g f20	Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semeste r followin g assessm ent activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
1, 2, 3, 4	3) Collaborate with a team to develop artistic interpretations of specific works.	TA 301 Acting I	Portfolio of several short performa nces	Rubric measuring students' collaboration, interpretation , and performance skills	Every even spring, beginnin g s20	Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semeste r followin g assessm ent activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
1, 2, 3, 4	5) Create an original work, applying appropriate aesthetic and stylistic characteristics.	TA 489 Producti on and Perform ance	Final Project	Rubric measuring students' ability to incorporate characteristic s	Every odd spring, beginnin g s21	Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semeste r followin g assessm ent activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year

- *Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)*

Below is a matrix of required courses for the Theatre major, their relation to the Program Student Learning Outcomes, and whether the PSLO concept is I = Introduced; D=Developed; M=Mastery

PSLO	Required Courses												
	TA 101 Introduction to Acting	TA 102 Voice for Actors and Public Speakers	TA 103 Movement for Actors	TA 104 Script Analysis for Theatre and Design	TA 120 Introduction to Theatre	TA 124 Global Theatre Histories I	TA 125 Global Theatre Histories II	TA 301 Acting I	TA 302 Theatre Criticism	TA 305 Design for Live Performance	TA 403 Career Skills for Theatre	TA 489 Production and Performance	TA 498 Independent Practicum
1) Discuss, orally and in writing, major historical traditions within theatre and recognize historical developments of the art form.	I	I		I, D	I, D	D	I, D	D	D, M	D, M	D, M	M	D, M
2) Analyze theatrical productions through the application of dramatic and performance theories.	I	I	I	I, D	I, D	D	D	D	D, M	M	D, M	M	D, M
3) Collaborate with a team to develop artistic interpretations of specific works.	I	I	I	I, D	D	D	D	D	D, M	D, M	D, M	M	D, M
4) Identify and demonstrate, through written or oral application, theatrical frameworks and methods.	I	I	I	I, D	I, D	I, D	I, D	D	D, M	D, M	D, M	M	D, M
5) Create an original work, applying appropriate aesthetic and stylistic characteristics.	I	I	I	I, D	D	D	D	D, M	D, M	M	D, M	M	D, M

b. Indicate total number of units required for graduation.

120

c. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not applicable

d. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you

would like to report separately from the major program.

Not applicable

- e. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). (WASC 2013 CFR: 2.1, 2.2)*

Required Courses for Graduation

TA 101	Introduction to Acting
TA 102	Voice for Actors and Public Speakers
TA 103	Movement for Actors (new)
TA 104	Script Analysis for Theatre and Design (new)
TA 124	Global Theatre Histories I
TA 125	Global Theatre Histories II
TA 301	Acting I
TA 302	Theatre Criticism: Text and Performance
TA 305	Design for Live Performance
TA 403	Career Skills in Theatre (new)
TA 489	Production and Performance (repeated)
TA 498	Independent Practicum (1 unit x 3 times)

- f. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses.*

New Course #	Course Title	Catalog Course Description	Semester/Year Needed	Needed to Initiate Program
TA 103	Movement for Actors	Introduction to the basic principles of standard movement technique for acting students. Offers an	Fall 2018	Yes

		opportunity to recognize and expand imaginations, hone listening skills, and tap into impulses through physical expression. Focus is on learning and applying techniques to free bodies, minds and emotions, and apply these techniques to character development.		
TA 104	Script Analysis for Theatre and Design	Analysis of theatrical scripts and other texts in order to extrapolate performance and production concepts for the production of a script as living theatre.	Spring 2019	Yes
TA 403	Career Skills in Theatre	Focuses on preparing for life in theatre and performance after graduation. Explores career options and activities that might have been peripheral during undergraduate work. Employs invited guests from various performing arts careers to share their experiences, as well as workshops on the skills and material needs for a career in the performing arts.	Fall 2019	Yes
TA 306	Stage Management	This class explores various professional roles and strategies for the management of live performance productions.	Fall 2018	Yes

h. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments. (WASC 2013 CFR: 2.1, 2.2)

Course Offering table is based on the following:

- FTE faculty resources: Three current TT faculty, one FERP faculty (½ time), plus one PT faculty; incremental addition of part-time lecturer faculty from Fall 18 forward.
- A selection of required "core" courses are offered every semester.
- One section of upper-division elective is needed each semester, at minimum, to facilitate

