

Guidelines for Submitting Proposals to the Curriculum Committee

GENERAL REMINDERS

1. Proposals for curricular changes should be submitted by division heads. If a proposal is submitted by a major coordinator, an email is required from the division head stating that the proposal has division approval. Proposals that do not fit clearly into a program's curriculum may be submitted using the guidelines in *Faculty Rulings XIV.F.2.b.2*).
2. Every proposal must include a justification that explains how the plan would strengthen the academic program; inadequate justification is one of the most common reasons for returning a proposal. When explaining a proposal, please remember that Committee members don't have the details of every program at their fingertips, so it is very helpful to describe how the requested change will alter the current situation. Whenever possible, please make reference to the ways in which program or course assessment have influenced the rationale.
3. Major coordinators should consult with other programs before changing hours of courses taken by students in related departments.
4. Indicate changes by showing deleted text as ~~struck out~~ and highlighted in yellow, and added text as ***bold red italics***. **Do not use the track changes feature to present changes.** See sample course proposal form shown as Attachment A.

CHANGING OR ADDING MAJORS OR MINORS

1. All majors are expected to conform to the following format: a maximum of eight courses in the major rubric plus a maximum of four courses in associated programs.
2. Indicate clearly any changes in the statement describing the requirements for an existing major or minor, and explain why the changes are desirable. Please follow the instructions for identifying ~~deleted~~ and ***new text*** as outlined above. A sample of the required format is provided as Attachment B.
3. Proposals for new majors or minors must be submitted to the Curriculum Committee. Substantive curricular changes will probably be required to go through a SACS approval process. The program should consult with the Director of Institutional Effectiveness.

NEW COURSES must be submitted using the appropriate form. (See Attachment C. Also available at <https://www.sbc.edu/live/files/2505-guidelines-examples-for-submitting-proposals>)

1. Except in unusual circumstances, a course must be dropped before another is added to a program's curriculum.
2. Please follow the numbering system as described in the catalog. Indicate the level of the course using 1xx, 2xx, etc. It is generally expected that advanced courses (300-level and above) will have prerequisites. The Registrar will assign the specific number to the course.
3. The standard for assigning hours of credit is 1-hour credit/1-hour class meeting weekly during the 12-week term; departure from this policy must be justified.
4. If there will be fees associated with the course, this must be identified in the description. If appropriate, indicate that "Students may apply for a Grant for Engaged Learning to offset these expenses."
4. In the case of a significant overlap with another program, please indicate that the appropriate program has been consulted.

OTHER MATTERS REQUIRING COMMITTEE APPROVAL

1. Dropping a course
2. A change in numbering, if it indicates a change in the level of difficulty of the course (e.g., renumbering a course from a100 to a 200 level, or from a 200 to a 100 level)
3. A change in hours of class time/week
4. A change in prerequisites
5. A change in hours of credit
6. A change in course title and/or description
7. Any policy changes that affect the granting of academic credit.

Updated August 5, 2025

New Course/Course Changes Proposal Form

Please indicate course information that is changing by placing an X in the appropriate box below. A justification must be provided for each change.

<input type="checkbox"/>	New Course	<input type="checkbox"/>	Program	<input type="checkbox"/>	Course Number/Level	<input type="checkbox"/>	Credit Hours
<input checked="" type="checkbox"/>	Title	<input type="checkbox"/>	Special Topics	<input checked="" type="checkbox"/>	Description	<input type="checkbox"/>	Prerequisite
<input type="checkbox"/>	Class Hours	<input type="checkbox"/>	Additional Information	<input type="checkbox"/>	Knowledge Area	<input type="checkbox"/>	Skills

Program: THTR

COURSE NUMBER: 268

HOURS OF CREDIT: 3

COURSE TITLE: **Script Analysis** *Dramaturgy*

INSTRUCTOR:

DESCRIPTION (as it would appear in catalog; 140 words maximum; type in the box below [8 lines maximum], which is set for Times, 12 font; do not include prerequisites and additional information) Please keep in mind that this description will appear in the *Catalog* and should be suitable for publication. The Curriculum Committee recommends complete sentences and proper grammar.

