

For the beginning of the agenda, click here**7. English****7.1. Undergraduate Course Deletion: [ENG 386 The Language of Film](#)****7.2. Undergraduate Course Addition: [ENG 467 Hitchcock \(cross-listed with CINE 467\)](#)****7.2.1. Create courses as follows:**

ENG 467 Hitchcock 3

Prereq.: ENG 110. Chronological survey of the films of Alfred Hitchcock. Analysis of secondary literature in conjunction with each film. Emphasis on both critical and cultural theory, including the work of Freud, Lacan and Žižek. Cross-listed with CINE 467. No credit given to students with credit for CINE 467. Irregular.

CINE 467 3

Prereq.: ENG 110. Chronological survey of the films of Alfred Hitchcock. Analysis of secondary literature in conjunction with each film. Emphasis on both critical and cultural theory, including the work of Freud, Lacan and Žižek. Cross-listed with ENG 467. No credit given to students with credit for ENG 467. Irregular.

7.3. Undergraduate Program Revision: [Minor in Cinema Studies](#)**7.3.1. Revise program as follows:****Program Overview**

The interdisciplinary minor in cinema studies is for students interested in developing a critical understanding of the moving image. Audio-visual media play a dominant role in our culture and in our lives, and this course of study will provide students with the skills to create, understand, and interpret various forms of the moving image. The minor is multidisciplinary in method (drawing on courses from different departments in the university) and multicultural in scope as it seeks to look at media in an international and cross-cultural context. This course of study regards cinema as an art form, as social practice, and as cultural artifact. Courses in the minor cover the history, theory, criticism, and practice of the moving image, with the aim of creating active and critical viewers of films and other audio-visual texts.

The curriculum for cinema studies may include coursework in film history, production, film theory, national cinemas, genre studies, authorship, visual culture, history, philosophy, and aesthetics. All courses in the curriculum are devoted primarily to study or production of the moving image. A rigorous curriculum will be grounded first of all in a basic understanding of production along with cinema history and theory. Students may then elect to focus on production courses, critical studies courses, or a combination of both.

Program**Minor in Cinema Studies (18 credits)****Cinema Studies Requirements**

COMM 330 Basic Video Production 3

and

CINE 201 The Language of Film 3

or

COMM 220 Introduction to History of Film 3

Production Electives

COMM 427 Television Programming and Production 3

COMM 428 Advanced TV Production 3

COMM 480 Television Documentary Production 3

COMM 495 Special Topics: Scriptwriting 3

Electives in Critical Studies

CINE 201 The Language of Film 3

CINE/COMM 220 Introduction to History of Film 3

CINE/HUM 270 Studies of World Culture Through Cinema 3

CINE/COMM 319 Filmic Narrative 3

CINE 350 Laughter, Blood, and Tears: Studies in Film Genre 3

CINE 365 Nonfiction & Documentary Film 3

CINE/COMM 380 Women and Film 3

CINE/COMM 382 American Cinema 3

- CINE/ENG 460 Shakespeare and Film 3
- CINE/ENG 465 Global Cinema 3
- CINE/ENG 466 American Cinema in the 60s and 70s 3
- CINE/ENG 467 Hitchcock 3
- CINE 480 Topics in Cinema Studies 3
- CINE/ENG 489 Studies in Film Adaptation 3
- CINE 490 Cinema Studies: Independent Study 3
- COMM 495 Special Topics: Popular Film & Politics 3
- HIST 476 African History through Film 3
- PES 111 War & Peace through Film 3
- HUM 290 German Culture through Film 3

8. Geography

8.1. Undergraduate Course Addition: [GEOG 480](#)

8.1.1. Create course as follows:

GEOG 480 Topics in GIS 3

Prereq.: GEOG 378 or permission of instructor. Selective topics in Geographic Information Science. May be repeated with different topics for a maximum of 6 credits. Irregular.

8.2. Graduate Course Revision: [GEOG 518](#)

8.2.1. Revise course as follows:

Sentence in description to be revised: "This is a link course with GEOG 441, GEOG 445, GEOG 466, GEOG 476, GEOG 478, and GEOG 479."

Revised version: "This is a link course with GEOG 441, GEOG 445, GEOG 466, GEOG 476, GEOG 478, GEOG 479, and GEOG 480."

