

PROGRAM PROPOSAL

Proposed Name of Degree/Credential: Bachelor of Arts in Performing Arts

Faculty Proposing New Program: N. Jacquelyn Kilpatrick, Ph.D.
Bob Mayberry, Ph.D., M.F.A.
Theodore Lucas, Ph.D.

Review and Approval:

Signature of Proposers: _____

1. Curriculum Committee Approval:

Curriculum Chair: _____ Date: _____

2. Academic Senate Approval:

Chair, Academic Senate: _____ Date: _____

3. Administration Approval:

President (or designee): _____ Date: _____

1. Definition of the Proposed Degree Major Program

The proposed bachelor of arts degree in Performing Arts Program at California State University Channel Islands will offer a broadly integrated undergraduate experience in music, drama, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the Performing Arts, and emphasis courses provide focused experience in a specific field within the performing arts.

1a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*

Campus - California State University Channel Islands

Degree - Bachelor of Arts in Performing Arts

Implementation - 2006-2007 AY

1b. *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.*

Performing Arts
Academic Affairs

1c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Theodore Lucas, Ph.D.
Professor of Music
Vice President Academic Affairs and Provost
California State University Channel Islands

N. Jacquelyn Kilpatrick, Ph.D.
Professor and Chair of English
California State University Channel Islands

Bob Mayberry, Ph.D., M.F.A.
Associate Professor of English
California State University Channel Islands

Ralph A. Cohen, Ph.D. (consultant)
Executive Director, American Shakespeare Center
Professor of Shakespeare and Renaissance Drama in Performance
Mary Baldwin College
Staunton, Virginia

Nancy Kupka (consultant)
Professor of Dance
California State University Los Angeles
Los Angeles, California

Michael Page, Ph.D. (consultant)
Director of Theatre, Dept. of Communications, Arts and Sciences
Calvin College
Grand Rapids, Michigan

1d. *Objectives of the proposed degree major program.*

The proposed Performing Arts Program at California State University Channel Islands offers a broad, integrated undergraduate experience in music, drama, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the Performing Arts.

Students take basic core courses in each of the three major areas of the performing arts—Dance, Music and Theatre—and choose an emphasis to follow through one of these areas.

- The Music emphasis (PAMU) provides for concentrated study in two areas: commercial music and musical theatre, with special attention to current and future trends.
- The Dance emphasis (PADA) provides for concentrated study in dance performance and musical theatre, with special attention to current and future trends.
- The Theatre emphasis (PATH) provides for concentrated study in acting, directing and musical theatre, with special attention to current and future trends.

The Performing Arts undergraduate degree program at CSUCI has several goals, the primary of which is meeting the philosophical, educational and cultural objectives of the university mission statement. Within this overarching goal, the program will stress interdisciplinarity and the multicultural, global perspective that is the hallmark of Channel Islands programs. In addition to gaining expertise and experience in their chosen fields of theatre, dance or music, students will gain interdisciplinary experience in the performing arts, with education and experience in the intersections between the fields. They will also develop their abilities to think critically, analyze written and visual texts, express themselves effectively in written, physical and spoken forms, and to apply multiple theoretical perspectives. The Performing Arts major will prepare students for further study and for entry into the performing arts professions.

1e. *Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

Semester Unit Requirements:

Core Requirements:	18 units
Emphasis:	21 units
General Education:	39 units
Upper Division Interdisciplinary General Education:	9 units
Title V Courses:	6 units
Electives in PADA, PAMU, and/or PATH	12 units
<u>Electives in any discipline:</u>	<u>15 units</u>
	120 units

COURSE REQUIREMENTS (39 units):

REQUIRED CORE COURSES: (18 units)

- PA 101: Introduction to the Performing Arts (3)
- PA 202: Integrating Dance, Music and Theatre (3)
- PA 335: Business and the Performing Arts (3)
- PA 350: Audience and Performance Studies (3)
- PA 360: Musical Theatre (3)
- PA 436: Physics of Performing Arts (3)

REQUIRED: CHOOSE ONE OF THE FOLLOWING THREE EMPHASES (21 units):

