



Academic Departments and Programs

Software Engineering

College of Engineering and Computer Science

PROGRAM COORDINATOR

Christopher Ryu

PROGRAM OFFICE/WEBSITE

Computer Science Building 108
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PROGRAM OFFERED

Master of Science in Software
Engineering (online only)

FACULTY

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INTRODUCTION

Software Engineering is the discipline of developing and evolving software systems that are reliable and efficient, and that are affordable to develop and evolve. The discipline has matured in response to the increasing importance of software, particularly in safety-critical applications, and to the huge impact of large and expensive software systems that affect many people in many parts of society. Unique factors in the evolution of software engineering include the fact that software is intangible and its operation is discontinuous. Thus, the discipline seeks to integrate the principles of computing and mathematics with the rigor that engineering disciplines bring to the reliability and trustworthiness of the products developed.

Software engineering students have the opportunity to focus on software reliability, software evolution and on the development of software systems that are correct from their inception. Learning how to provide genuinely useful and usable software is preeminent.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Software Engineering:

Process Assessment/Appraisal

- Demonstrate the ability to analyze and estimate software process costs

Software Standard Comprehension

- Demonstrate the ability to identify, analyze and apply software standards in software engineering practice

Professional Legal and Ethical Issues

- Demonstrate the ability to analyze, assess and interpret professional codes of ethics and regulatory documents pertaining to software engineering

Critical Thinking and Problem Solving

- Demonstrate the ability to analyze, evaluate, and synthesize information as well as demonstrate and apply appropriate solutions to solve problems based on reasoned rationale

Collaboration and team work

- Demonstrate the ability to work productively in team or collaborate settings to achieve common goals or purposes

Research

- Conduct, evaluate and synthesize research and apply theoretical ideas to practical settings

Communication

- Effectively present ideas in a logical framework in various forms with proper language structure and mechanics

MASTER OF SCIENCE IN SOFTWARE ENGINEERING (30 UNITS)

The objective of the Master of Science in Software Engineering is to prepare individuals for careers as software engineers and software process managers in industry and government agencies. Graduates of the 22-month program will gain valuable knowledge and skills in the development, design, evaluation and implementation of software engineering. Furthermore, graduates will obtain software process expertise based on sound and current research, theory and practice, and will be well-positioned in a competitive job market.

Admission and Program Continuation Requirements

Minimum State requirements for admission to conditional classified standing in the program include:

- A baccalaureate from an accredited institution of higher education
- A minimum grade-point average of 2.5 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended
- Good standing at the last college attended
- The deadline for completing online applications is March 1 for the following fall semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadline; however, deadlines may be changed based upon enrollment projections

In addition, students must meet the following program requirements:

- For international students from countries where English is not the official language, a TOEFL score of 550
- Introductory undergraduate software engineering course (Computer Science 362 or equivalent work experience) and/or phone interview to determine whether the student possesses work experience in the area of software development to satisfy program prerequisites (i.e., the equivalence of Computer Science 362)
- Technology requirements as follows: e-mail account and dependable internet connection.

Study Plan

- Attendance at the initial virtual orientation
- Attendance at the virtual midpoint symposium

Core Courses (12 units)

CPSC 541 Systems and Software Standards and Requirements (3)

CPSC 543 Software Maintenance (3)

CPSC 544 Advanced Software Process (3)

CPSC 545 Software Design and Architecture (3)

Advanced Software Process Evaluation Courses (6 units)

CPSC 542 Software Verification and Validation (3)

CPSC 547 Software Measurement (3)

Advanced Software Engineering Management Courses (6 units)

CPSC 546 Modern Software Management (3)

CPSC 548 Professional, Ethical and Legal Issues for Software Engineers (3)

Capstone Experience (6 units)

CPSC 597 Graduate Project in Computer Science (6)*

*CPSC 597 will be offered in two 3-unit segments

Consult the Computer Science section of the catalog for course descriptions

Special Education

College of Education

DEPARTMENT CHAIR

Melinda R. Pierson

DEPARTMENT OFFICE/WEBSITE

College Park 570

657-278-3573

<http://ed.fullerton.edu/sped>

PROGRAMS OFFERED

Education, Master of Science

Concentration in Special Education

Education Specialist Credentials

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Early Childhood Special Education

Authorizations

Resource Specialist

Early Childhood Special Education

Autism

FACULTY

Stephen Aloia, Deborah Cote, Barbara Glaeser, Erica Howell, Vita Jones, Woo Jung, Belinda Karge, Joan Levine, Janice Myck-Wayne, Melinda Pierson, Suzanne Robinson, Eduardo Sanchez, Judy Smith, Kristin Stang, Jan Weiner

INTRODUCTION

The Department of Special Education at California State University, Fullerton provides exemplary preparation for special education candidates, general education teachers clearing the preliminary credential and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education are nationally recognized for their contributions in the field of Special Education. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, authorizations are available for Resource Specialist, Early Childhood Special Education and Autism. Candidates can earn a master's degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the California Commission on Teacher Credentialing (CCTC) requirements. The department takes pride in meeting the Council for Exceptional Children (CEC) recommended program standards. The department offers full and part-time programs.

The Department of Special Education is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school and division.

The University Mission, College Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry and the relationship to the larger diverse society. The refined mission and marks indicate the department is substantive and technical, theoretical and practical, realistic and entrepreneurial.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in special education:

Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Committed and caring professionals

- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

APPLICATION DEADLINES

The deadlines for completing all online applications are Feb. 28 for the fall semester and Sept. 30 for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections.

ADMISSION REQUIREMENTS

In addition to completing university and department applications, the following are required:

- University graduate application
 - Department of Special Education application
 - Three letters of recommendation
 - Letter of intent including education philosophy, purpose statement (This is the same as an autobiography)
 - Overall grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
 - Certificate of Clearance
 - U.S. Constitution verification
 - Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the single subject preparation program or completion of any single subject competency examination approved by the state (for Mild/ Moderate, Moderate/Severe program candidates only)
 - Completion of the California Basic Education Skills Test (CBEST) (for all candidates)
 - Satisfactory completion of prerequisite courses:
 - SPED 371 (for all candidates)
 - EDEL 315A and 315B, CAS 315 or equivalent (for those students interested in working with elementary students) and EDEL 325 for those candidates interested in a dual credential (multiple subject and special education),
- OR
- EDSC 310 and EDSC 320 (for those students interested in working with secondary students) and EDSC 330 and EDSC 340 for those candidates interested in a dual credential (secondary education and special education)
 - Courses on transcripts reflecting Child Development-Birth-8 (for early childhood majors only)

- Field experience with typically developing students (for all programs)
- Faculty interview
- Submitted proof of a bachelor's degree before enrollment in student teaching

For further information please call the Admissions Assistant at 657-278-4196.

EDUCATION SPECIALIST CREDENTIALS

Programs leading to three Education Specialist credentials are available. They are:

- Specialist credential to teach persons with mild/moderate disabilities, including specific learning disabilities, mild mental retardation and other health-impaired and emotional disturbance (Mild/Moderate)
- Specialist credential to teach persons with moderate/severe disabilities, including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed and children with autism (Moderate/Severe)
- Specialist credential to teach infants, toddlers and preschool children with disabilities (Early Childhood Special Education)

MILD/MODERATE AND MODERATE/SEVERE CREDENTIAL

Level I

- SPED 421 Working with Families of Individuals with Disabilities (3)
- SPED 430 Foundations in School Teaching (3)
- SPED 433 Language Arts and Reading Instruction in the Public Schools (3)
- SPED 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)
- SPED 438 Supervised Fieldwork in Elementary Teacher Education (2)
- SPED 439 Student Teaching in Elementary School (5)
- SPED 450 Visual and Performing Arts (1)
- SPED 451 Community, School, Classroom Issues (1)
- SPED 462 Practices and Procedures in Special Education (3)
- SPED 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)
- OR SPED 464 Characteristics of Individuals with Moderate/Severe Disabilities (3)
- SPED 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)
- OR SPED 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)
- SPED 489A Directed Teaching in Special Education (A) (6)
- OR SPED 489B Directed Teaching in Special Education (B) (6)
- SPED 520 Assessment in Special Education (3)

- SPED 522 Positive Behavior Support (3)
 SPED 531 Seminar: Individuals with Moderate/Severe Disabilities (3)
 OR SPED 532 Seminar: Individuals with Mild/
 Moderate Disabilities (3)

