

# Theatre BFA

## Acting/Directing Proficiency

### Goal Description:

Each theatre student in the Acting/Directing emphasis will acquire the acting and directing techniques necessary to demonstrate proficiency and artistry to assure success in the academic and the professional worlds.

**Providing Department:** Theatre BFA

**Progress:** Completed

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Acting/Directing Majors Will Demonstrate Proficiency In Acting/Directing Artistry

#### Learning Objective Description:

The proficiency demonstrated will include knowledge of character development, use of body and voice, knowledge of script analysis, period and modern acting techniques, and auditioning techniques.

Acting/Directing Emphasis students must maintain a major GPA of 2.75.

#### RELATED ITEM LEVEL 2

### End of the Semester Acting Assessment/Jury

#### Indicator Description:

Each Acting/Directing student is required to complete an assessed acting audition. The assessment consist of SHSU Theatre faculty that teach in the acting area. During the assessment performance the student will demonstrate a proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy.

Due to COVID, this process moved to online and the students submit 2 recorded Monologues to an online database. The faculty have shared access to the database and can review the videos and make notes about the students work and progress.

The assessment will also include an interview with faculty in which the student will provide a self assessment of their progress in the department, academically, and in performance production. This is done in a separate Zoom meeting, following the faculty's review of the students work.

Freshman/Transfers or student wishing to switch emphasis are required to complete a JURY acting audition. The JURY consist of ALL SHSU Theatre faculty. During the jury performance the student will demonstrate a proficiency or potential for proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. The jury will also include an interview with faculty in which the student will provide a self assessment of their progress in the department, academically, and in performance production. Due to COVID, the process has moved online and is the same as the Assessment, only the full faculty have access to the share database.

Once a student is accepted into the Acting/Directing Emphasis they are ASSESSED each semester.

Attached Files

 [acting/directing assessment rubric](#)

#### Criterion Description:

At present, there is not a written guideline for the students to work from as to the levels of expertise needed to enter the acting/directing program. Entrance into the program is based on a combination of details written by the jurors during the student's evaluation. A number of the upper-level classes

such as Stage Combat and Directing II were created to train those students whose abilities, during their time spent at SHSU, were geared specifically to performance or directing. In the ideal situation, those students entering this program will move through their Sophomore to Senior years as a group. To manage this, a cap of 15 students was projected for each year. Most of the students entering the Theatre program believe that acting is their main or only focus thus most students audition for this track.

If a student does not meet the requirements for this track of study or for the design/tech, or teacher education, they are placed in Theatre Studies or asked to re-exam their major. We're adjusting this going forward, and have students interview with the Chair of the department and the coordinator of Theatre Studies to examine if Theatre Studies is right for them, if a Theatre minor is right for them, or if a change of major is the best path.

At present all students are required to the jury, but not all do. If a student does not jury at the end of the semester, this info is recorded and used when making casting decisions in the following semester. However, at present, there are no hard and fast consequences. These are being developed.

#### **Findings Description:**

With the onset of audition-only for all the programs, there are more established parameters for getting into the Acting / Directing emphasis. The department is still working on written guidelines for this process. We are moving away from Theatre Studies being a "catch-all" degree and elevating it for its own pedagogical merits.

#### **RELATED ITEM LEVEL 3**

##### **End of Semester Acting Assessment/ Jury Moving Forward**

#### **Action Description:**

The department continues to use the assessment each semester to evaluate where each student is and to create goals for the next semester.

We are now an audition only program. The "jury" will not longer be used and if a student wishes to switch area of emphasis or degree, they will take part in the entry auditions of said area or degree.

#### **RELATED ITEM LEVEL 2**

##### **Senior Acting/Directing Showcase**

#### **Indicator Description:**

**Senior A/D Workshop Spring semester for work dedicated to the Senior Showcase.** This is the culmination of their work in the program and displays their talent to the working industry. We are also exploring a better showcase for those students who want to pursue directing.