1. DANCE EMPHASIS Required Courses (21)

- PADA 151: Conditioning for Dancers (3)
- PADA 253: Jazz Dance I (3)
- PADA 254: Modern Dance I (3)
- PADA 353: Jazz Dance II (3)
- PADA 354: Modern Dance II (3)
- PADA 458: Dance Ensemble (3)
- PADA 499: Performing Arts Capstone Internship in Dance (3)

2. MUSIC EMPHASIS Required Courses (21)

- PAMU 100: Music Appreciation (3)
- PAMU 261: Music Theory (3)
- PAMU 363: Music History (3)
- PAMU 330: Jazz in America (3)
- 6 units in the following repeatable courses in consultation with the advisor:
 - PAMU 109: Private Lessons (1)
 - PAMU 307: University Chorus (1)
 - PAMU 308: University Orchestra (1)
 - PAMU 309: Private Lessons (1)
- PAMU 499: Performing Arts Capstone Internship in Music (3)

3. THEATRE EMPHASIS Required Courses (21)

- PATH 280: Acting I (3)
- PATH 281: Play Analysis (3)
- PATH 380: Acting II (3)

PATH 382: Directing (3)
PATH 481: Production
PATH 499: Performing Arts Capstone Internship in Theatre (3)

NEW COURSES NEEDED IN THE FIRST TWO YEARS OF THE PROGRAM:

PA 101: Introduction to the Performing Arts (3)
PA 202: Integrating Dance, Music and Theatre (3)
PA 335: Business and the Performing Arts (3)
PA 350: Audience and Performance Studies (3)
PA 360: Musical Theatre (3)
PADA 151: Conditioning for Dancers (3)
PADA 253: Jazz Dance I (3)
PADA 254: Modern Dance I (3)
PAMU 261: Music Theory (3)
PAMU 363: Music History I (3)
PATH 280: Acting I (3)
PATH 281: Play Analysis (3)
PATH 380: Acting II (3)
PATH 382: Directing (3)

NEW COURSES NEEDED IN THIRD YEAR:

PA 436: Physics of Performing Arts (3)
PADA 353: Jazz Dance II (3)
PADA 354: Modern Dance II (3)
PADA 458: Dance Ensemble (3)
PATH 481: Production
PADA 499: Performing Arts Capstone Internship in Dance (3)
PAMU 499: Performing Arts Capstone Internship in Music (3)
PATH 499: Performing Arts Capstone Internship in Theatre (3)

CATALOG DESCRIPTIONS OF REQUIRED COURSES:

PA 101: Introduction to the Performing Arts (3)
Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, history and dance. Requires some involvement in local or campus productions.

PA 202: Integrating Dance, Music and Theatre (3)
Investigation of methods and philosophies of performance integrating dance, music and theatre.

PA 335: Business and the Performing Arts (3)
Exploration of the business elements in the performing arts, including planning, management and financial activities. Uses an interdisciplinary approach to focus on performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations. GenEd: C1, ID

PA 350: Audience and Performance Studies (3)

Prerequisites: PA 101 and PA 102

Interdisciplinary exploration of performance as an art form, with particular attention to how audience response shapes live performances. History, development, and theory of performance will be integrated with new research on audience-performer interaction to provide the student with a comprehensive and interdisciplinary vision of performance. Students will both study performance and design community-based projects in which they will perform.

PA 360 Musical Theatre Production (3)

Prerequisites: PA 101 and PA 102

Grounding in the practice of musical theatre performance, including survey of musical theatre as an art form and practical work in acting, singing and dancing in musicals.

PA 436: Physics of Performing Arts (3)

Introduction to the physics of movement, lighting, sound and visual/aural perception. The emphasis is on factors that permit the performance artist to understand and more fully control his or her performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.