Level II

- HESC 358 Health Education (3)
 SPED 304 Personal Proficiency in Educational Technology for
 Secondary Teachers (3)
 SPED 510 Research Methods and Statistics (3)
 SPED 529 Collaborative and Consultative Seminar (3)
 (Induction Plan Written)
 SPED 533 Seminar: Issues and Trends in Collaborative/
 Consultative Services (3) (Induction Plan Finalized)
 SPED 584 Transition, Vocation and Careers Over the Lifespan (3)
 SPED 586 Curriculum Issues in Special Education (3)
 SPED 599 Independent Graduate Research (3)

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIAL

Level I

- HCOM 407 Speech-Language Development and Disorders for
 Educators (3) or adviser agreed upon equivalent
 SPED 371 Exceptional Individual (3)
 SPED 400 Early Childhood Special Education (3)
 SPED 421 Working with Families of Individuals With Disabilities (3)
 SPED 430 Foundations in School Teaching (3)
 SPED 436 Literacy for Early Childhood Special Education
 Specialists (3)
 SPED 489A Directed Teaching in Special Education (A) (6)
 OR SPED 489B Directed Teaching in Special Education (B) (6)
 SPED 514 Infant Assessment and Intervention (3)
 SPED 515 Preschool Assessment and Intervention (3)
 SPED 522 Positive Behavior Support (3)
 SPED 535 Advanced Seminar: Early Childhood Special Education
 (Web Class) (3)

Level II

- HESC 358 Health Education (3)
 SPED 304 Personal Proficiency in Educational Technology for
 Secondary Teachers (3)
 SPED 510 Research Methods and Statistics (3)
 SPED 529 Collaborative and Consultative Seminar (3)
 (Induction Plan Written)
 SPED 533 Seminar: Issues and Trends in Collaborative/
 Consultative Services (3) (Induction Plan Finalized)

- SPED 584 Transition, Vocation and Careers Over the Lifespan (3)
 SPED 586 Curriculum Issues in Special Education (3)
 SPED 599 Independent Graduate Research (3)
 Education Specialist Level II

SPECIAL EDUCATION UNIVERSITY INTERNSHIP

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. Interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

Prerequisites

- Letter from school district providing starting date of employment for internship
- Completion of Intern Credential application (pick up in the Credential Center, College Park 740)
- Acceptance into the Special Education program, including completion of department prerequisite coursework
- Evidence of subject matter competency
- Passage of the California Basic Education Skills Test (CBEST)
- SPED 371, 421, 430 and 462. Completion of all or partial general education coursework
- Special program features include: (1) an emphasis on effective teaching strategies in reading and mathematics; and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom

MASTER OF SCIENCE IN EDUCATION (30 UNITS) SPECIAL EDUCATION CONCENTRATION

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy and methodology. Specific emphasis is offered in the areas of Early Childhood Special Education, Collaborative-Consultation, Mild/Moderate Disabilities, Moderate/Severe Disabilities and the Education of the Gifted and Talented.

Admission to Graduate Standing – Conditionally Classified

Requirements include a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted (see the “Graduate Regulations” section of this catalog for policies and procedures regarding admission).

Graduate Standing – Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

- Grade-point average of 3.0 or better in all previous academic and related work
- An approved major
- Completion of SPED 371 Exceptional Individual
- Satisfactory interview and autobiography
- Development of a study plan approved by the Special Education Department's graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)

Study Plan

Prerequisite (1 unit)

SPED 501 Introduction to Graduate Studies (1)

Core Classes (12 units)

SPED 510 Research Methods and Statistics (3)

SPED 522 Positive Behavior Support (3)

SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)

SPED 586 Curriculum Issues in Special Education (3)

Concentration (12 units)

SPED 504 Advanced Proficiency in Educational Technologies (3)

SPED 515 Preschool Assessment and Intervention (3)

OR SPED 520 Assessment in Special Education (3)

SPED 529 Collaborative and Consultative Seminar (3)

SPED 530 Graduate Seminar in Giftedness and Creativity (3)

OR SPED 531 Seminar: Individuals with Moderate/
Severe Disabilities (3)

OR SPED 532 Seminar: Individuals with Mild/Moderate
Disabilities (3)

OR SPED 535 Advanced Seminar: Early Childhood
Special Education (Web Class) (3)

Electives (3 units)

Any 500-level adviser-approved elective courses. Candidates opting for the Project (SPED 597) or thesis (SPED 598) must take SPED 599 as their elective.

Culminating Experience (3 units)

SPED 595 Culminating Seminar in Special Education (3)

OR SPED 597 Project (3)

OR SPED 598 Thesis (3)

RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates, who have approved entry-level skills and professional preparation, assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as post baccalaureate with a Resource Specialist objective.

Prerequisites

- A 3.0 grade-point average in teacher presentation coursework
- Passage of the California Basic Education Skills Test (CBEST)
- Evidence of multiple subject or single subject credential
- Appropriate Advanced Specialist Credential in Special Education. (Learning Handicap or Severe Handicap). Students should contact a department adviser prior to initiating a program for the R.S.P. Certificate

Note: Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

This fifth-year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

Note: Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

Prerequisites

- Baccalaureate degree in an interdisciplinary field related to Special Education (e.g., Child and Adolescent Development, Nursing, Human Services, Psychology, Kinesiology and degree programs with Adapted Physical Education emphases, etc.)
- Minimum grade-point-average of 2.75
- Background knowledge in typical child development and experience with young children
- Met all Department prerequisites described in this catalog
- Verification of a clear Education Specialist level II Credential

Study Plan

Core Requirements (21 units)

SPED 400 Early Childhood Special Education (3)

SPED 421 Working with Families of Individuals with Disabilities (3)

Adviser-approved Directed Teaching in Special Education Course (6 units)

SPED 514 Infant Assessment and Intervention (3)

SPED 515 Preschool Assessment and Intervention (3)

SPED 535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)

Electives

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program; and (2) all selected coursework will have to be approved by the student's program adviser.

SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

110 The Teaching Experience: Exploration (2-3)

(Same as EDSC 110)

209 Overview of Paraprofessional Roles and Responsibilities (3)

Overview of paraprofessional roles including legal, instructional and behavioral. Train to work as teaching assistants. (10 hours fieldwork required)

211 Classroom Practices for Diverse Learners (3)

Prerequisite: SPED 209. Paraprofessionals will be prepared in classroom/community practices for diverse learners. Topics will include literacy, language, assessment and behavior support. (10 hours fieldwork required)

250 Disabilities: The Movies and the Media (3)

Critical overview of issues related to prejudice, misperceptions and stereotypes of individuals with disabilities. Opportunity to view numerous contemporary films and videos on persons with disabilities.

304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

(Same as EDSC 304)

322 Introduction to Positive Behavior Support (3)

Basic theory and technology of applied behavior analysis as it applies to individual, class-wide and school-wide positive behavior support. Assessment and evaluation of school and classroom environments in terms of how events and conditions support behavior. Serves as a prerequisite to SPED 522.

371 Exceptional Individual (3)

Overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. Opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. One or more sections offered on-line.

400 Early Childhood Special Education (3)

Prerequisite: CAS 325A or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-five years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models and service delivery approaches will be presented.

401 Introduction to Autism (3)

Introduction to the field of autism. Foundations and characteristics of autism spectrum disorders (ASD) and up-to-date evidence-based best practices for teaching students with ASD.

410 Research Methods and Statistics for Teachers (3)

Prerequisites: Education Specialist (Preliminary) Credential. Introduce basic knowledge and skills necessary to effectively understand and apply research. Commonly used research methods and statistical procedures employed in educational research. Offered online only. Not available for use on a graduate study plan.

411 Mainstreaming (3)

Assists implementation of the "Least Restrictive Environment" placement requirement of Individuals with Disabilities Education Act (IDEA). Techniques and strategies to modify general education classrooms to accommodate all students with ability differences.

421 Working with Families of Individuals with Disabilities (3)

Prerequisite: SPED 371. Characteristics of family systems; functional assessment of family needs, concerns and priorities. Effective communication, collaborative skills and identification of community resources. One or more sections offered online.

425 Language and Culture for Special Populations: Foundations of Culture and Language and the IEP (4)

Prerequisite/pre-service class for Special Education Credential program; may be taken concurrently with SPED 322, 371. Language and culture for special populations. Foundations and characteristics of bi-cultural English learners who also have disabilities, and presents most current, evidence-based practices for assessing and teaching this population.