TA 311 Acting III: Ensemble					LEC							
TA 402 Acting Studio										MM		
TA 403 Career Skills in Theatre	HV			HV			HV			HV		
TA 489 Production and Performance	MM	JB		JB	HV		MM	LEC		JB	MM	
TA 495 ABC <i>Internship</i>	JK	LEC										
TA 498 Independent Practicum	HV	HV		HV	HV		HV			HV	HV	
TA 499 ABC <i>Capstone</i>		LEC			LEC			MM			LEC	
<i>Other Elective or GE</i>	JK	MM		MM			MM	MM		JK	MM	

- i. *For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.*

Not applicable

- j. *For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited. (WASC 2013 CFR: 2.2b)*

Not applicable

- k. *For graduate degree programs, specify admission criteria, including any prerequisite coursework. (WASC 2013 CFR: 2.2b)*

Not applicable

- l. *For graduate degree programs, specify criteria for student continuation in the program.*

Not applicable

m. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

We will recognize any current and future articulation agreements reached for all courses incorporated into our curriculum from other departments, programs, and disciplines. Through North County Higher Education Alliance grants as well as through regular meetings with Theatre faculty from our two local community colleges, we keep in close contact and regularly discuss articulation issues and ideas.

n. Describe advising “roadmaps” that have been developed for the major.

Theatre Degree Advising Roadmap—Recommended Course Sequence

Semester 1	
TA 101 (GE Area C1)	3
TA 104	3
Total Units	6

Semester 2	
TA 102	3
TA 103	3
Total Units	6

Semester 3	
TA 124	3
Total Units	3

Semester 4	
TA 125	3
TA 301	3
Total Units	6

Semester 5		Semester 6	
TA 302	3	TA 305	3
TA 489	2	TA 498	1
TA Repeatable	3		
TA Repeatable	1	TA Elective	3
		TA Repeatable	2
	9	Total Units	9

Semester 7		Semester 8	
TA 403	3	TA 498	1
TA 498	1	TA Elective	3
TA Elective	3	TA Elective	3
TA Repeatable	3	TA Elective	3
Total Units	10	Total Units	10

o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Not applicable

5. Societal and Public Need for the Proposed Degree Major Program

a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program. ^[L T L L]_[S E P I S E P]

The only CSU campuses not offering a bachelor's degree in Theatre/Drama are CSU Monterey Bay and CSU's Maritime Academy.

CSU Campus	Degree Offered	Areas
Bakersfield	BA	Theatre (General)
Channel Islands	BA	Performing Arts (Theatre Arts)
Chico	BA	Theatre Arts (General)

Dominguez Hills	BA BA	Liberal Studies (Theatre Arts) ^[L] _[SEP] Theatre Arts
East Bay	BA BA ^[L] _[SEP] BA BA	Theatre Arts (Directing) ^[L] _[SEP] Theatre Arts (Acting) Theatre Arts (Technology & Design) Theatre Arts (No Option) Theatre Arts (Musical Theatre)
Fresno	BA BA BA	Theatre Arts (Acting) Theatre Arts (Directing) Theatre Arts (Design/Technology)
Fullerton	BFA BA BFA BA BFA BA	Theatre Arts (Acting) Theatre Arts (Applied Studies) Theatre Arts (Performance) Theatre Arts (Teaching) Theatre Arts (Performance—Musical Theatre) Theatre Arts (Specialized Studies)
Humboldt	BA	Theatre Arts (General)
Long Beach	BA BA BA BA	Theatre Arts (Technical Theatre) Theatre Arts (Performance/Acting) Theatre Arts (General) Theatre Arts & Dance (Theatre Arts)
Los Angeles	BA	Theatre Arts and Dance (Theatre Arts)
Northridge	BA	Theatre (General)
Pomona	BA BA BA BA	Theatre (Education and Community) Theatre (General Theatre) Theatre (Technical Theatre & Design) Theatre (Acting)
Sacramento	BA	Theatre (General)
San Bernardino	BA BA BA	Theatre Arts (Drama Education Emphasis) Theatre Arts (Acting Emphasis) Theatre Arts (Design & Technical Design Emphasis)