PADA 151: Conditioning for Dancers I (3)

This course utilizes techniques (stretching, yoga, pilates) and principles of conditioning (strength, flexibility, and endurance) to prevent injuries stemming from muscular imbalances, structural problems, postural deviations, improper mechanics or movements. Students will develop individualized conditioning programs to prevent injuries. GenEd: E

PADA 253: Jazz Dance I (3)

Prerequisites: Consent of Instructor

Activities designed to develop basic jazz dance technique accompanied by historical information relevant to the dance form. GenEd: E

PADA 254: Modern Dance I (3)

Prerequisites: Consent of Instructor

Beginning modern dance techniques based on movement vocabularies of pioneers: Duncan, Wigman, St. Denis, Graham, Weidman, Humphrey and Cunningham. GenEd: E

PADA 353: Jazz Dance II (3)

Prerequisite: PADA 253.

Activities designed to develop intermediate jazz dance technique based on evolving musical styles in jazz, 1950's - contemporary dance jazz; accompanied by historical information relevant to the dance form.

- PADA 354: Modern Dance II (3)
Prerequisite: PADA 254.
Intermediate modern dance technique with continued development of improvisational skills and beginning dance composition forms.
- PADA 458: Dance Ensemble (3)
Prerequisites: 300-level dance technique course
May be repeated once for credit.
A dance repertory and performance class with emphasis in developing skills for performing modern, jazz, historic and/or other forms of theatrical dance.
- PADA 499: Performing Arts Capstone Internship in Dance (3)
In addition to the final performance class, students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a dance company.
- PAMU 100: Music Appreciation (3)
A survey of musical masterpieces of the Western Tradition from the Middle Ages to the present. Emphasis on composers from Bach to Bartok. Includes units on jazz and the music of other cultures. GenEd: C1
- PAMU 109: Private Lessons (1)
Repeatable for up to a total of 8 units.
One half-hour lesson per week. Prerequisite: Permission of instructor.
Private music lessons in voice or on a musical instrument.
- PAMU 261: Music Theory (3)
Basic music theory and music fundamentals set in the context of the Western European common-practice period, for the beginning university-level music student. Special emphasis on the role of popular and commercial music in society, including jazz and musical theatre.
- PAMU 307: University Chorus (1)
Prerequisite: consent of instructor
Repeatable for up to 8 units.
Rehearsal and performance of the masterworks of choral literature from the Baroque through the Modern period. GenEd: C1
- PAMU 308: University Orchestra (1)
Prerequisite: consent of instructor
Repeatable for up to 8 units.
Rehearsal and performance of the masterworks of orchestral literature from the Renaissance through the Modern period. GenEd: C1
- PAMU 309: Private Lessons (1)
Repeatable for up to 8 units.

One half-hour lesson per week. Private music lessons in voice or on a musical instrument. Study of more advanced techniques.

PAMU 330: Jazz in America (3)

The study of jazz as a uniquely American musical art form. From its roots in Africa and later in New Orleans, jazz will be studied as both a musical and a social phenomenon that originated and was nurtured in the African-American community. The course will explore issues of community, ethnicity, class and gender in relationship to jazz as a vehicle for both personal and cultural expression. Through recordings, videos, lectures, demonstrations and live performances, students will study jazz and its forerunner, ragtime and blues, from their beginnings to the present day. GenEd: C1, C3B, ID

PAMU 363: Music History (3)

Prerequisite: PAMU 261

An in-depth study of Western European music in its historical context, with special emphasis on the role of music in culture. From the music of the Medieval church to American musical theatre, the course will examine the societal forces that helped to shape classical and popular musical styles, and how music can and has influence culture.

PAMU 499: Performing Arts Capstone Internship in Music (3)

Prerequisites: PAMU 363 plus 3 units of PAMU 109 or PAMU 307 or PAMU 308 or PAMU 309

For students with a concentration in Musical Theatre, an independent project consisting of a research paper, a lecture, and a public performance demonstrating advanced abilities in the three skills necessary for musical theatre performance: singing, acting, and dancing. Students with a concentration in Commercial Music will complete a semester-long or summer-long internship with a commercial music organization or business consistent with the nature of their work, whether it be in film music, radio/television advertising music, music production and/or post-production, music recording, digital music composition and/or instrument manufacture/sales, or other venues. They will also complete a reflective essay on their experience and the way in which it did or did not contribute to their professional development and career preparation.

PATH 280: Acting I (3)

Exercises and activities that emphasize voice, movement, and relaxation techniques. Includes improvisation, monologs, and two-character scenes.