430 Foundations in School Teaching (3)

(Same as EDEL 430)

433 Language Arts and Reading Instruction in the Public Schools (3)

(Same as EDEL 433)

- 434 Methods and Inquiry for Teaching English Learners (2)**
(Same as EDEL 434)
- 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)**
(Same as EDEL 435)
- 436 Literacy for Early Childhood Special Education Specialists (3)**
Prerequisite: SPED 371. Basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit. Credit/No Credit Only.
- 437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)**
(Same as EDEL 437)
- 438 Supervised Fieldwork in Elementary Teacher Education (1-2)**
(Same as EDEL 438)
- 439 Student Teaching in the Elementary School (5-14)**
(Same as EDEL 439)
- 450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)**
(Same as EDEL 450)
- 451 Community, School and Classroom Issues (1)**
(Same as EDEL 451)
- 452 P.E., Health and Mainstreaming Education (1)**
(Same as EDEL 452)
- 453 Teaching Performance Assessment Support (1)**
(Same as EDEL 453)
- 462 Practices and Procedures in Special Education (3)**
Prerequisite: SPED 371. Critically examines current laws, educational implementation and related practices in Special Education from birth through 21 years. Issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state and community resources. One or more sections offered online.
- 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)**
Prerequisites: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs. Offered as Web course only.
- 464 Characteristics of Individuals with Moderate/Severe Disabilities (3)**
Prerequisite: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs. One or more sections offered online.
- 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)**
Prerequisites: SPED 430, 433, 435, 462, 463. Curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Instructional strategies permitting access to the Core curriculum.
- 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)**
Prerequisites: SPED 430, 433, 435, 462, 464. Curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Functional academics, life skills and adaptations to Core curriculum.
- 482C Curriculum, Methods and Intervention in Early Childhood Special Ed (3)**
Prerequisites: SPED 371; pre- or corequisite, SPED 400. Early childhood special education foundations course focusing on very young children, birth to five years, in curriculum development, instructional planning, designing engaging room environments, technology applications and intervention.
- 489A Directed Teaching in Special Education (A) (6)**
Prerequisites: SPED 430, 433, 435, 439, 462, 463, 482A, 520, 522, passing score on the CSET and department approval. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Must be taken Credit/No Credit.
- 489B Directed Teaching in Special Education (B) (6)**
Prerequisites: SPED 430, 433, 435, 439, 462, 464, 482B, 520, 522, passing score on the CSET and department approval. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Must be taken Credit/No Credit.
- 489C Directed Teaching in Special Education: Infants and Toddlers (6)**
Prerequisites: SPED 371, 400, 430, 462, 522. Corequisite: SPED 514. Supervised practice field/clinical experience with exceptional individuals ages birth to three years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Must be taken credit/no credit.
- 489D Directed Teaching in Special Education: Preschool (6)**
Prerequisites: SPED 371, 400, 430, 462, 522. Corequisite: SPED 514. Supervised practice field/clinical experience with exceptional individuals ages 3-5 years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Must be taken credit/no credit.

490 Field Studies: Special Education (3)

Prerequisites: SPED 371 or 400 and consent of department chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of university- or State-approved endorsements or certificates. May be repeated for credit. Must be taken Credit/No Credit.

496 Senior Educational Practicum (3)

Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

499 Independent Study (3)

Prerequisites: senior or graduate standing, department chair approval and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

501 Introduction to Graduate Studies (1)

Offered online only. (Same as EDSC 501)

502 Teaching Students With Autism (3)

Prerequisite: SPED 401. Overview of evidence-based strategies and methodologies for teaching students with Autism Spectrum Disorders.

504 Advanced Proficiency in Educational Technologies (3)

(Same as EDSC 504)

510 Research Methods and Statistics (3)

Prerequisites: SPED 501, 520, 530, 531; 532 or 535. Educational research methodology and statistics. Considers various methods of education research, formulation of research hypotheses, and preparation of research documents. Understanding descriptive and inferential statistics in educational research.

514 Infant Assessment and Intervention (3)

Prerequisites: CAS 315, SPED 400 or equivalent. Transdisciplinary model for assessment of infant birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

515 Preschool Assessment and Intervention (3)

Prerequisites: CAS 315, SPED 400 or equivalent. Assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

520 Assessment in Special Education (3)

Prerequisites: SPED 371, 462, 482A or 482B. Critically examines application of measurement and data analysis in the K-12 classroom.

522 Positive Behavior Support (3)

Prerequisites: SPED 371, 411, 462, 482A, 482B or 514. Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.

528 Advanced Special Education Seminar: Curriculum, Assessment and Instructional Management (3)

Prerequisite: SPED 463 or 464. Collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

529 Collaborative and Consultative Seminar (3)

Prerequisites: SPED 463, 464 and/or Level I preliminary specialist credential. Training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

530 Graduate Seminar in Giftedness and Creativity (3)

Prerequisite: SPED 463. Varieties of higher cognitive functioning and those characteristics or performances described as creativity. Ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

531 Seminar: Individuals with Moderate/Severe Disabilities (3)

Prerequisites: SPED 371, 464 recommended or equivalent and SPED 482B. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends. One or more sections offered online.

532 Seminar: Individuals with Mild/Moderate Disabilities (3)

Prerequisites: SPED 371, 463 recommended or equivalent and SPED 482A. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)

Prerequisites: SPED 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)

Prerequisites: Level I; SPED 400, 514, 515. Theoretical bases, research related to assessment and service delivery approaches and current issues and trends in early childhood intervention.

551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)

Prerequisite: SPED 434. Prepares teachers to teach special needs students who come from culturally and linguistically diverse backgrounds. Curriculum development, assessment practices and review of instructional needs. One or more sections offered online.

584 Transition, Vocation and Careers Over the Lifespan (3)

Prerequisites: SPED 371 or 411; and SPED 529; for online section, technology specified on department's website. Development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood. One or more sections offered online.

586 Curriculum Issues in Special Education (3)

Prerequisites: graduate status and consent of instructor; SPED 510, 531; 532 or 535. Philosophical, social, economic and educational issues which underlie decision-making with respect to curriculum and methods in special education.

595 Culminating Seminar in Special Education (3)

Prerequisites: completion of all master's courses on study plan. Graduate capstone seminar for qualified candidate preparing for the comprehensive examination that is designed to assess competencies in the field of special education.

596 Advanced Research Seminar (3)

Prerequisites: SPED 530, 531, 532 or 535; SPED 510; 520; 522. Builds upon material learned in SPED 510 Research Methods and Statistics; further explores inferential and descriptive statistics, use of statistical applications such as SPSS, qualitative data analysis and help in developing scholarly writing in order to complete one or more chapters of the project or thesis. Course may be repeated once for credit.

597 Project (3)

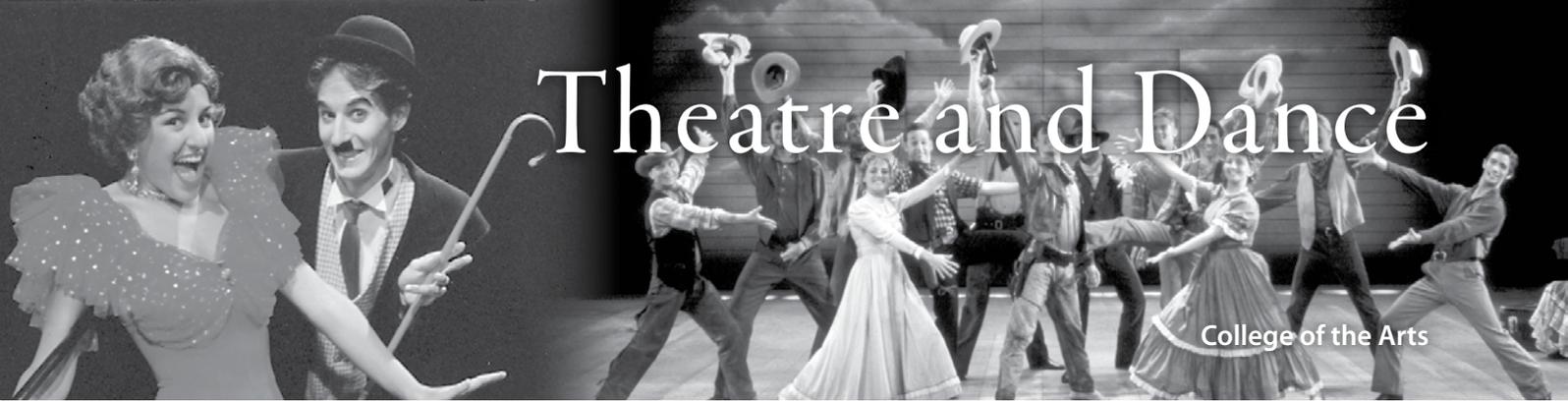
Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (3)

Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

599 Independent Graduate Research (3)

Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.