	BA	Theatre Arts (Musical Theatre Emphasis)
San Diego	BA	Theatre Arts (Design for Television and Film)
	BA	Theatre Arts (Design and Technology for the Theatre)
	BA	Theatre Arts (Performance: Acting & Musical Theatre)
	BA	Theatre Arts (General)
	BA	Theatre Arts (Youth Theatre)
San Francisco	BA	Drama (General)
San Jose	BA	Theatre Arts (Preparation for Teaching)
	BA	Theatre Arts
San Luis Obispo	BA	Theatre Arts (General)
Sonoma	BA	Theatre Arts (Acting)
Stanislaus	BA	Theatre Arts (General)

San Diego State is the nearest sister campus offering a bachelor’s degree in theatre. Within CSU San Marcos’ region (North County San Diego and the southern tip of Riverside County), there are no public, four-year degree programs in Theatre. Palomar Community College and Mira Costa Community College, our “feeder” schools, offer two-year degrees.^[1]

b. *Describe Differences between the proposed program and programs listed in Section 5a above.*

With over 20 campuses in the CSU system hosting thriving theatre programs, CSUSM Theatre would offer a distinctly unique program centered on global theatre practice and career preparation. These aspects compliment and expand the scope of course offerings at other existing CSU theatre programs. For example, regional diversity in our service area has offered our campus the opportunity to include theatre in Spanish in our program. In addition, we are also uniquely positioned within close proximity to one of the most prolific regional theatre centers, which includes theatres such as The La Jolla Playhouse, The Old Globe and San Diego Repertory. Thus, we are poised to be both leaders in bi-lingual and global theatre training model, and highly successful in positioning our students in local theatre related jobs upon graduation. These foci – global theatre and professional internships - set our degree apart. Lastly, similar to other theatre majors listed in the CSU table above, we also focus on acting and theatre design. As

one of the newest Theatre Programs in the CSU, our curriculum embraces the changing face of a more diverse California, as it anticipates the growing employment opportunities in theatre throughout San Diego county.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

We offer courses that feature a diversity of theatre practitioners, including women playwrights and performers, theatre in Spanish, Chicano/Latino Theatre, physical theatre (clown and mask, Suzuki Method, Michael Chekhov), and devised work that explores issues of social justice. Historical, psychological, sociological and linguistic knowledge in one form or another play key roles in understanding and in interpreting most plays. The technical aspects of theatre require understanding aspects of everything from engineering to film studies, thus our courses are interdisciplinary by nature and include many other forms of knowledge and ways of knowing. Literature and Film Studies courses cover dramatic literature, though our courses are geared toward theatre professionals rather than readers and audiences. Curricula in communication, sociology, psychology, history, anthropology, kinesiology, and modern languages offer many courses that continue to dovetail in subject matter with plays taught and produced in our theatre program.

d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Our relationships with theatre colleagues at local community colleges have resulted in considerable support in developing curriculum that meets the needs of transfer students from those institutions. Additionally, we have consulted with these colleagues in order to provide curricula and productions that complement student growth, increase exposure through both consulting and actual theatre projects. Game developers have consulted with our faculty regarding ensemble development. We recently conducted a targeted survey of over a dozen high schools in North County San Diego, identifying what they would like to see in a four-year baccalaureate theatre program in North County (see document). With regard to potential employers and institutional support for internships, CSU San Marcos' School of Arts has played a significant role in the development of the North County Arts Network, where intersections between like disciplines and related disciplines occur intentionally and provide opportunities for our students. In addition, we have established professional relationships with institutional leaders like the California Center for the Arts in Escondido, who have helped consult on our program design and continue to provide student internships for our program.

e. *Provide applicable workforce demand projections and other relevant data.*

Theatre is designated by the CSU Board of Trustees as a "specific subject area" of the CSU "Broad Foundation" program. Campuses are expected to establish degree programs in these areas. While demonstration of student demand is not the highest priority for the Board of Trustees, our proximity to San Diego as one of the top 20 cities in the USA for theatre demonstrates growing demand for various theatre professions (acting, design, management, etc.).

There are many occupational choices for those with degrees in Theatre. For this section of this proposal, we will deal only with the occupation of "actor," as found in the U.S. Bureau of Labor Statistics site.