PATH 281: Play Analysis (3)

Studies in dramatic structure and its relationship to performance and production.

PATH 380: Acting II (3)

Continuation of PATH 280 with emphasis on character work and contemporary acting theories. Includes performance of scenes from contemporary multicultural plays.

PATH 382: Directing (3)

Introduction to techniques and practice of directing stage plays. Students direct scenes and one-acts.

PATH 481: Production (3)

Prerequisite: PA 360

Directing, acting or technical projects, typically as part of CSUCI musical theatre productions, undertaken with approval of theatre faculty.

PATH 499: Performing Arts Capstone Internship in Theatre (3)

In addition to the final performance class, students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a theatre company.

- 1f.** *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

ELECTIVES: 12 units of electives from the following list:

Electives courses strongly suggested include:

PA/HIST 338: Theatre in History (3)

PATH/ENGL: 410 Shakespeare's Plays (3) (in current CSUCI catalog)

Related Electives: *(Note—some courses listed as electives are required in one of the emphases but remain electives for the other two emphases.)*

PA/ART 383: Scenic Design (3)

PA/ART 384: Costume Design (3)

PAMU 100: Music Appreciation (3) (in current catalog)

PAMU 109: Private Lessons (1) ((in current catalog)

PAMU 200: History of Rock (3) (in current catalog)

PAMU 307: University Chorus (1) (in current catalog)

PAMU 308: University Orchestra (1) (in current catalog)

PAMU 309: Private Lessons (1) (in current catalog)

PAMU 330: Jazz in America (3) (in current catalog)

PAMU 333: The Varieties of Musical Experience (3) (in current catalog)

PAMU/PHYS 335: The Physics of Music (3) (in current catalog)

PAMU/ART 336: Art and Music: Dissonance, Diversity and Continuity (3) (in current catalog)

PAMU 343: Teaching Music to Children (3) (in current catalog)

PAMU/ART/ENGL 432: Arts of the Harlem Renaissance (3) (in current catalog)

PATH/ENGL 332: Teaching Dramatic Literature (3) (in current catalog)

PATH/ENGL 333: Multicultural Drama in Performance and Production
(3) (in current catalog)

PATH/ENGL 412: Drama of Ancient Greece (3) (in current catalog)

PATH/ENGL 444: Original Practice in Renaissance Drama (3) (in
current catalog)

PATH/ENGL 463: Writing for the Stage and Screen (3) (in current
catalog)

PHED 208: Introduction to Kinesiology (3) (in current catalog)

NEW ELECTIVE COURSES NEEDED IN THE FIRST TWO YEARS:

PA/ART 383: Scenic Design (3)

PA/ART 384: Costume Design (3)

PA/HIST 338: Theatre in History (3)

CATALOG DESCRIPTIONS OF ELECTIVE COURSES:

PA/ART 383: Scenic Design (3)

A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.

PA/ART 384: Costume Design (3)

A studio/activities course in which students develop costume designs through a process of character and script analysis. Period research, visual design, rendering and fabrication skills are achieved through practical exercises. Basic costume construction, including drafting and draping, result in the creation of costumes for theatrical, musical and dance productions.

PA/HIST 338: Theatre in History (3)

A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of "theatre" or "dramatization" such as political posturing, i.e. Caesar's entrance into Rome in historical reality as well as performed or recorded later in theatre, music, and history. GenEd: C1, D, ID

PAMU 100: Music Appreciation (3)

A survey of musical masterpieces of the Western Tradition from the Middle Ages to the present. Emphasis on composed from Bach to Bartok; includes units on jazz and the music of other cultures. GenEd: C1

PAMU 109: Private Lessons (1)

Repeatable for up to a total of 8 units.

One half-hour lesson per week. Prerequisite: Permission of instructor. Private music lessons in voice or on a musical instrument.

PAMU 200: History of Rock (3)

A survey of the evolution of rock music from the 1950's to the present. Includes discussions of predecessor styles such as rhythm and blues and country music. GenEd: C1

PAMU 307: University Chorus (1)

Prerequisites: Consent of Instructor

Repeatable for up to a total of 8 units.