8.3. Undergraduate Program Revisions: [Minor in Geographic Information Sciences](#), [Major in Geography with Specialization in Geographic Information Science, BA](#), [Major in Geography with Specialization in Environmental Geography, BA](#)

8.3.1. Revise all three programs as follows:

add GEOG 480 to the list of electives, place it immediately after GEOG 479 in all three programs

8.4. Undergraduate Program Revision: [Major in Geography with Specialization in General/Regional Geography, BA](#)

8.4.1. Revise program as follows:

add "GEOG 481 Topics in Regional Geography 3" to the list of electives, place it immediately after GEOG 459 at the bottom of the list of courses

9. History

9.1. Undergraduate/Graduate Course Addition: [HIST 495 Advanced Topics in History](#)

9.1.1. Create course as follows:

HIST 495 Advanced Topics in History 3

Prereq.: Admission to the M.A. in History or the M.A. in Public History, and permission of Department Chair. Must be cross-listed with a 400-level History course (may not be cross-listed with HIST 403, 404, 405, 490, 492, 493, or 494). May be repeated with different topics for a maximum of six credits. [GR]

9.2. Undergraduate/Graduate Course Revisions: delete Graduate credit from all 400-level HIST courses (except 495)

9.3. Graduate Program Revision: [M.A. in History](#)

9.3.1. Revise M.A. as follows:

change "No more than nine credits can be taken at the 400-level" to "No more than six credits can be taken at the 400-level."

9.4. Graduate Program Revision: [M.A. in Public History](#)

9.4.1. Revise M.A. as follows:

change "No more than nine credits can be taken at the 400-level" to "No more than six credits can be taken at the 400-level."

10. Management and Information Systems

10.1. Undergraduate Course Revision: [MC 207 Managerial Communications](#)

10.1.1. Revise course as follows:

change course title from "Managerial Communications" to "Managerial Communication I"

10.2. Undergraduate Course Addition: [MC 307 Managerial Communications II](#)**10.2.1. Create course as follows:**

MC 307: Managerial Communication II 3

Prereq.: ENG 110, MC 207, and sophomore standing. For Business majors and minors only. Study and development of advanced business correspondence, reports, and communication systems for tactical and strategic business executives. Spring.

11. Manufacturing and Construction Management**11.1. Graduate Program Revision: [Master of Science in Technology Management](#)****11.1.1. Revise program as follows: change "core curriculum" from this:**

TM 500 Product Life Cycle Management
 TM 510 Industrial Operations Management
 TM 551 Project Management
 TM 572 Innovative Leadership
 TM 594 Research in Methods Technology
 AC 521 Accounting and Performance Measurement for Lean Enterprises

to this:

TM 500 Product Life Cycle Management
 TM 510 Industrial Operations Management
 TM 551 Project Management
 TM 561 Applications of Lean Principles
 TM 572 Innovative Leadership
 TM 594 Research in Methods Technology

12. Modern Languages**12.1. Undergraduate/Graduate Course Revision: [FR 441 Advanced Oral Practice](#)****12.1.1. Revise course as follows: remove Graduate credit only****12.2. Graduate Course Deletions:****12.2.1. Delete all of the following courses: [FR 510, 521, 532, 553, 561, 573, 588, 599](#)****13. Music****13.1. Undergraduate Course Revision: [MUS 315 Choral Music Methods](#)****13.1.1. Revise course as follows:**

MUS 315 Choral Music Methods 4

Prereq.: MUS 101 (C- or higher) and 310 (C or higher), and admission to the professional program in Music Education. Coreq.: MUS 311, SPED 315, and EDSC 425. Organization, aims, methods and supervision of school vocal programs and choral organizations in elementary, middle and high schools. Discussion of special problems of choral conducting and the selecting of choral materials and repertoire for students in grades 4-12. Field experience required (20 hours). CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class. Spring.

13.2. Undergraduate Course Revision: [MUS 316 Instrumental Music Methods](#)**13.2.1. Revise course as follows:**

MUS 316 Instrumental Music Methods 4

Prereq.: MUS 101 (C- or higher) and MUS 310 (C or higher), and admission to the professional program in Music Education. Coreq.: MUS 311, SPED 315 and EDSC 425. Organization, aims, methods, and supervision of school instrumental programs and instrumental organizations. Discussion of special problems of instrumental conducting and the selecting of instrumental materials and repertoire appropriate for students in grades 4-12. Field experience required (20 hours). CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class. Spring.