According to the U.S. Bureau of Labor Statistics, the employment of actors is projected to grow **"10 percent from 2014 and 2024, faster than the average for all occupations,"** (emphasis ours). (www.bls.gov/ooh/entertainment-and-sports/actors) The following charts and footnotes, created in May of 2016, are also found at (www.bls.gov/ooh/entertainment-and-sports/actors)

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Motion Picture and Video Industries</u>	22,120	5.23	\$50.88	(4)
<u>Performing Arts Companies</u>	8,830	7.01	\$27.13	(4)
<u>Accounting, Tax Preparation, Bookkeeping, and Payroll Services</u>	2,620	0.28	\$33.77	(4)
<u>Employment Services</u>	2,150	0.06	\$22.23	(4)
<u>Colleges, Universities, and Professional Schools</u>	1,820	0.06	\$24.11	(4)

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of	Hourly	Annual
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		industry employment	mean wage	mean wage (2)
<u>Performing Arts Companies</u>	8,830	7.01	\$27.13	(4)
<u>Motion Picture and Video Industries</u>	22,120	5.23	\$50.88	(4)
<u>Promoters of Performing Arts, Sports, and Similar Events</u>	960	0.73	\$22.14	(4)
<u>Museums, Historical Sites, and Similar Institutions</u>	1,080	0.69	(8)	(8)
<u>Amusement Parks and Arcades</u>	1,130	0.57	\$31.25	(4)

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Motion Picture and Video Industries</u>	22,120	5.23	\$50.88	(4)
<u>Independent Artists, Writers, and Performers</u>	(8)	(8)	\$44.46	(4)
<u>Advertising, Public Relations, and Related Services</u>	(8)	(8)	\$42.90	(4)
<u>Accounting, Tax Preparation, Bookkeeping, and Payroll Services</u>	2,620	0.28	\$33.77	(4)
<u>Amusement Parks and Arcades</u>	1,130	0.57	\$31.25	(4)

The State of California Employment Development Department lists the following industries as the primary employers of actors, SOC Code 27-2011.

Industry (NAICS) (2)	Employment in California (1)		
	2014	2024	Numeric Change
Motion Picture and Video Industries (NAICS 512100)	12,600	13,600	1000

Independent Artists/Writers/Performers (NAICS 711500)	1,500	1,600	100
Performing Arts Companies (NAICS 711100)	1,100	1,200	100
Amusement Parks and Arcades (NAICS 713100)	500	600	100

Data Notes:

(1) Source: These data come from the Industry and Occupation Employment Projections program of the Employment Development Department.

(2) The NAICS - North American Industry Classification System is the nationally recognized system to categorize industries. See the [NAICS Division Structure](#) at the U.S. Department of Labor Web site for a complete list of industries and their definitions.

http://www.ca.gov/state/portal/myca_leftnav_categories.jsp?BV_SessionID=@@@@0692728387.1161822165@@@&BV_EngineID=cccdaddjdifgmmlcfngcfkmdffidfng.0&sNavTitle=Labor+and+Employment&sLeftNavCategoryPath=%2fNavigation%2fLabor+and+Employment

6. Student Demand

a. Provide *compelling evidence of interest in enrolling* in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.[1]

Currently, in the CSUSM service region, there are no available BA degree programs in theatre, so the proposed major will fill a gap in students' educational access. Theatre is designated by the CSU Board of Trustees as a "specific subject area" of the CSU "Broad Foundation" program. Campuses are expected to establish degree programs in these areas, and demonstration of student demand is not the highest priority. "Societal need and student demand are not 'the preeminent criteria' for offering baccalaureate programs in these areas." (CSU system *Program Planning Resource Guide Fall 2014*, p. 116.)

The CSU San Marcos Long-range Academic Master Plan (LAMP) Task Force Report for 2014-2015 made the following statement and recommendation:

Several core undergraduate programs identified by the CSU Trustees as basic components of a University curriculum are not yet implemented at CSUSM. "In developing the original planning policies for the CSU, the Board of Trustees recognized that certain academic programs at the undergraduate level were so fundamental to the University they should not be required to meet the 'need and demand' criteria established as prerequisites for offering other programs: (CSU's *Program Planning Resource Guide: Academic Programs and Faculty Development, Fall 2014*, p. 116,(Appendix O). The

original (1963) list of basic (core) undergraduate programs was updated in 1980 and remains the current list of programs that should be evaluated using “qualitative criteria regarding program integrity” as preeminent to need and demand. . . . [F]our undergraduate programs from the basic program’s list are not currently offered at CSUSM. To that end, the taskforce recommends that Colleges also consider implementing the following majors (unranked, listed in alphabetical order):