Three hours of rehearsal per week. Rehearsal and performance of the masterworks of choral literature from the Renaissance through the modern period. GenEd: C1

PAMU 308: University Orchestra (1)

Prerequisites: Consent of Instructor

Repeatable for up to 8 units.

Three hours rehearsal per week. Rehearsal and performance of the masterworks of orchestral literature from the Baroque through the modern period.

GenEd: C1

PAMU 309: Private Lessons (1)

Repeatable for up to 8 units.

One half-hour lesson per week. Private music lessons in voice or on a musical instrument. Study of more advanced techniques.

PAMU 330: Jazz in America (3)

The study of jazz as a uniquely American musical art form.

From its roots in Africa and later in New Orleans, jazz will be studied as both a musical and a social phenomenon that originated and was nurtured in the African-American community. The course will explore issues of community, ethnicity, class and gender in relationship to jazz as a vehicle for both personal and cultural expression. GenEd: C1, C3B, ID

PAMU 333: The Varieties of Musical Experience (3)

The study of music in its cultural and historical contexts, with an emphasis on the role of music as a form of human expression. A broad range of musical styles will be studied, including, but not limited to, European, Asian, and Middle Eastern classical music; American jazz and popular music; and folk music of western and non-western cultures. Students will study the unifying and authenticating nature of music within groups of people, as well as study the experience of music on a personal level. GenEd: B1, C1, ID

PAMU/PHYS 335: The Physics of Music (3)

Provides an understanding of music and sound for students interested in music, speech and language. Extensive use of demonstrations and sound analysis computer programs will be

used. The format will include lectures, demonstrations, and hands-on use of the computer programs.
Same as PHYS 335. GenEd: B1, CI, ID

PAMU/ART 336: Art and Music: Dissonance, Diversity and Continuity (3)

An interdisciplinary analysis of the essential elements defining modern and contemporary art and music. Discussion on how artistic characteristics and music issues of the period are connected and intertwined within specific historic and cultural environments. GenEd: C1, D, ID

PAMU 343: Teaching Music to Children (3)

An introduction to musical experiences appropriate for children in grades K-6. Consisting of instruction in music fundamentals, general music, vocal music and instrumental music for the classroom teacher, the course also incorporates movement and improvisation in the form of dance and theatre. Kodaly, Orff and Dalcroze techniques will be emphasized. Includes music technology in the classroom.

PAMU/ART/ENGL 432: Arts of the Harlem Renaissance (3)

Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored. GenEd: C1, C2, ID

PATH/ENGL 332: Teaching Dramatic Literature (3)

Prerequisites: ENGL 103 or ENGL 105 or equivalent
This course will explore methods and approaches to teaching dramatic literature in secondary schools and colleges. The focus will be on elements of textual exploration and using heuristics from theatre to teach dramatic literature, including but not exclusively Shakespeare's plays. GenEd: C1, INT.

PATH/ENGL 333: Multicultural Drama in Performance and Production (3)

America is a country of many cultures, and each of these has brought legacies of its roots to the American stage. In this course we will read plays written by Native Americans, Hispanic Americans, Asian Americans, African Americans and others. We will also stage mini-productions of one or more of those plays, including dance/movement and music appropriate to the play. GenEd: C2, C3B, ID

PATH/ENGL: 410 Shakespeare's Plays (3)

Prerequisites: ENGL 103 or ENGL 105 or equivalent
Study of the many aspects of Shakespeare's plays as literature—language, context, form and style—as well as the ways in which

these elements work as parts of a whole, which includes spoken speech and sounds as well as physical form and movement.

PATH/ENGL 412: Drama of Ancient Greece (3)

Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course.

A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theatres and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world.

PATH/ENGL 444: Original Practice in Renaissance Drama (3)

Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course.

Most modern productions of Shakespeare and the other Renaissance playwrights are performed with the "fourth wall" approach to theater. In this class, students will learn about the theaters of the Renaissance, the playwrights whose plays were performed in them, and explore the differences that occur when the plays are performed in a venue resembling those of the original Rose, Blackfriars and Globe theaters.

GE: C1, INT.

PATH/ENGL 463. Writing for the Stage and Screen (3)

Prerequisite: ENGL 460.