Theatre and Dance

College of the Arts

DEPARTMENT CHAIR

Bruce Goodrich

DEPARTMENT OFFICE/WEBSITE

Clayes Performing Arts 139

657-278-3629

<http://www.fullerton.edu/arts/theatredance>

PROGRAMS OFFERED

Bachelor of Arts in Theatre Arts

Applied Studies in Theatre

Specialized Studies in Theatre

Directing

Playwriting

Design and Technical Production

Teaching

Bachelor of Fine Arts in Theatre Arts

Acting

Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts

Acting

Directing

Design and Technical Production

FACULTY

Joseph Arnold, Evelyn Carol Case, Maria Cominis, Svetlana Efremova-Reed, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Eve Himmelheber, Anne James, Lawrence Jasper, Robin Johnson, Muriel Joyce, Gladys Kares, Fred Kinney, William Lett, Bill Meyer, David Nevell, Debra Noble, Lawrence Peters, Ann Sheffield, John Short, James R. Taulli, Jim Volz, Abel Zeballos

INTRODUCTION

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design, and secondary teaching certification. Specifically, the coursework and production activities are arranged to provide opportunities for students to: (1) develop an appreciation for theatre arts and dance; (2) become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) pursue graduate studies; and (5) prepare for teaching theatre.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students, including the undergraduate student pursuing theatre within traditional, historical literary and theoretical contexts, as well as the undergraduate pre-professional, professional and graduate conservatory student. The program in dance is designed to develop basic technique, ability to perform and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance, as well as a sound academic schedule, is considered paramount.

The Department of Theatre and Dance is accredited by the National Association of Schools of Dance and the National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES

Theatre Arts

The following goals and learning outcomes have been established for students pursuing a degree in Theatre Arts:

Practitioners

- Be competent and reflective practitioners of the art of theatre through performance, design, playwriting, choreography or work backstage
- Be capable of living a culturally rich life
- Be passionate and confident about their work by successful performance, design and technical work
- Practice successful collaboration through work on production and showcases
- Are intellectually, technically, creatively, and technologically prepared to be artistic member of their communities

Critical Thinkers

- Be intellectually curious and decisive in exploring new avenues of expression
- Be able to analyze a play or musical and apply that knowledge to a specific theatre project

Theatre Scholars

- Have a basic knowledge of theatre history, literature and theory
- Exercise professional standards of oral, written and graphic communication

Dance

The following learning goals and learning outcomes have been established for students pursuing a degree in Dance:

Practitioners

- Be competent and reflective practitioners of the art of dance
- Be capable of living a culturally rich life accomplished through the study of dance, literature and criticism
- Be passionate and confident about their work which is achieved through live performance
- Practice successful collaboration through performance and choreographing for showcases and concerts
- Are intellectually, creatively, and technologically prepared to be artistic member of their communities

Critical Thinkers

- Be intellectually curious and decisive in exploring new avenues of expression
- Exercise professional standards of oral, and written communication through reviews, critiques, and final projects

Theatre Scholars

- Have a basic knowledge of dance history, literature and theory
- Have well-rounded educational backgrounds acquired through studies in general education

GENERAL BACHELOR'S DEGREE REQUIREMENTS (120/132 UNITS)

The Bachelor of Arts degree requires a minimum of 120 units; the Bachelor of Fine Arts requires a minimum of 132 units. This includes courses for the major, General Education (G.E.) and any electives.

BACHELOR OF ARTS IN THEATRE ARTS APPLIED STUDIES IN THEATRE CONCENTRATION

Students must take THTR 110 to fulfill G.E. Category A.I.

Lower-Division Core (11 units)

- THTR 140 Acting I (2)
THTR 200 Art of the Theatre (3)

- THTR 276 Introduction to Stagecraft (3)
OR THTR 277 Introduction to Costume Design (3)
THTR 285 Theatrical Makeup (3)

Upper-Division Core (27 units)

- THTR 351 Theatre Management (3)
THTR 370A Fundamentals of Directing (3)
THTR 375 Seminar in Writing: Critical Techniques (3)
THTR 377 Costume Design (3)
THTR 386 Fundamentals of Lighting Design (3)
THTR 387 Audio Techniques (3)
THTR 475A,B,C World Theatre (3,3,3)

Electives (22 adviser-approved units)

Acting/Directing (3-9 units)

- THTR 141A,B, 236A,B, 240A,B, 241A,B, 350, 370B, 470A

Design and Technical Production (3-9 units)

- THTR 288, 387, 485, 486, 487, 488

SPECIALIZED STUDIES IN THEATRE CONCENTRATION

Directing Emphasis

Lower Division (21 units)

- THTR 140 Acting I (2)
THTR 141A,B Voice/Movement for Stage I (2,2)
THTR 200 Art of the Theatre (3)
THTR 240A Acting II (3)
THTR 276 Introduction to Stagecraft (3)
THTR 277 Introduction to Costume Design (3)
THTR 288 Introduction to Scene Design (3)

Upper Division (32 units)

- THTR 350 Stage Management (2)
THTR 351 Theatre Management (3)
THTR 370A,B Fundamentals of Directing (3,3)
THTR 375 Seminar in Writing: Critical Techniques (3)
THTR 386 Fundamentals of Lighting Design (3)
THTR 470A,B Advanced Directing (3,3)
THTR 475A,B,C World Theatre (3,3,3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with THTR 470A, and must stage manage a production prior to graduation.

Playwriting Emphasis

Lower Division (11 units)

- THTR 140 Acting I (2)

THTR 200 Art of the Theatre (3)

Plus six units from – THTR 276, 277, 288

Upper Division (35 units)

THTR 350 Stage Management (2)

THTR 364 Seminar in Playwriting (3,3)

THTR 370A,B Fundamentals of Directing (3,3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 464 Advanced Playwriting (3)

THTR 475A,B,C,E World Theatre (3,3,3,3)

Electives (6 units)

THTR 300, 351, 383

DANC 301 Dance and Cultural Diversity (3)

Students in the Playwriting Emphasis must assistant stage manage a production either prior to or concurrently with THTR 370B.

Design/Technical Production Emphasis

Lower Division (18 units)

THTR 160 Acting for Non-Majors (3)

THTR 200 Art of the Theatre (3)

THTR 276 Introduction to Stagecraft (3)

THTR 277 Introduction to Costume Design (3)

THTR 285 Theatrical Makeup (3)

THTR 288 Introduction to Scene Design (3)

Upper Division (24 units)

THTR 370A Fundamentals of Directing (3)

THTR 372 Drafting: CAD for the Theatre (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 387 Audio Techniques (3)

THTR 475A,B,C World Theatre (3,3,3)

Electives (17 adviser-approved units)

THTR 350, 351, 377, 379, 388, 451, 466, 476, 475E, 485, 486, 487, 488

TEACHING CONCENTRATION (SINGLE SUBJECT)

Lower Division (24 units)

THTR 140 Acting I (2)

THTR 141A,B Voice/Movement for Stage I (2,2)

THTR 200 Art of the Theatre (3)

THTR 240A Acting II (3)

THTR 276 Introduction to Stagecraft (3)

THTR 277 Introduction to Costume Design (3)

THTR 285 Theatrical Makeup (3)

THTR 288 Introduction to Scene Design (3)

Upper Division (35 units)

THTR 350 Stage Management (2)

THTR 370A,B Fundamentals of Directing (6)

THTR 375 Seminar in Writing: Critical Techniques (3)

OR ENGL 301 Advanced College Writing (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 402B Dramatic Activities for Children (3)

THTR 470A Advanced Directing (3)

THTR 475A,B,C,E World Theatre (12)

Theatre Education majors are required to complete a degree in English.

BACHELOR OF FINE ARTS IN THEATRE ARTS

(132 UNITS)

Students must take THTR 110 to fulfill G.E. Category A.I.

ACTING CONCENTRATION

The B.F.A. in acting concentration is for students who desire a professionally oriented education and training in acting. Only those who exhibit exceptional talent, motivation and commitment will be admitted to the program.

Prior to entering their junior year, or upon transferring to Cal State Fullerton, students will be auditioned, evaluated and advised for advancement in the major. Candidates must complete 241A,B with a “B-” (2.7) or better in order to be eligible to jury into the degree program. If accepted into the program, all previously declared B.F.A in Musical Theatre candidates must complete 241A,B by the end of the third year of study.

Applicants must complete the following, or equivalent, for entry into the degree program: THTR 140, 141A,B and 240A,B with a “B-” (2.7) or better in each course; THTR 200 with a “C” or better; and an audition in acting.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree.