- Geography
- Geology
- Philosophy
- **Theatre Arts/Drama**

Our best indicator of student interest, and our best measure of the potential size of our major, is the comparative analysis to other CSU campuses offered in question 5. For example, San Diego State University has over 500 majors in their Theatre, Film and Television program, and CSULA has 160+ undergraduates and 53 MFA students in the Department of TV, Film and Theater. We are confident that our campus has achieved a sufficient mass of enrollment, such that we can establish a successful if relatively small degree program. We are also confident that we can continue to provide a good return on University resources, in terms of dollar costs per FTES and in terms of our service to the C1 requirement. In addition, we are situated in close proximity to two excellent community college theatre programs. Palomar College and Mira Costa College are both feeder campuses and have thriving theatre programs. We already attract students from these programs, and we expect to continue to do so. We look forward to working further with these campuses and availing ourselves of the resources of the North County Higher Education Alliance (NCHEA), to foster effective partnerships and channel student interest in Theatre toward our program.

b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

Theatre, as a Broad Foundation Program, creates opportunities for students from diverse backgrounds to explore and reflect their humanity. Our curriculum was developed with the explicit knowledge that our student body is incredibly diverse, and that this diversity places them at an advantage as they move into the professional world of the American theatre. Students enrolled in our program might be prevented from attending other area institutions by the greater

expense of private higher education, the more restrictive admissions requirements of the UC system, or the service-area restrictions imposed by the CSU system. Thus, our campus, like every CSU campus, has a responsibility as an "access campus" to offer a complete and fully representative complement of programs. Our proposal will enhance students' access to additional educational opportunities, on par with those enjoyed on other CSU campuses.

c. *For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.*

Not Applicable

d. *Describe professional uses of the proposed degree program.*

The study of theatre provides knowledge and skills that apply to diverse fields, including those listed below. Our theatre majors often pursue careers in professional acting, stage managing, theatre design, elementary school theatre teachers, entertainment technicians, and events coordinators. Students graduate with an electronic portfolio of projects and presentations allowing them to showcase marketable abilities. Our program prepares students for graduate study of theatre, in pursuit of careers in elementary education, higher education, management, and media.

Related careers include the following:

Actor	Theatre manager
Artist in Residence	Makeup artist
Costumer	Drama coach
Playwright	Announcer
Fashion Designer	Recreation Director
Set Designer	Entertainer
Lighting Director	Sales representative
Director	Model
Producer	Merchandising
Theatre historian	Attorney
Technician	Critic

Carpenter	Research interviewer
Press agent	Business manager (theatre)
Dramatic agent	Literary manager (theatre)
News reporter	Legislative aide
College instructor	Operations manager
K-12 teacher	Stage manager
Reviewer / critic (newspaper, TV, Internet)	Audience developer, theatre company
Public relations officer	Drama specialist, recreation department
Public relations director, performing arts center	Fundraiser
Acquisitions editor, publishing	Education administrator
Drama therapist	

e. *Specify the expected number of majors in the year of initiation and three years and five years thereafter. Specify the expected number of graduates in the year of initiation, and three years and five years thereafter.*

We point to our current VPA Theatre Major, which currently has twenty-eight students enrolled. Plus, roughly five to ten students are active in the Minor at any one time.

DEPT	Subject	Fall 17		Spring 17		Fall 16		Spring 16		Fall 15		Spring 15		Fall 14		Spring 14		Fall 13		Spring 13	
		Majors	Minors	Majors	Minors																
THEATRE	TA	28	8	33	6	40	7	29	10	27	13	21	14	22	7	24	5	25	5	25	M

We anticipate our major growing to fifty in the next five years, with approximately six majors graduating in the first year and ten to fifteen in the subsequent years. Our graduates are currently in MFAs, working as professional actors, and/or hold jobs in positions as theatre educators and technical theatre staff at resorts.

	2018	2021	2023
Number of Majors	40	45	50
Number of Graduates	6	10	15
Number of Minors	10	14	18

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. *List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.*

Judy Bauerlein, Ph.D.