The writing of stage plays and/or screen plays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor.

PHED 208: Introduction to Kinesiology (3)

Examines the field of human movement, introduces biomechanics, anatomy, exercise physiology, and motor learning. Basic anatomy, function of the musculoskeletal system, laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied to various activities. The student will develop the ability to analyze skill movements in specific activities. This is not an activity/performance course. GenEd: E.

1g. *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.*

Students take basic core courses in each of the three major areas of the performing arts—Dance, Music and Theatre—and choose an emphasis to follow through one of these

areas. The relatively new fields of Audience and Performance Studies will be part of each emphasis and addressed in most courses.

- The Music emphasis (PAMU) provides for concentrated study in two areas: commercial music and musical theatre, with special attention to current and future trends.
- The Dance emphasis (PADA) provides for concentrated study in dance performance and musical theatre, with special attention to current and future trends.
- The Theatre emphasis (PATH) provides for concentrated study in acting, directing and musical theatre, with special attention to current and future trends.

1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.*

- Students seeking admission to the Performing Arts program must be officially admitted into CSUCI.
- Students must declare themselves Performing Arts majors.
- Students must remain in good academic standing throughout their enrollment at CSUCI.

1i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.*

N/A

1j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.*

Lower division courses that are not unique to our program will be articulated with the community colleges in our area. Articulation may not be possible for the more interdisciplinary courses, such as PA 102: Integrating Dance, Music and Theatre, but we make every effort to provide the community colleges with any assistance they may need in offering such courses at their institutions.

1k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.*

N/A

2. *Need for the Proposed Degree Major Program*

Ventura County is geographically well situated for performing arts. Los Angeles is, of course, a rich source, but Ventura County also has many performing arts venues. Music, Dance and Theatre companies abound in the area and range from amateur groups to Equity companies. Interest in the performing arts is high in the area, and artists wishing to extend their knowledge and education in the field are numerous. Students who would like to be involved in the performing arts currently must travel to the Los Angeles area or

to Santa Barbara, something not all students are able to do. CSUCI would provide the education and experience these students require.

- 2a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.***

Because the proposed Performing Arts degree program at CSUCI crosses the disciplines of dance, music and theatre, it is intrinsically different than the programs at other CSUs. Those that offer two or more of performing arts do so as separate entities.

CSUs offering Dance, Music and Theatre include:

CSU East Bay
CSU Fresno
CSU Fullerton
CSU Long Beach
CSU Northridge
CSU Sacramento
San Diego State
San Francisco State

CSUs offering Music and Theatre include:

CSU Bakersfield
Cal Poly Pomona
Cal Poly San Luis Obispo
CSU Chico
CSU Dominguez Hills
CSU Humboldt
CSU Sonoma

CSU offering Theatre:

CSU Monterey Bay

UC Santa Barbara, Westmont College, California Lutheran and Pepperdine are the nearest non-CSU universities offering degrees in the Performing Arts.

- 2b. *Differences between the proposed program and programs listed in Section 2a above.***

The primary difference in the proposed CSUCI program is its interdisciplinary aspect. Students in each emphasis will also receive working background in the other two emphases but will focus on their chosen discipline. In addition, all Performing Arts majors will take courses that pertain to their field of study but span disciplines within and outside the Performing Arts.

As examples, PA 335/BUS 335: Business and the Performing Arts will give students an understanding of the special management, accounting and other business-related needs of performing arts organizations. PA 350: Audience and Performance Studies is an interdisciplinary course that will draw upon the disciplines of psychology, sociology and performance studies to give our students a firm understanding of the affects and effects of performance and audience response. PA 436/PHYS 436: Physics of Performing Arts will

give student performers an understanding of body movement akin to that given to athletes.

2f. *Professional uses of the proposed degree major program.*

The bachelor of arts degree in performing arts from CSUCI will prepare students for graduate study. It will also prepare students to perform as dancers, musicians, actors, directors, or playwrights. It will also be of use to current performing artists who wish to develop their knowledge and experience bases.

2g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*

In addition to the 23 high schools in the CSUCI service area, there are 8 community colleges. Three of those community colleges lie within the Ventura County Community College District.