Lower Division (9 units)

THTR 241A,B Voice/Movement for Stage II (3,3)

THTR 285 Theatrical Makeup (3)

Upper Division (50 units)

THTR 310 Oral Interpretation of Shakespeare (3)

THTR 340A,B Acting III (3,3)

THTR 341A,B Voice/Movement for Stage III (2,2)

THTR 370A Fundamentals of Directing (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 440A,B Acting IV (3,3)

THTR 443 Audition and Rehearsal Processes (3)

THTR 475A,B,C World Theatre (3,3,3)

THTR 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)
THTR 483 Advanced Acting Workshop (3)
THTR 497 Production and Performance Projects in Theatre (1,1,1,1)

Electives (6 units)

One course from each category

Category I (3 units)

THTR 276, 277, 288, 386, 387

Category II (3 units)

THTR 300, 351, 364, 383

Once students are accepted and enrolled in the Acting Concentration, they are required to audition each semester, and to accept any role in which they are cast until the degree program is completed.

At the end of the fall and spring semesters of the junior and senior years of study, a faculty committee shall evaluate each BFA candidate. The committee has the authority to retain, dismiss or place candidates on probation. To be retained in the BFA Acting program, students must prepare an acting demonstration (jury). The acting/directing faculty will assess each student at this time and determine if the student warrants retention, probation or dismissal from the program. Each student will be assessed on professionalism, collegiality and progress.

MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated and advised as to potential for advancement in the major.

All applicants for the B.F.A. Musical Theatre Concentration must complete the following to qualify for entry into the degree program: THTR 140, 141A,B, 200 and 240A,B or equivalent, with a minimum grade of "B-" (2.7) in each course and an audition that shall consist of acting, singing and dance. MUS 101 must be taken to fulfill G.E. Category C.1 before taking THTR 181.

All degree candidates must:

- Prove competency in piano
- Achieve a 300 level in voice juries
- Audition for and be available for casting in all Department of Theatre and Dance musical theatre productions

Lower Division (17 units)

THTR 181 Basic Music Reading and Sight-Singing (1)
THTR 236A,B Fundamentals of Musical Theatre Performance (2,2)
THTR 285 Theatrical Makeup (3)

THTR 276 Introduction to Stagecraft (3)
OR THTR 277 Introduction to Costume Design (3)

DANC 212 Ballet II (2)
DANC 232 Jazz II (2)
DANC 242 Tap Dance II (2)

Upper Division (44 units)

THTR 340A,B Acting III (3,3)
THTR 370A Fundamentals of Directing (3)
THTR 375 Seminar in Writing: Critical Techniques (3)
THTR 436A,B Musical Theatre Workshop (3,3)
THTR 437 Musical Theatre Practicum (1,1,1)
THTR 475A,B or C World Theatre (3,3,3)
THTR 475E World Theatre (3)
THTR 497 Production and Performance Projects in Theatre (1,1,1,1)
DANC 336 Dance for Musical Theatre (3,3)
THTR 393, 493 Individual Voice Instruction (1,1,1,1)

Electives in the discipline of musical theatre (3 units) from:

DANC 126, 312, 332
MUS 184A, 365V
THTR 437B, 478A

All dance technique courses may be repeated for credit upon adviser recommendation.

Once accepted and enrolled in the program, students are required to audition each semester and accept any role in which they are cast until the degree program is completed. At the end of the fall and spring semesters of the junior and senior years, a faculty committee shall evaluate each B.F.A. candidate. The committee has the authority to retain, dismiss or place candidates on probation. To be retained in the program, students must pass juries in voice, dance and acting. In addition to the juries, each student will be assessed on professionalism, collegiality and progress.

BACHELOR OF ARTS IN DANCE (120 UNITS)

The Bachelor of Arts in Dance is for students who desire an education in the art of dance. Students entering the program must attend a placement class and an advisement session before enrolling in the major. It is mandatory that dance majors be assessed, evaluated and advised as to the potential for advancement in both Modern Dance and Ballet on a yearly basis.

All degree candidates must:

- Receive a "C" (2.0) or better in all course requirements
- Enroll in daily technique classes
- Successfully complete the fourth level of both Ballet and Modern Dance in order to graduate
- Attend yearly dance assessments
- Audition and be available for casting

Lower Division (11 units)

- DANC 122 Modern Dance I (2)
DANC 126 Dance Improvisation (2)
DANC 212 Ballet II (2)
DANC 222 Modern Dance II (2)
DANC 226 Rhythmic Analysis (3)

Upper Division (39 units)

- DANC 301 Dance and Cultural Diversity (3)
DANC 312 Ballet III (2)
DANC 322 Modern Dance III (2)
DANC 323A,B Dance Composition (3,3)
DANC 324 Forces and Figures in Dance (3)
DANC 325 Dance Theory and Criticism (3)
DANC 372 Dance Kinesiology (3)
DANC 412 Ballet IV (3)
DANC 422 Modern Dance IV (3)
DANC 423 Advanced Dance Composition (3)
DANC 424 Dance Pedagogy (2)
DANC 471 Creative Dance for Children (3)
DANC 478A Production and Performance (2)
DANC 497 Production and Performance Projects in Dance (1)

Electives (7 units)

With the approval of the appropriate departmental adviser, students complete a minimum of seven elective units, including at least one course from each category below:

Category I

- DANC 142, 213, 232, 242, 332, 479
KNES 381
MUS 100

THTR 100, 160

Category II

THTR 277, 285, 386, 387

MASTER OF FINE ARTS IN THEATRE ARTS (60 UNITS) DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING

This degree is for students who desire a professionally oriented education and training in design and technical production, acting and directing. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester, M.F.A. candidates shall be evaluated by a faculty committee. The committee, by recommendation to the Associate Vice President for Graduate Studies, has the authority

to retain, dismiss or place candidates on probation. To be retained in the M.F.A. Acting program, students must prepare an acting demonstration (jury) at the end of each semester. The performance faculty will assess each student at this time and determine if the student warrants retention or dismissal from the program based on a set of predetermined criteria. In addition to the acting jury, each student will be assessed on professionalism, collegiality and progress in coursework and departmental productions.

Application Deadlines

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in odd-numbered years (i.e., Fall 2009, 2011, etc.) for admission in even-numbered years (i.e. Fall 2010, 2012, etc.) Applications for the Design/Technical Production Concentration are accepted every fall semester. The deadline for completing online applications is March 1 for the following fall semester; mailed applications also need to be postmarked by March 1. This deadline may change based upon enrollment projections.

Call the Theatre and Dance Department (657-278-3628) to satisfy additional requirements for consideration, including auditions for actors, interviews for directors and design portfolios for design/production students.

Admission to Graduate Standing – Classified

Prerequisites for admission to the program and granting of classified standing are:

1. B.A., B.F.A. or M.A. from an accredited college or university with a major in theatre; or a degree in a related field and extensive work in technical design and production, acting or directing;
2. completion of an oral interview and satisfactory review of the student's portfolio or audition;
3. acceptance by the faculty;
4. minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required;
5. completion of any additional prerequisites which may be required by the student's individual committee prior to classification;
6. selection of a graduate adviser and committee. Total committee membership should be three or four faculty members, including the adviser;
7. submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies; and
8. must meet the Graduate Writing Requirement.

Admission to Graduate Standing – Conditionally Classified

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

ACTING

Requirements (60 units)

- THTR 443 Audition and Rehearsal Processes (3)
THTR 500 Intro to Graduate Study in Theatre (3)
THTR 541 Voice and Movement for the Actor (8)
THTR 543 The Performer and the Professional Theatre (3)
THTR 563 Acting Studio (16)
THTR 565 Dramatic Textual Analysis (3)
THTR 570A,B Styles of Directing/Performance (6)
THTR 582A,B Camera Techniques for the Actor and Director (3,3)
THTR 583 Graduate Seminar: Acting (3)
THTR 597 Projects (Two) (3,3)

Adviser-Approved Elective (3)

M.F.A. Projects in Acting

The M.F.A. in Acting requires the completion of two creative projects that are of sufficient challenge and complexity. These projects, which shall be performances in major departmental productions, shall be approved by the individual's committee. The program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through classroom and performance.

DIRECTING

Course Requirements (60 units)

- THTR 470A Advanced Directing (3)
THTR 470B Advanced Directing (3)
THTR 500 Introduction to Graduate Study in Theatre (3)
THTR 541 Voice and Movement for the Actor (2)
THTR 563 Acting Studio (4)
THTR 565 Dramatic Textual Analysis (3)
THTR 570A,B Styles of Directing/Performance (12)
THTR 575 Seminar in Theatre History (3)
THTR 582A,B Camera Techniques for the Actor and Director (6)
THTR 583 Graduate Seminar: Acting (3)
THTR 597 Projects (3,3)

Adviser-approved electives (includes 6 units technical coursework)
(12 units)

M.F.A. Projects in Directing

The M.F.A. in Directing Program requires the completion of three creative projects that have been approved by the individual's committee and are of sufficient challenge and complexity. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate

to the individual's committee. The project book will clearly and objectively articulate the process of formulating the final main stage project from initial concept to critical reaction, utilizing experiences and material discovered through classroom participation and the development of the production.