13.3. Undergraduate Program Revision: [Major in Music, B.A.](#)**13.3.1. Revise program as follows:**

(1) under "Specialization in General Studies" add "MUS 350 Piano Class III 2, and MUS 351 Piano Class IV 2" after "MUS 251 Piano Class II 2" and before "or pass piano proficiency exam"

(2) reduce the number of "Music electives" from "9-13" to "5-13"

13.4. Undergraduate Program Revision: **Minor in Music**

13.4.1. Revise program as follows:

Students planning to minor in music must consult the department chair for advisement.

Required: Three (3) credits as follows

MUS 109 Fundamentals of Music 3

or

MUS 121/115 Music Theory I Aural Skills I 3

A. Six (6) credits from:

MUS 100 Search in Music 3

MUS 110 Listening to Classical Music 3

MUS 111 Music of the World's People 3

MUS 113 History of Jazz 3

MUS 116/122 Music Theory and Aural Skills II 3

MUS 214 Electro-acoustic Music and Sonic Art 3

Nine (9) credits required from at least two of the following categories (B, C, or D):

B. Two-four (2-4) credits from:

MUS 250 Piano Class I 2

MUS 251 Piano Class II 2

MUS 264 Voice Class 2

MUS 273 Jazz Improvisation I 2

MUS 274 Jazz Improvisation II 2

MUS 350 Piano Class III 2

MUS 351 Piano Class IV 2

C. Three-five (3-5) credits from: (the same course may be repeated for credit)

MUS 140 Ensembles 1

MUS 141 Chorus 1

MUS 142 Band 1

MUS 143 Sinfonietta 1

MUS 144 Marching Band 1

MUS 147 Jazz Bands 1

MUS 148 University Singers 1

MUS 149 University Chamber Players 1

MUS 177 Applied Music 1

Note: Students enrolled in MUS 177 must pay an extra fee of \$200 each semester.

D. Three to Five (3-5) credits from:

MUS 112 Computer Applications to Music 3

MUS 114 Introduction to Music Technology 1

MUS 380 Advanced Notation, Sequencing, and Sound Synthesis 2

13.5. Undergraduate Program Revision: **Major in Music Education, B.S. (Certifiable for PK-12 teaching)**

13.5.1. Revise Program as follows:

CORE (25 credits):

MUS 114 Introduction to Music Technology 1

MUS 115 Aural Skills I 1

MUS 116 Aural Skills II 1

MUS 121 Music Theory I 2

MUS 122 Music Theory II 2

MUS 211 Ethnomusicology 3

MUS 215 Aural Skills III 1

MUS 216 Aural Skills IV 1

MUS 221 Music Theory III 2

MUS 222 Music Theory IV 2

MUS 235 Music History I 3

MUS 236 Music History II 3

MUS 335 Music History III 3

REQUIRED (32 credits):

MUS 269 Technology in Music Education 1

MUS 367 Choral Conducting 2

MUS 368 Instrumental Conducting 2

MUS 390 Orchestration 2

Six semesters of:

MUS 141 Chorus 1

or

MUS 142 Band 1

or

MUS 143 Sinfonietta 1

Five of the six following:

MUS 259 Vocal Methods 1

MUS 261 Woodwind Methods 1

MUS 262 Brass Methods 1

MUS 263 Percussion Methods 1

MUS 267 String Methods: Violin and Viola 1

MUS 268 String Methods: Cello and Double Bass 1

Seven semesters of:

MUS 178 Applied Music for Majors I 2

MUS 278 Applied Music for Majors II 2

MUS 378 Applied Music for Majors III 2

MUS 478 Applied Music for Majors IV 2

Professional Education Requirements (34 credits)