The estimates below are based on consultations with representatives on the community college campuses and information gathered by CSUCI personnel.

	<u>Number of Majors*</u>	<u>Number of Graduates*</u>
Initiation Year	20	0
Third Year	50	5
Fifth Year	100	30

3. Existing Support Resources for the Proposed Degree Major Program

CSUCI does not have a performing arts venue at present, but we envision building one in the relatively near future. In the meantime, our conference halls and other special use classrooms are sufficient to begin the major. CSUCI is presently converting space in the existing buildings on campus, and some of those will be designed for additional performance classes. In addition, CSUCI has developed good working relationships with the performance companies in the surrounding area, and they have suggested that their venues may be available to us.

3a. *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.*

N. Jacquelyn Kilpatrick
Professor of English
PhD in Literature 1996
English professor since 1981
Active member of Shakespeare Santa Cruz 1985-1994
Emerita member of Red Path Theatre (Chicago), active 1996-2001
Experience in British Literature, American Literature, Drama, and Integrative Studies, with specialties in Native American Literature and Shakespeare Studies.

Bob Mayberry
Associate Professor of English
MFA Theatre, U of Iowa, 1985
PhD English, U of Rhode Island, 1979
Actor and playwright
Experience teaching playwriting, drama, and writing.

Theodore Lucas
Professor of Music
Vice President Academic Affairs and Provost
Ph.D. Music Composition and Ethnomusicology,
University of Illinois Champaign Urbana, 1970

4. Additional Support Resources Required

Except for on-going renovation of space, no additional resources are needed to begin the major. In the future, CSUCI will need to build a performing arts venue for classes, performances and community activities.

4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

At least one new full time, tenure track faculty member at senior rank will be required during the first year of implementation; a second faculty member at open rank is highly desirable in order to get the program off to a solid start. Many of the courses can be taught by temporary faculty or tenure track faculty currently on campus. In subsequent years, as the budget allows, more tenure track faculty members in the various sub-specialties of the performing arts will be hired.

4c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.*

As noted in 3 above, CSUCI does not have a performing arts venue at present, but we envision building one in the relatively near future. In the meantime, our conference halls and other special use classrooms are sufficient to begin the major, and the performing arts courses have priority usage of the conference halls. CSUCI is presently converting space in the existing buildings on campus, and some of those will be designed for additional performance classes. In addition, CSUCI has developed good working relationships with the performance companies in the surrounding area, and they have suggested that their venues may be available to us. After the planned renovations, our current facilities will be sufficient for the first five years of the performing arts degree program.

4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.*

We will need to purchase a relatively small number of resources for the library. Most of these, however, will be in electronic format. Given that our enrollment at CSUCI is still relatively small, the cost of those resources should be reasonable.

- 4e. ***Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.***

To implement the program, we will require lighting equipment, sound boards and other acoustical equipment, movable seating and staging, and a dance floor. Those, in addition to classroom space currently being configured and renovated, will be sufficient to run the program for the first two years.

5. ***Abstract of the Proposal and Proposed Catalog Description***

The Performing Arts Program at California State University Channel Islands offers a broad, integrated undergraduate experience in music, drama, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the Performing Arts.

Students take basic core courses in each of the three major areas of the performing arts—Dance, Music and Theatre—and choose an emphasis to follow through one of these areas.

- The Music emphasis (PAMU) provides for concentrated study in two areas: commercial music and musical theatre, with special attention to current and future trends.
- The Dance emphasis (PADA) provides for concentrated study in dance performance and musical theatre, with special attention to current and future trends.
- The Theatre emphasis (PATH) provides for concentrated study in acting, directing and musical theatre, with special attention to current and future trends.

Core Requirements:	18 units
Emphasis:	21 units
General Education:	39 units
Upper Division Interdisciplinary General Education:	9 units
Title V Courses:	6 units
Electives in PADA, PAMU, and/or PATH	12 units
<u>Electives in any discipline:</u>	<u>15 units</u>
	120 units

New Program Consultation Sheet

Program Title: Bachelor of Arts in Performing Arts

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English	Jacquelyn Kilpatrick	X		
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				