DESIGN AND TECHNICAL PRODUCTION

Students should concentrate their activities in two of the following four design and technical production areas during their three-year course of study: scene design, costume design-makeup, lighting-sound and technical production.

Course Requirements (60 units)

All of the following (9 units):

- THTR 500 Introduction to Graduate Study (3)
THTR 565 Dramatic Textual Analysis (3)
THTR 575 Seminar in Theatre History (3)

Three from the following (9 units):

- THTR 566, 577, 578, 586

Four enrollments in the following (24 units):

- THTR 588A,B Graduate Projects in Design and Technical Theatre
(3/3, 3/3, 3/3, 3/3)

Adviser-approved courses in theatre, art or engineering (12 units)

Creative project in two of the four technical areas: THTR 597
Project (3) (6 units)

M.F.A. Projects in Design and Technical Production

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects that are of sufficient challenge and complexity. The projects are determined by the individual committee and shall be design and production assignments for major productions. Each project shall be reviewed by the individual's committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

DANCE COURSES

Courses are designated as DANC in the class schedule.

101 Introduction to Dance (3)

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk and ethnic. Recommended for non-majors.

112 Ballet I (1-2)

Fundamental structure and technique of beginning classical ballet. May be repeated for up to eight units. (2 hours activity per unit)

122 Modern Dance I (1-2)

Fundamental structure and technique of beginning modern dance. May be repeated for up to eight units. (2 hours activity per unit)

126 Dance Improvisation (2)

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts and enhancing performance. (4 hours activity)

132 Jazz I (1-2)

Modern jazz dance techniques and basic jazz choreography. May be repeated for up to four units. (4 hours activity)

142 Tap Dance I (1-2)

Structure and technique of tap dance and tap choreography. May be repeated for up to four units. (4 hours activity)

212 Ballet II (1-2)

Prerequisite: DANC 112 and/or placement test. Intermediate level technique of classical ballet. May be repeated for up to 8 units. (2 hours activity per unit)

213 Classical Pointe (2)

Prerequisites: DANC 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

222 Modern Dance II (1-2)

Prerequisite: DANC 122 and/or placement test. Intermediate level modern dance technique. May be repeated for up to eight units. (2 hours activity per unit)

226 Rhythmic Analysis (3)

Prerequisites: DANC 126, 212, 222. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

232 Jazz II (2)

Prerequisite: DANC 132. Intermediate level skills in jazz technique and choreography. May be repeated for up to four units. (4 hours activity)

242 Tap Dance II (2)

Prerequisite: DANC 142. Intermediate skills in tap technique and choreography. May be repeated for up to four units. (4 hours activity)

301 Dance and Cultural Diversity (3)

Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression.

312 Ballet III (1-2)

Prerequisite: DANC 212 and/or consented placement test. Classical ballet technique at the second stage of the intermediate level. Complex combinations. Elements of technique and theory. May be repeated for credit. (2 hours activity per unit)

322 Modern Dance III (1-2)

Prerequisite: DANC 222 and placement test. Modern dance technique at an advanced intermediate level. Detailed study of technical theory with emphasis on more complex combinations. May be repeated for up to eight units. (2 hours activity per unit)

323A Dance Composition (3)

Prerequisites: DANC 126, 226, 312, 322 and junior standing. Choreography and forms of beginning dance composition. Final project required. (6 hours activity).

323B Dance Composition (3)

Prerequisite: DANC 323A. Choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

324 Forces and Figures in Dance (3)

Prerequisites: DANC 301. Dance history from primitive to contemporary times, including historical eras, famous dancers, choreographers and companies.

325 Dance Theory and Criticism (3)

Prerequisites: DANC 324. Dance theory and philosophy, choreographic styles, published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

332 Jazz III (3)

Prerequisite: DANC 232. Advanced jazz techniques and choreography through grade three of professional jazz dance. Relation of jazz to other forms of dance. (6 hours activity)

336 Dance for Musical Theatre (3)

Prerequisites: Acceptance into the BFA in Theatre Arts Musical Theatre concentration. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated once for credit. (6 hours activity)

372 Dance Kinesiology (3)

Prerequisites: DANC 126, 212, 222. Structural aspects of the human body and factors that affect movement in dance.

412 Ballet IV (3)

Prerequisites: DANC 312 and/or placement test. Stylization and performance of the advanced level of classical ballet. May be repeated for credit. (6 hours activity)

422 Modern Dance IV (3)

Prerequisite: DANC 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

423 Advanced Dance Composition (3)

Prerequisite: DANC 323A,B. Elements and forms in dance composition. Choreographing dances of concert quality. (6 hours activity)

424 Dance Pedagogy (2)

Prerequisites: DANC 323A, 372 and consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

471 Creative Dance for Children (3)

Prerequisite: upper-division standing. Methods and materials for teaching creative dance to children.

478A Performance (2)

(Same as THTR 478A)

479 Repertory and Performance Techniques (2)

Prerequisites: DANC 312, 322 and audition. Broadens understanding of the history, theory and practice of concert dance performance. Emphasizes learning repertory and exploring performance techniques. Maybe repeated twice for credit. (4 hours activity)

497 Production and Performance Projects in Dance (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects that culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

THEATRE COURSES

Courses are designated as THTR in the class schedule.

100 Introduction to the Theatre (3)

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form. Recommended for non-majors. One or more sections offered online.

110 Oral Communication of Literature (3)

Analysis and performance of literary works through the medium of oral interpretation. Understanding the content of communication in literature as well as the form. Techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education (G.E.) requirement in Oral Communication for Theatre/Dance majors.

140 Acting I (2)

Improvisation, movement, relaxation and characterization techniques for performance. For majors only. (4 hours activity)

141A Voice/Movement for Stage I (2)

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility and strength. Introduction to basic anatomy and physiology. May be repeated once for credit.

141B Voice/Movement for Stage I (2)

Prerequisite: THTR 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, strength and international phonetic alphabet. May be repeated once for credit.

160 Acting for Non-Majors (3)

Form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

181 Basic Music Reading and Sight Singing (1)

Prerequisite: MUS 101. Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre. May be repeated for up to 3 units. (2 hours activity)

193 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

200 Art of the Theatre (3)

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

236A Fundamentals of Musical Theatre Performance (2)

Prerequisite: audition. Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

236B Fundamentals of Musical Theatre Performance (2)

Prerequisites: THTR 141A, 200, 236A, 240A and audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

240A Acting II (3)

Prerequisite: THTR 140 or equivalent. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

240B Acting II (3)

Prerequisites: THTR 141A,B; 200, 240A. Improvisations, exercises and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

241A Voice/Movement for Stage II (3)

Prerequisites: THTR 141A,B. Continuation of intensive voice/movement training for the actor; movement, voice for range and availability; introduction to phonetics. Ensemble work, collaboration and physical theatre. May be repeated once for credit.

241B Voice/Movement for Stage II (3)

Prerequisites: THTR 141A,B, 241A with "B-" or better. Continuation of intensive voice/movement training for the actor; movement, voice for range and availability; continuation of phonetics. Character development and physical transformation. May be repeated once for credit.

276 Introduction to Stagecraft (3)

Planning and constructing stage and television scenery. Use of tools and stage equipment. Work in the scenic lab for department productions is required. May be repeated for credit. (6 hours activity)

277 Introduction to Costume Design (3)

Design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. (6 hours activity)

285 Theatrical Makeup (3)

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup and selection and use of makeup equipment. (6 hours activity)

288 Introduction to Scene Design (3)

Prerequisite: THTR 276. Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera. (6 hours activity)

293 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

300 Theatre and Cultural Diversity (3)

Prerequisite: completion of G.E. Category C.1. Contributions of diverse cultures to the fabric of American theater. Influence of Hispanic, Asian and African-American cultures, as well as alternative theatre viewpoints from gender, political and experimental perspectives.

310 Oral Interpretation of Shakespeare (3)

Prerequisite: junior or senior BFA standing; THTR 110. Develop techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

311 Oral Interpretation of Children's Literature (3)

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

315 Chicano/Latino Theatre (3)

(Same as CHIC 315)

320 Theatre and Issues in American Society (3)

Prerequisite: completion of G.E. Category C.1. Introduction to the Arts. Study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

331 Shakespeare on Film (3)

(Same as ENGL 331)

340A Acting III (3)

Prerequisites: THTR 141A,B, 200, 240A,B and audition. Characterization; roles, special problems and application of acting techniques through exercises and two-character scenes from contemporary theatre. (6 hours activity)

340B Acting III (3)

Prerequisites: THTR 340A and audition. Characterization; roles, special problems and application of acting techniques through exercises and two-character scenes from contemporary theatre. (6 hours activity)

341A,B Voice/Movement for Stage III (2,2)

Prerequisites: THTR 241A,B. Process-oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives. Each may be repeated once for credit.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as COMM 346)

350 Stage Management (2)

Corequisite: THTR 370A. Backstage management, including interrelationships of production personnel for stage and television.