Tenured Associate Professor

Ph.D., Theatre, 2007, B.A. Temple University, 1990

Experience: Judy Bauerlein came to San Marcos in 2007. She is currently the Program Director of Theatre at CSUSM. Dr. Bauerlein specializes in acting, directing, playwriting, American Theatre 1900 to Present, feminist theatre and theory, American experimental theatre, solo performance, community engaged theatre, theatre for young audiences and contemporary cultural theory. She has taught the following classes: Acting (I, II, III), Introduction to Theatre, American Theatre and Social Taboos, Power and Popular Culture, Acting Shakespeare, Process of Art, Teatro as a Teaching Tool, Theatre Production and On-camera Acting. Prior to her appointment at CSUSM, Dr. Bauerlein taught at University of California Santa Barbara, Brooks Institute of Photography and Florida International University. Dr. Bauerlein has worked extensively as a performer, playwright and director in both regional and New York theaters including The Kitchen NYC, La Jolla Playhouse, Williamstown Theatre Festival, The Wilma Theatre, Lincoln Center Director's Lab, Joseph Papp Public Theatre, and Bread and Puppet Theatre. Most recently she appeared in *The Whale* at Cygnet Theatre (San Diego), and the world premier of Jay Scheib's adaptation of Anton Chekhov's *Platonov* at the La Jolla Playhouse and the Kitchen NYC. Film credits include *Final Statement*, *Jesus' Son*, *Deconstructing Harry* (dir. by Woody Allen and opposite Robin Williams), *Diary of a City Priest* (opposite David Morse), *Drunks* and *Free Land*. She is an associate professor of theatre at CSU San Marcos, and is on faculty at the La Jolla Playhouse Conservatory for Young Performers. She is a member of SAG and AFTRA. Affiliations with other campus programs include ACE Scholars, LGBTQ Pride Center, Associated Students, NLRC, CSUSM Dance and CSUSM Improv.

Marcos Martinez, M.A.

Full Professor

MA, Theatre 1987, Diploma, The Juilliard School, Drama 1983

Experience: Marcos Martinez is the founding faculty member in Theatre, arriving when the campus opened in its current location in 1992. Professor Martinez specializes in acting,

directing, actor training and multicultural theatre. He served as Artistic Director of La Compañía de Teatro de Albuquerque (1988-91) and was a co-founder of the company. He studied with Tadashi Suzuki in Toga Mura, Japan. He has taught Mr. Suzuki's Method of Actor Training extensively in the U.S., Europe, Africa and Latin America, often in tandem with theatre productions. Publications include articles about Suzuki Method for both the Suzuki Company and other Asian publications including Shanghai Theatre Academy and book chapters on Chicano Theatre in the U.S. for UNM Press and Routledge.

He has worked in film, television and professional theatre as an actor and directed contemporary and classical productions in English, Spanish and other languages. He has performed in Bosnia, Ghana, and Faeroe Islands, Denmark. Directing projects, in conjunction with teaching Suzuki Method, include Universidad Nacional Autonoma de Mexico in Mexico City, Guadalupe Cultural Arts Center in San Antonio, Garcia Lorca's *The House of Bernarda Alba* and development of a cabaret— Café Grügg in the Faeroe Islands, Denmark, National Theater of Ghana, Al Suaal Theater, Israel, and Mostar Youth Theatre in Bosnia-Herzegovina.

As an actor he worked with Repertorio Español (NYC), television (*As the World Turns*), independent films and a couple of features including *The Milagro Beanfield War* with Robert Redford. He toured his solo piece, *Holy Dirt* in the U.S. and Europe and worked with directors including Rene Buch, Luis Valdez, Mako and Tadashi Suzuki.

Affiliations with other campus programs include NLRC, Modern Languages (Spanish) Ethnic Studies and Chicano Studies.

Jason Heil, M.F.A.

Lecturer in Theatre

MFA, University of CA, Irvine 1996, BA, Honors in Acting, 1993

Experience: Jason came to CSU San Marcos in 2013. He has taught the following classes, Acting (I, II), Introduction to Theatre, Acting Shakespeare, Voice and Speech, Theatre Production and On-camera Acting. Previously, Jason taught for UCSD Extension, UC Irvine and multiple theatre companies. Currently, he is also a Teaching Artist with the Old Globe Theatre and San Diego Junior Theatre. Jason has nearly 30 years experience as an actor, including work Off-Broadway and at many of the nation's leading theatres, including American Conservatory Theatre, Old Globe Theatre, La Jolla Playhouse, the San Diego, Arkansas and Tennessee Repertory Theatres and nine seasons with the Utah, Lake Tahoe, Marin and Texas Shakespeare Festivals. As a director, credits include Moonlight Stage Productions, Intrepid Theatre Company, New Village Arts, CSUSM, UCI, as well as youth productions and camps for San Diego Junior Theatre and Marin Shakespeare Company. He is a member of Actors Equity Association and SAG/AFTRA and serves as the San Diego Liaison for AEA.