MUS 101 Practicum in Music Education 2

MUS 310 General Music Education, Part I (Grades PK-4) 3

MUS 311 General Music Education, Part II (Grades 5-12) 3

MUS 315 Choral Music Methods 4

or

MUS 316 Instrumental Music Methods 4

MUS 402 Student Teaching Seminar 1

EDF 415 Educational Foundations 3

EDSC 420 Student Teaching - Elementary Music Education 4.5

EDSC 421 Student Teaching - Secondary Music Education 4.5

EDSC 425: Principles & Evaluation of Secondary Education 3

EDTE 314 Applied Learning Theories (K-12 Programs) 3

SPED 315 Introduction to Educating Learners with Exceptionalities 3

General Education Requirements

Students in this program must take the following as part of their general education requirements:

HIST 161 American History to 1877 3

or

HIST 162 American History from 1877 to Present 3

PSY 236 Life-Span Development 3

PHYS 113 The Sound of Music 3

ENG 110 Freshman Composition 3

Note: This major does not require a minor.

Note: Students enrolled in MUS 177 must pay an extra fee of \$300 each semester. Students enrolled in MUS 178, 278, 378, or 478 must pay an extra fee of \$400 each semester. This fee is non-refundable and subject to change. All students enrolled in MUS 178, 278, 378, or 478 must perform in one student recital per year.

All music majors are required to enroll in MUS 090 every semester except while enrolled in either EDSC 420/421 or MUS 400.

All students must be enrolled in a major ensemble every semester in which they are enrolled as full-time music majors except the semester they student teach. All part-time students must be enrolled in a major ensemble for six semesters. The Department of Music reserves the right to assign students to major ensembles.

All music majors (BA and BS candidates) must successfully complete all portions of the sophomore review, which includes a written theory test, sight-singing, and piano proficiency. No student will be allowed to proceed to a 300-level music course until the sophomore review has been successfully completed.

The piano proficiency exam may be taken a total of four times, and students must demonstrate a minimum of proficiency in each category to pass. Most students should begin taking this exam during their sophomore year. Three categories of the exam must be passed before acceptance into the professional program. All of the exam must be passed before beginning student teaching.

The piano proficiency exam consists of the following:

Playing major and harmonic minor scales (up to 4 sharps and flats), two octaves, hands together;

Playing three intermediate-level pieces from the recommended list, including a chorale and a memorized piece;
 Harmonizing a simple melody;
 Transposing the same melody up or down a major/minor second; and
 Sight-reading a simple piano piece and an accompaniment.

14. Political Science

14.1. Undergraduate Course Addition: [PS 250 Approaches to Political Science](#)

14.1.1. Create course as follows:

PS 250 Approaches to Political Science 3

Prereq.: PS 104 or 110, and open to majors only. Introduction to social research methods covering the foundations of social science, research design, data collection, and data analysis. Students will learn by doing in all aspects of the course—in class meetings, the computer lab, and out-of-class assignments. Emphasis on effective collection, analysis, and critical evaluation of quantitative and qualitative data. Spring.

14.2. Undergraduate Program Revision: [Major in Political Science, B.A. \(36 credits\)](#).

14.2.1. Revise program as follows:

Major in Political Science, B.A. (39 credits)

Core (6 credits)

PS 104 The World's Political Systems 3

or

PS 110 American Government & Politics 3

PS 250 Approaches to Political Science 3

Five Core Areas (3 credits in each, 15 credits total):

U.S. and state government and politics (230, 231, 315, 330, 430, 431);

Political theory (232,334,335,433);

Comparative government (336, 380,420,421,425,434);

International relations and organization (235, 338, 345, 380, 439);

Public policy and law (241, 260, 270, 331, 332, 339, 445, 446, 448, 450).

Specialization (6 credits in one of the following specializations, at least 3 credits at the 300-400 level):

U.S. and state government, administration, and policy (230, 231, 260, 270, 331, 332, 430, 431, 439, 445, 446, 448);

Comparative and international politics (235, 336, 339, 345, 380, 420,421,425,434);

Leadership, organizations, political behavior and methods (280, 315, 330, 338, 343, 415, 450, 460);

Political Theory (232, 334, 335, 433)

Electives (12 credits in Political Science)

At least 18 of the 39 credits for the Major must be taken at the 300-400 level.

Credits from internships may be used to meet up to 6 credits of the appropriate specialization requirement.