351 Theatre Management (3)

Prerequisite: junior or senior standing. Overview of theatre producing, audience development, fundraising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

357 Blacks in the Performing Arts (3)

(Same as AFRO/MUS 357)

364 Seminar in Playwriting (3)

Prerequisites: evidence of interest in creative writing and consent of instructor. Superior models, development of style, and group criticism and evaluation of independent work as it relates to play-writing. May be repeated for credit. One or more sections offered online.

370A,B Fundamentals of Directing (3,3)

Prerequisite: THTR 140 and 200. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

372 Drafting CAD for the Theatre (3)

Prerequisites: THTR 276. Computer-aided drafting for theatre design and technical production. Computer as a design/drafting tool using VectorWorks. Lab work in the scenic lab for department productions is required.

375 Seminar in Writing: Critical Techniques (3)

Prerequisite: THTR 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors. Offered online only.

377 Costume Design (3)

Advanced work in the design process involving research, analysis, costume history and construction fundamentals.

379 Drawing and Rendering (3)

Scenic and costume rendering techniques and scene painting techniques for effective communication between designer, director and technical personnel.

383 Drama into Film (3)

Prerequisite: completion of G.E. Category C.1, Introduction to the Arts. Critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

386 Fundamentals of Lighting Design (3)

Theories of lighting for stage and camera productions. Work on departmental productions is required. (6 hours activity)

387 Audio Techniques (3)

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

388 Period Styles and Form for the Theatre (3)

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

393 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre juniors must register for the class each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

402A Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization and dramatization.

402B Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques, including concentration, imagination, dramatization and improvisation for adolescents.

403A Theatre for Young Audiences (3)

Prerequisite: audition. Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

403B Theatre for Young Audiences (3)

Prerequisite: 403A. Theatrical production for an audience of children. Application of production principles. (6 hours activity)

436A Musical Theatre Workshop (3)

Prerequisites: THTR 340B, DANC 336 and audition. Roles and excerpts from musical theatre: musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

436B Musical Theatre Workshop (3)

Prerequisites: THTR 340B; 436A, DANC 336 and audition. Roles and excerpts from musical theatre: musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

437A,B Musical Theatre Practicum (1-3,1-3)

Prerequisites: THTR 236A,B; 240A,B; DANC 232 and audition. Develop and prepare musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. May be repeated once for credit.

440A Acting IV (3)

Prerequisites: THTR 310, 340A,B and audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

440B Acting IV (3)

Prerequisite: THTR 440A and audition. Historical theories and techniques of styles of acting—neoclassic periods to contemporary styles. (6 hours activity)

443 Audition and Rehearsal Processes (3)

Prerequisites: THTR 340A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation.

449 Capstone in Entertainment and Tourism Studies (3)

(Same as COMM 449)

451 Theatre Production Management (3)

Prerequisite: THTR 351 or consent of instructor. Theatrical producing, entertainment production and overall production management. Production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

464 Advanced Playwriting (3)

Prerequisite: THTR 364. Advanced study in writing and analyzing dramatic texts. One or more sections offered online.

466 Seminar in Advanced Technical Production (3)

Prerequisites: THTR 276, 288, 372; working knowledge of VectorWorks and Excel. Advanced technical production for the performing arts. Role of the technical director and skills/technique needed to be successful. Topics include cost estimating, purchasing, budgeting strategies, creative problem solving, scenic studio management, season and production scheduling, and time/stress management. May be repeated once for credit. (6 hours activity)

470A Advanced Directing (3)

Prerequisites: THTR 288, 350, 370A,B and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

470B Advanced Directing (3)

Prerequisites: THTR 288, 350, 370A,B, 470A with a "B" (3.0) or better, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

475A,B,C,E World Theatre (3,3,3,3)

Prerequisites: THTR 200, 375, junior standing. Key developments in the history and literature of the theater from its origins to present (475A, origins to 1660; 475B, 1660 to 1875; 475C, 1875 to present; 475E, musical theatre).

476 Scenery Automation and Rigging (3)

Prerequisites: THTR 276, 288, 372. working knowledge of VectorWorks and consent of instructor. Theory and practice of scenery automation and stage rigging with emphasis on traditional theatre venues and the design of systems for special production requirements. May be repeated once for credit. (6 hours activity)

478A Performance (2)

Performing in stage or camera productions. (More than 6 hours activity) (Same as DANC 478A)

478B Production (2)

Production work or stage or camera performances. One section of 478B per semester required of all theatre and dance majors, as well as non-majors cast in theatre and dance department productions. May be repeated for up to 12 units. (More than 6 hours activity)

479 Computer Aided Design for Theatre Design and Production (3)

Prerequisites: THTR 276, 277, 288, 372, 379, 386 and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include VectorWorks and Painter. May be repeated for credit.

482A Acting IV: Camera Techniques for Actor and Director (3)

Prerequisites: THTR 340A,B or THTR 370A,B. Adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

482B Acting IV: Camera Techniques for Actor and Director (3)

Prerequisite: THTR 482A. Adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

483 Advanced Acting Workshop (3)

Prerequisites: THTR 440A,B and audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

485 Advanced Theatre Makeup (3)

Prerequisite: THTR 285. Problems in makeup, including special techniques and materials: prosthetics, hairpieces and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

486 Advanced Lighting Design (3)

Prerequisite: THTR 386 or consent of instructor. Design and technology of lighting for stage and television. May be repeated for credit. (6 hours activity)

487 Advanced Audio Techniques (3)

Prerequisite: THTR 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. May be repeated for credit. (6 hours activity)

488 Advanced Design and Production (3)

Prerequisites: THTR 276, 277, 288, 372 and consent of instructor. Scenic and costume design projects for various theatres and television. May be repeated for credit.

493 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre seniors must register for one unit each semester. Instructional fee required. May be repeated for credit.

495 Theatre Internship (3)

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work. May be repeated once for credit.

496 Student-to-Student Tutorial (3)

Prerequisites: grade point average of at least 3.0, upper-division standing, previous enrollment in the course being tutored or equivalent experience and written approval from the instructor. Encourages students to learn through teaching. Work may include contact hours with tutees; tutorial preparation; consulting with instructor; reporting, analysis and evaluation of tutorial experiences; and participating in university programs for tutors. Does not count toward major requirements. May be taken for letter grade or credit/no credit.

497 Production and Performance Projects in Theatre (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects that culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

500 Introduction to Graduate Study in Theatre (3)

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

541 Voice and Movement for the Actor (2)

Prerequisite: audition. Corequisite: THTR 563. Development and conditioning of the actor's voice and body, with an emphasis on understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

543 The Performer and the Professional Theatre (3)

Prerequisite: THTR 443 and audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

563 Acting Studio (4)

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

565 Dramatic Textual Analysis (3)

Prerequisite: graduate standing. Process of translating a dramatic text to theatrical production, with an emphasis on techniques of perception, imagination and integration used by the theatrical artist in developing a concept and determining specific performance choices.

566 Seminar in Technical Production (3)

Prerequisite: consent of instructor. Advanced theories in preparing and installing scenery for theatrical production; engineering drawings, exploring materials and research into new methods of theatre technology. May be repeated for credit up to six units.

570A Styles of Directing/Performance (3)

Prerequisites: THTR 470A,B. Styles and performance of period plays. From Greek tragedy through the Restoration. May be repeated once for credit.

570B Styles of Directing/Performance (3)

Prerequisites: THTR 470A,B. Styles and performance of period plays. From recent classical work to present. May be repeated once for credit.

575 Seminar in Theatre History (3)

Directed research and criticism in examining significant historical periods or movements in theatre history. May be repeated for credit.

577 Graduate Seminar: Costume Design (3)

Prerequisite: consent of instructor. Costume production problems and their solutions. Specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

578 Graduate Seminar: Scene Design (3)

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

582A Camera Techniques for the Actor and Director (3)

Prerequisites: THTR 541 and 563. In-depth study of the process and performance of camera techniques utilized by actor and director. Camera compatibility, rehearsal, acting and directing methods. Develop screen acting and directing techniques.