N. Jacquelyn Kilpatrick, Ph.D.

FERP until 2021, fall semesters

Tenured Full Professor

Ph.D., Literature, University of California Santa Cruz, 1996

Experience: 30 years experience teaching dramatic literature.

Theatre Boards: Shakespeare Santa Cruz (Santa Cruz, CA), Red Path Theatre (Chicago, IL),

Teatros de las Americas (Oxnard, CA), Rubicon Theatre (Ventura, CA)

Hans Vermy, Ph.D.

Assistant Professor, Technical Theatre

Ph.D., Theatre and Performance Studies, Brown University 2014

B.A. Cornell University, 2003

Experience: Hans Vermy came to San Marcos in 2016. Dr. Vermy specializes in theatre design, playwriting, technology and performance; theatre, performance, and media Studies; race, gender, sexuality, and performance; digital performance; history of projection He has taught the following classes: Design for Live Performance, American Theatre and Social Taboos. Prior to his appointment at CSUSM, Dr. Vermy taught at Florida State University, School of Theatre. Dr. Vermy has worked extensively as a dramaturg, playwright, and theatre educator in academic and professional theatres.

b. Describe facilities that would be used in support of the proposed program.

Arts 101

Black Box theatre, seats 60 people. This area is used for classes, live performances, and rehearsals. This is a shared space, utilized by Theatre and Dance.

Arts 111

Performance Hall, seats 150 people. This area is used for classes, live performances, and rehearsals. This is a shared space, utilized by the entire School of Arts, as well as other campus departments and organizations.

Arts 106 & 108

Men's Dressing Room/Prop Shop and Woman's Dressing Room/Costume Shop. These areas are used for costume fittings, storage and performance preparation.

Arts 107

Backstage area. This area is used for scenic, lighting, prop and costume construction and preparation.

Arts 219

Control Room for Arts 111 theatrical lighting, video and sound.

Arts 344

Woodshop. This area is used for set and prop construction.

Kellogg Library Studios

A shared campus space, these areas are mainly used by Theatre students for acting on camera classes and productions:

Video Studio A (Kellogg 2316, 2314, 2315)

Full three-camera production studio with control room

Video Studio B (Kellogg 2311, 2312, 2313)

Full three-camera production studio with control room

Audio Studio (Kellogg 2324, 2323, 2322)

Professional grade ProTools-based audio recording facility

Video Editing Suites (Kellogg 2436, 2437)

Digital non-linear editing rooms with recording capabilities.

In addition, baseline audio-visual systems in classrooms are on a four-year refresh program funded by IITS.

c. *Include evidence that the institution provides adequate access to both electronic and physical library and learning resources.*

d. *Include existing academic technology, equipment, and other specialized materials*

The Arts Building contains the following technical equipment which will be utilized by the Theatre Arts major:

- Networked lighting consoles for programming theatrical lighting
- Networked computers for programming and playback of audio and video cues
- Networked audio mixer for control of wired and wireless microphones
- iPads for remote control of lighting, computers and audio mixers
- High Definition LCD projectors
- Stage lighting instruments:
 - o Ellipsoidal reflector spotlights

- o Fresnel lights
- o PAR lights
- o Strobe lights
- Industrial woodworking equipment for construction of scenic properties:
 - o Saw Stop Table Saw
 - o Band Saw
 - o Disc/Belt Sander
 - o Miter Saw
 - o Drill Press
 - o Mig Welder
 - o Plasma Cutter
 - o Various powered and manual hand tools

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. *Describe additional faculty or staff support positions needed to implement the proposed program.*
A new Instructional Support Technician was hired in Fall of 2015, and a new tenure-track faculty member with a technical theatre specialty was hired. With those two positions, the Theatre program is sufficiently staffed to implement the new degree as proposed.
- b. *Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.*

While CSUSM needs a new theatre space, the one we currently have is sufficient to implement the program and continue for the next five years. We have an agreement with the California Center for the Arts in Escondido that allows CSUSM to use their excellent facilities for minimal cost. Though most plays will be produced in the Arts Building, our faculty and students will have the opportunity to work in a variety of spaces at CCAE.

- c. *Include a report written in consultation with the campus librarian, which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.¹*

- d. *Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

The program should require no additional major investments in academic technology resources.

9. Self-Support Programs

Not applicable