3 credits from History, Sociology, Psychology, Economics, Geography, Mathematics, or statistics may count towards the Major if approved in advance by the Chair of Political Science.

15. Psychology

15.1. Undergraduate Course Addition: [GERO 495 Internship in Gerontology](#)

15.1.1. Create course as follows:

GERO 495 Internship in Gerontology 4

Prereq.: PSY 236 and permission of instructor. Seminar and internship in gerontology. Students participate in a classroom seminar on issues relevant to careers in aging and also work 120-140 hours for agencies or organizations providing a variety of services to older adults. Required for gerontology minors. Irregular.

16. Special Education

16.1. Graduate Program Revision: [M.S. in Special Education for Students Already Certified \(Strands A, B and C\)](#):

divide the M.S. into three M.S. degree programs with specializations (as the Department of Counseling and Family Therapy has done with their M.S.)

16.1.1. Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement (42-43 credits)

Program Rationale:

The Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. Designed for students who have certification in elementary education or a 7-12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies, mathematics, or physics, this Specialization leads to a master's degree and provides coursework that leads to a cross endorsement in Special Education. Students in this Specialization must have a current Connecticut teaching certification. The curriculum for this program is aligned with standards of the Council for Exceptional Children (CEC) and meets certification requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in this program will be expected to:

- * demonstrate knowledge of foundational issues in special education and their impact on the field;
- * demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies;
- * promote effective learning environments and social interactions for individuals with disabilities;
- * demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication;
- * further their knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with a wider variety of academic problems;
- * implement action research processes to contribute to improved special education services to individuals with disabilities; and
- * promote professional and ethical practices in the field of special education.

Core (21 credits):

SPED 532 Contemporary Issues in Special Education 3
 SPED 511 Behavioral/Emotional Disorders 3
 SPED 512 Learning Disabilities 3
 SPED 513 Developmental Disabilities 3
 SPED 514 Cognitive Behavior Management and Social Skills Strategies 3
 SPED 515 Assessment in Special Education 3
 SPED 516 Instructional Programming for Students with Exceptionalities 3

Methods (6 credits):

SPED 517 Instructional Methods for Students with Special Needs–Elementary 3
 SPED 518 Instructional Methods for Students with Special Needs–Secondary 3

Student Teaching or Practicum (6-7 credits):

SPED 520 Seminar for Student Teachers 1
 SPED 521 Student Teaching in Special Education–Elementary 3
 SPED 522 Student Teaching in Special Education–Secondary 3
 (all three taken concurrently)

or

SPED 523 Practicum in Special Education–Elementary 3
 SPED 524 Practicum in Special Education–Secondary 3

Research and Capstone Requirements (9 credits):

SPED 598 Research in Special Education 3
 SPED 596 Designing Action Research in Special Education (Plan E) 3
 SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

16.1.2. Master of Science in Special Education: Specialization for Teachers Not Seeking Cross Endorsement (30 credits)

Program Rationale:

The Master of Science in Special Education is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. This program track is designed for students who already hold teaching credentials in Connecticut. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. Completion of this program does not lead to a cross endorsement in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

Program Learning Outcomes:

Students in this program will be expected to: demonstrate knowledge of historical foundations, classic studies, major contributors, and current issues related to special education; demonstrate knowledge of laws and policies that affect individuals with disabilities, their families, and their educational programming; promote practices that reduce the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities; broaden and/or deepen their knowledge of individual learning differences, instructional strategies, and collaboration in special education; implement action research processes to contribute to improved special education services to individuals with disabilities; and promote professional and ethical practices in the field of special education.

Professional Education (6 credits):

SPED 532 Contemporary Issues in Special Education 3
SPED 566 Legal and Administrative Issues in Special Education 3

Choose 6 credits from:

SPED 511 Behavioral/Emotional Disorders 3
SPED 512 Learning Disabilities 3
SPED 513 Developmental Disabilities 3

Electives (9 credits):

SPED 506 Foundations of Language for the Exceptional Child 3
SPED 510 Inclusive Education 3
SPED 536 Autism Spectrum Disorder 3
SPED 560 Positive Classroom Management for Students Receiving Special Education Services 3
SPED 578 The Juvenile Offender with Special Education Needs 3
SPED 580 Collaborative Process in Special Education 3
SPED 581 Assistive Technology in Special Education 3
SPED 595 Topics in Special Education 1-3

Note: Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics.