582B Camera Techniques for the Actor and Director (3)

Prerequisites: THTR 541,563 and 582A. In-depth study of the process and performance of camera techniques utilized by actor and director. Camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

583 Graduate Seminar: Acting (3)

Prerequisites: THTR 563A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Develop a personal acting philosophy and methodology. May be repeated once for credit.

586 Graduate Seminar: Lighting Design (3)

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Specific designers, past and present. May be repeated for credit up to six units.

588A,B Graduate Projects in Design and Technical Theatre (3,3)

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

597 Project (1-3)

Prerequisites: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

599 Independent Graduate Research (1-3)

Prerequisites: consent of student's graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

THEATRE EDUCATION COURSES

Courses are designated as THED in the class schedule.

442 Teaching Theatre in the Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school.

449E Externship in Secondary Teaching (3)

(Same as EDSC 449E)

449I Internship in Secondary Teaching (10)

(Same as EDSC 449I)

449S Seminar in Secondary Teaching (3)

(Same as EDSC 449S).



Women's Studies

College of Humanities and Social Sciences

INTRODUCTION

Women's Studies emphasizes the study of gender-based movements, gendered experience, research, analysis and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods and theories that they are studying.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Women's Studies:

Theoretical Knowledge

- Articulate and critique multiple feminist theories
- Discuss women's and gender issues and current events using feminist theory
- Integrate current and historical knowledge of the US and global women's movements into an integrated analysis of gender issues

Methodology

- Understand and apply feminist epistemology
- Perform independent research using feminist research methods
- Demonstrate the ability to identify feminist research methods and their differences from other methodologies in the research they read

Critical Thinking

- Develop and apply critical thinking skills to gender issues
- Demonstrate the ability to understand an issue, analyze the problems embedded therein, and articulate the issue using feminist theory

Skill Development

- Write clear, concise, and literate English
- Demonstrate basic understanding and usage of computer and other electronic technology as they pertain to the study of gender
- Use their technical skills to organize and share information
- Demonstrate their expertise in two or three areas in the field of gender studies
- Demonstrate leadership skills in order to organize and implement projects

PROGRAM COORDINATOR

Rebecca Dolhinow

PROGRAM OFFICE/WEBSITE

Humanities 214

657-278-3888

<http://hss.fullerton.edu/womens>

PROGRAMS OFFERED

Bachelor of Arts in Women's Studies

Minor in Women's Studies

FACULTY

Renae Bredin, Rebecca Dolhinow,

Donna Nicol, Karyl Ketchum

BACHELOR OF ARTS IN WOMEN'S STUDIES (120 UNITS)

The Bachelor of Arts in Women's Studies requires 39 units in the major, including core, breadth and elective courses.

The program is designed for students who have a particular interest in learning more about gender roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women's studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in women's studies courses to other academic areas, to encourage more students to do research in the area and to prepare students in selected career paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration and the health professions, as well as liberal arts degrees in general).

Core Requirements (18 units)

- WMST 205 Gender and Globalization (3)
- WMST/PHIL 302 Introduction to Women's Studies (3)
- WMST 350 Research, Methodology and Writing (3)
- WMST 450 Theory, Practice, Internship and Community Service (6) (capstone class)
- WMST 480 Feminist Theories (3)

Breadth Requirements (9 units)

- AMST 320 Women in American Society (3)
- ANTH 332 Women in Cross-Cultural Perspective (3)
- PSYC 310 Psychology of Women (3)
- SOCI 354 Gender, Sex and Society (3)
- PHIL/WMST 343 Philosophy of Feminism (3)
- WMST 360 Politics of Sexuality (3)
- POSC/WMST 485 Women and Politics (3)

Elective Options (12 units)

Select from the following or from additional breadth requirements

- AFRO/WMST 306, 310
- AFRO/HUSR 311
- AMST 413, 419, 420
- AMST/WMST 312
- ANTH/WMST 316
- ART 401
- ASAM/WMST 308
- BIOL 360
- CHIC/WMST 313
- CRJU 430
- ECON/WMST 355

- ENGL 355T
- FREN 485*
- GRMN 485T*
- HIST 377, 424T, 449A
- HIST/WMST 332
- KNES 480
- LING 369
- MUS 305
- PHIL 325
- POSC 474
- PSYC 312
- SOCI 355, 381, 408
- WMST 100, 101, 220, 320, 330, 360, 410, 420, 470T, 480, 490T, 499

Variable Topics (1-3 units) or Independent Study (1-3)

(can be arranged through various departments)

*When listed in the schedule of classes with an emphasis on women

MINOR IN WOMEN'S STUDIES (24 UNITS)

The Minor in Women's Studies has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.

Core Courses (6 units)

- WMST 205 Gender and Globalization (3)
- WMST 302 Introduction to Women's Studies (3)

Breadth Courses (9 units)

Chosen from courses listed above under breadth requirements for major.

Elective Courses (9 units)

Chosen from list of elective options for major listed above.

WOMEN'S STUDIES COURSES

Courses are designated as WMST in the class schedule.

100 Introduction to Gender Studies in the Humanities (3)

Gender representation in the humanities, using primary texts from around the world that shape global perspectives on the human condition. Concepts studied include rationality, the moral dimensions of individuals and communities and the social construction of gender. One or more sections offered online.

101 Introduction to Ethnic Studies (3)

(Same as AFRO 101)

205 Gender and Globalization (3)

Prerequisite: completion of General Education (G.E.) Category C.1 or D.1. How globalization affects women's lives through the distribution of wealth, knowledge and opportunity. Focuses on local and transnational responses to global processes and how activists can work within and between these movements. International in focus. One or more sections offered online.

220 Introduction to Gender and Social Space (3)

Introduction to gender within the history of geography as a social science. Concepts such as the social construction of gender and space, and how these concepts vary in different geographical regions. (Same as GEOG 220)

302 Introduction to Women's Studies (3)

Prerequisite: PHIL 100, BIOL 101, PSYC 100 or SOCI 100. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. One or more sections offered online. (Same as PHIL 302).

306 American Indian Women (3)

(Same as AFRO 306)

308 Asian American Women (3)

(Same as ASAM 308)

310 Black Women in America (3)

(Same as AFRO 310)

312 Multicultural Identities and Women's Experience (3)

(Same as AMST 312)

313 La Chicana (3)

(Same as CHIC 313)

316 Anthropology of Sex and Gender (3)

(Same as ANTH 316)

320 Gendered Techno-culture (3)

Prerequisite: completion of G.E. Categories C.1, C.2. Current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

330 Women in Leadership (3)

Prerequisite: completion of G.E. Category C.2 or D.1. Women's conceptions of corporate and grassroots leadership. Examines traditional notions of leadership, successful leaders in business, education and politics, and how women become strong leaders.

332 Concepts and Approaches in Women's History (3)

(Same as HIST 332)

343 Philosophy of Feminism (3)

(Same as PHIL 343)

350 Research, Methodology and Writing (3)

Prerequisite: WMST 302. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers.

355 Economics of Gender and Work (3)

(Same as ECON 355.)

360 Politics of Sexuality (3)

Prerequisite: completion of G.E. Category D1. Critical examination of the cultural politics of sexuality within the United States and across national and cultural boundaries using feminist theories and methods. A focus on sexual controversies illuminates the relationship between sex, power and social change.

410 Women, Health and Aging (3)

Prerequisite: junior or senior standing. Critical analysis of influential gendered images found in literature, painting, films and advertising that depict disability and other health issues related to aging. (Same as GERO 410)

420 Contested Sexualities (3)

Prerequisite: Completion of G.E. Category C.3. Theories and debates in sexuality studies, emphasizing alternative sexualities and the settings in which they are lived, celebrated and contested. Critically assess sexuality as an economic, political and social category of identity.

450 Theory, Practice, Internship and Community Service (6)

Capstone Course. Two-tiered course that studies and evaluates analysis of theory and practice, and incorporates a semester-long on-site community-based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

470T Topics in Women Studies (3)

Prerequisites: WMST 205, 302, graduate status or instructor permission. Students will engage in discussion and analysis of current topics and issues from an interdisciplinary perspective. Current Topics include Feminism and Popular Culture; Sex, Gender and Rock and Roll. May be repeated once for credit when topic changes.

480 Feminist Theories (3)

Prerequisites: WMST 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

485 Women and Politics (3)

(Same as POSC 485)

490T Advanced Readings in Feminist Theory (3)

Prerequisite: WMST 302, 480. Covers the work of a single feminist writer, such as Simone de Beauvoir, Angela Davis and Gloria Anzaldua for an entire semester.

499 Independent Study (1-3)

Prerequisite: approval by instructor teaching a Women's Studies class, or by Coordinator of Women's Studies. An opportunity to do extended research in Women's Studies, or to link an interest in another discipline to an interest in Women's Studies.