Students will read and analyze a variety of scripts drawn from several sources including theatre, film, and video. We will learn how actors, directors, and designers prepare text for performance. We will discuss standard plot and character analysis, as well as analysis of word choices, themes, and visual elements. Musical theatre lyrics will also be analyzed for performance.

Dramaturgy is the practical application of historical research and literary analysis to the development and production of theatrical work. In this course, we will consider the role of the dramaturg in the creation of new work as well as in the production of existing texts. We will cover the basics of script analysis from the perspectives of actors, designers, and directors. We will develop techniques for producing and communicating dramaturgical research to creative teams as well as audiences, and build the skills necessary for integrating dramaturgy into our own creative practice.

PREREQUISITES OR COREQUISITES: Sophomore standing

HOURS OF LECTURE, DISCUSSION, LAB, FIELDWORK, STUDIO/WEEK: 3

TERM OFFERED (3- or 12-week): 12-week

ONE-TIME ONLY COURSE? (Yes/No. If NO, include staffing details below): No

ADDITIONAL INFORMATION, AS APPLICABLE (alternate years, pass/no credit exclusion): Offered alternate years.

JUSTIFICATION FOR COURSE (Why is it needed? In what way will it improve the academic program? What will it offer students that they can't obtain otherwise?):

The revision of THTR 268's title and course description is designed to reflect an expansion in the scope of the course. Traditional script analysis will remain a key element, but it will be situated in a course that considers the ways in which historical research and literary analysis inform theatrical production more broadly. The course will continue to fulfill the role that it has in the past, providing analysis techniques that can support the work of actors, designers, and directors, but in this new configuration, it will also foreground dramaturgy as an essential component of theatrical practice, one which has a significant overlap with other disciplines within the humanities.

RELEVANCE TO PROGRAM GOALS (How does this course help achieve the goals of your program? What assessment results does this change address?):

In our most recent program assessment report, we identified the need for a more robust dramaturgy program to better prepare our students who want to complete senior capstone projects in dramaturgy and/or are considering careers in dramaturgy. The adjustment to THTR 268 is the most efficient way to expand our offerings in dramaturgy while retaining the basic structure of our curriculum.

STAFFING (Will you be dropping a course? If not, explain how the course will be staffed. If it is to be offered alternate years, include the alternate course cycle.)

N/A

CONSULTATION WITH YOUR DIVISION and with OTHER PROGRAMS (Have you shared this proposal with your division? What other programs require this course for the major? Whom, from the other program, have you consulted regarding this proposal?):

I have consulted with Arts Division Head Kimberly Morse-Jones as well as Performing Arts Professors Cheryl Warnock, Joshua Harris, and Betty Skeen on this title and description change, and they have leant their support. This course is not required for any other programs.

CHANGE IN MAJOR OR MINOR REQUIREMENTS (How will the addition of the new course and dropping of an existing course change major or minor requirements?):

It will not change the major or minor requirements (except for the change in name of the course).

Proposals are to be submitted by email attachment to both the Curriculum Committee Chair and Cyndi Fein (cfein@sbc.edu). A proposal not submitted by the division head requires an email from the division head stating that the proposal has division approval. Signed paper copies are not needed.

ARCHAEOLOGY AND ANCIENT STUDIES MAJOR

Credits: 36

Revised Ancient Studies Track

Required Courses:

- ARAS 102: Classical Mythology
- ARAS 225: The Ancient World in 12 Objects
- ARAS 216: Magic and Witchcraft in the Ancient World
- ARAS 310: Domination – Imperialism in the Ancient Mediterranean
- ARAS 321: Aggregates in Space – Cities and Urban Space
- ARAS 334: Disaster, Scale, Reach, and Interaction in the Mediterranean
- ARAS 452: Senior Seminar
- PHIL 119: Logic
- PHIL 129: Intro to Political Philosophy *or PHIL 236 Philosophy and the Arts*
- HIST 223: The Ancient World
- ~~VART 105: Survey of Western Art~~ *ARTH 115 History of Art: Global Perspective I*