Research and Capstone Requirements (9 credits):

SPED 598 Research in Special Education 3
SPED 596 Designing Action Research in Special Education (Plan E) 3
SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

16.1.3. Master of Science in Special Education: Specialization for Special Education Teachers (30 credits)

Program Rationale:

This program is designed for students who already hold a certification in special education. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

Program Learning Outcomes:

Students in the program are expected to:

Students will demonstrate knowledge of historical foundations, classic studies, major contributors, and current issues related to special education. Students will demonstrate knowledge of laws and policies that affect individuals with disabilities, their families and their educational programming. Students will promote practices that reduce the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities. Students will broaden and/or deepen their knowledge of individual learning differences, instructional strategies and collaboration in special education. Students will implement action research processes to contribute to improved special education services to individuals with disabilities. Students will promote professional and ethical practices in the field of special education.

Professional Education (6 credits):

SPED 532 Contemporary Issues in Special Education 3
SPED 566 Legal and Administrative Issues in Special Education 3

Electives (15 credits)

Students take 15 credits of advanced-level course work in special education. Up to 6 credits of related course work from other departments may be included at the advisor's discretion.

Research and Capstone Requirements (9 credits):

SPED 598 Research in Special Education 3

SPED 596 Designing Action Research in Special Education (Plan E) 3

SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

17. Theatre**17.1. Undergraduate Course Addition: TH 147 Theatre Workshop****17.1.2. Create course as follows:**

TH 147 Theatre Workshop 3

Project based studio class, in which the student is exposed to the various creative approaches involved in the making of a piece of theatre. The student (performer, director and designer) will apply research and methodology to the creation of three pieces during the semester: a traditional text-based piece, a piece adapted from literature not written for the stage, and a piece devised from original content or non-theatrical text. Each student will be required to work in at least one area outside of their intended area of study.

17.2. Undergraduate Program Revision: Major in Theatre, B.A. (34 credits)**17.2.1. Revise program as follows**

Major in Theatre, B.A. (40 credits)

The Major in Theatre, B.A. is composed of a Theatre Core (22 credits) and one Emphasis (18 credits).

Core (22 credits)

12 credits as follows:

TH 147 Theatre Workshop 3

TH 253 Script Analysis for the Stage 3

TH 375 History of Theatre I 3

TH 376 History of Theatre II 3

4 credits from the following (at least 1 credit in each):

TH 101 Performance Practicum 1 (may be taken 6 time)

TH 115 Play Production 1 (may be taken 6 times)

3 credits from the following:

TH 111 Stagecraft 3

TH 117 Lighting 3

TH 121 Costuming 3

and 3 credits from the following:

TH 145 Acting I 3

TH 146 High Impact 3

TH 148 Improvisation for the Classroom 3

Performance Emphasis (18 credits)

12 credits from the following:

TH 135 Voice I 3

TH 146 High Impact 3

TH 235 Movement 1 3

TH 246 Acting II 3

and 6 credits from the following:

TH 347 Acting III 3

TH 275 American Theatre Today 3

TH 338 Voice II 3

TH 352 Directing 3

TH 447 Acting IV 3

TH 456 Shakespeare in Performance 3

TH 489 Studies in Theatre/Drama 3

DAN 235 Movement for Performers 2

DAN 236 Principles of Choreography 2

DAN 151 Beginning Modern Dance 2

DAN 152 Beginning Ballet 1

DAN 157 Beginning Jazz Dance 1

DAN 252 Intermediate Ballet 1

DAN 257 Intermediate Jazz Dance 1

Design Tech Emphasis (18 credits)

18 credits from the following:

TH 111 Stagecraft 3
TH 117 Lighting 3
TH 121 Costuming 3
TH 222 History of Fashion 3
TH 217 Sceno-graphics 3
TH 211 Rendering and Drawing 3
TH 213 Scene Painting I 3
TH 251 Stage Management 3
TH 333 Period Styles 3
TH 316 Scene Design 3
TH 318 Lighting Design 3
TH 332 Costume Design 3
TH 334 Costume Construction 3
TH 489 Studies in Theatre 3