Elective Courses (Choose 1):

- ARAS 105: The Ancient Mediterranean Laboratory
- ARAS 220: Cultural Heritage and Stewardship Abroad
- ARAS 265: The Archaeology of Everyday Life
- HIST 214: Building the Past
- ~~VART 107: Survey of Non-Western Art~~ *ARTH 116 History of Art: Global Perspective II*

Revised Archaeology Track

Required Courses:

- ARAS 105: The Ancient Mediterranean Laboratory
- ARAS 265: The Archaeology of Everyday Life
- ARAS 225: The Ancient World in 12 Objects
- ARAS 310: Domination – Imperialism in the Ancient Mediterranean
- ARAS 321: Aggregates in Space – Cities and Urban Space
- ARAS 403: Archaeological Fieldwork
- ARAS 452: Senior Seminar
- ENVR 216: Mapping and GIS
- MATH 205: Applied Statistics *or PSYC 219 Statistics for Behavioral Sciences*
- PHIL 129: Intro to Political Philosophy *or PHIL 236 Philosophy and the Arts*
- ~~VART 105: Survey of Western Art~~ *ARTH 115 History of Art: Global Perspective I*

Elective Courses (Choose 1):

- ARAS 102: Classical Mythology
- ARAS 220: Cultural Heritage and Stewardship Abroad
- ARAS 216: Magic and Witchcraft in the Ancient World
- ARAS 334: Disaster, Scale, Reach, and Interaction in the Mediterranean
- ARAS 356: Contemporary Theory in Archaeology
- HIST 214: Building the Past
- HIST 223: The Ancient World
- ~~VART 107: Survey of Non-Western Art~~ *ARTH 116 History of Art: Global Perspective II*

New Course/Course Changes Proposal Form

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<input type="checkbox"/> New Course <input type="checkbox"/> Title <input type="checkbox"/> Class Hours	<input type="checkbox"/> Program <input type="checkbox"/> Special Topics <input type="checkbox"/> Additional Information	<input type="checkbox"/> Course Number/Level <input type="checkbox"/> Description <input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Credit Hours <input type="checkbox"/> Prerequisite <input type="checkbox"/> Skills
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PROGRAM:

COURSE NUMBER:

HOURS OF CREDIT:

COURSE TITLE:

INSTRUCTOR:

DESCRIPTION (as it would appear in catalog; 140 words maximum; type in the box below [8 lines maximum], which is set for **Times, 12 font**; do not include prerequisites and additional information) Please keep in mind that this description will appear in the *Catalog* and should be suitable for publication. The Curriculum Committee recommends complete sentences and proper grammar.

PREREQUISITES OR COREQUISITES:

HOURS OF LECTURE, DISCUSSION, LAB, FIELDWORK, STUDIO/WEEK:

TERM OFFERED (3- or 12-week):

ONE-TIME ONLY COURSE? (Yes/No. If NO, include staffing details below):

ADDITIONAL INFORMATION, AS APPLICABLE (alternate years, pass/no credit exclusion):

JUSTIFICATION FOR COURSE (Why is it needed? In what way will it improve the academic program? What will it offer students that they can't obtain otherwise?):

RELEVANCE TO PROGRAM GOALS (How does this course help achieve the goals of your program? What assessment results does this change address?):

STAFFING (Will you be dropping a course? If not, explain how the course will be staffed. If it is to be offered alternate years, include the alternate course cycle.

CONSULTATION WITH YOUR DIVISION and with OTHER PROGRAMS (Have you shared this proposal with your division? What other programs require this course for the major? Whom, from the other program, have you consulted regarding this proposal?):

CHANGE IN MAJOR OR MINOR REQUIREMENTS (How will the addition of the new course and dropping of an existing course change major or minor requirements?):

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