#### **Criterion Description:**

We returned to having our showcase in Houston at Stages Theatre. The showcase was attended by area theatres and an online webpage was built to share their work with industries outside of Houston.

#### **Findings Description:**

The students received multiple audition invitations after the Showcase that evening and will continue to receive calls going forward.

#### **RELATED ITEM LEVEL 3**

##### **Senior Acting/Directing Showcase**

#### **Action Description:**

Because Covid moved instruction online, we worked to get our students back in person this academic year, while still keeping the online format used during COVID as a way of reaching more theatres. We are also looking for ways to expand the Acting and Directing showcase to

better serve both actors and directors. We will look to feature students possibly earlier in the semester or in other cities.

**Design and Technology Proficiency**

**Goal Description:**

Students interested in preparation for entering the workforce in design for the performing arts and or the technical aspects of such, will find courses that prepare them for employment in costume construction, draping, prosthetic makeup, airbrushing, set construction, including welding and carpentry, technical direction, projections, scenic art, wardrobe, work and as a performing arts electrician or sound engineer and/or design in all of the aforementioned areas.

**Providing Department:** Theatre BFA

**Progress:** Completed

**RELATED ITEMS/ELEMENTS** -----

**RELATED ITEM LEVEL 1**

**Design / Tech time and project management**

**Learning Objective Description:**

Design or technology assignments will be set to maximize the student's strengths, and improve on other skill sets, while being based on a reasonable and equitable work schedule. The students will learn to manage expectations, workloads, and deadlines in this way.

**RELATED ITEM LEVEL 2**

**Managing skill to projects**

**Indicator Description:**

The projects, especially the advanced projects should be given enough lead time for the completion of said project within a work cycle that takes into consideration the students skills, course work and employment, if employed in one of the theatre shops. Design meetings should begin 4 months or more prior to drawings, renderings or drafts being due. These due dates are currently set at the first production meeting. Construction projects need to have lead time of weeks that a student can dedicate to that project. Stage Managers need assignments 4-6 months in advance. Production based projects all have final inflexible deadlines based on the curtain of the show and are not dependent on if the project is for the individual or for a team.

**Criterion Description:**

For student designer's calendar and due dates are set to include concept meeting with the Director, research and conceptual realization deadlines, rough sketches, final renderings, drafts (for scenery and lighting), meetings with the shop staff and shop coordinators, as well as technical and dress rehearsals. For technicians the dates are set by the Technical Director and Costume Shop Supervisor. Stage management deadlines are finalized with the stage management adviser and the director of the production on which they are working.

**Findings Description:**

The department is finding that design / stage management process is working in a more specific way. However, there is still confusion about when to incorporate certain elements in the tech schedule. This was apparent with costumes; i.e. whether to introduce costume elements on the Friday before Monday's dress rehearsal. It was found that the solution was in looking at the challenge in a show by show basis. Usually, the musical needed costume elements working with microphones, etc. The timetable continues to be explored.

**RELATED ITEM LEVEL 3**

**Managing skill to projects**

**Action Description:**

Marrying students' skills to projects will continue to be evaluated for the coming academic year. Advisors will be available to guide design / tech students in their various projects for productions. The department, will continue to ensure that students are not overworked in these areas and that they are clear in expectations, workloads and deadlines.

#### RELATED ITEM LEVEL 1

### **Design/Tech Majors Will Demonstrate Proficiency in their chosen skill areas**

#### **Learning Objective Description:**

Students in the Design/Technology concentration, within the BFA in Theatre degree, will demonstrate mastery in the technology, written communication, oral communication, drawing, rendering, and fabrication skill in accordance with their academic level and area of emphasis while maintaining a 2.75 GPA in their major.

#### RELATED ITEM LEVEL 2

### **Design/Tech Annual Review**

#### **Indicator Description:**

Through annual portfolio review and performance assessment, Design/Technology students must demonstrate a degree of design/technology proficiency in a minimum of two areas specified in the learning objective.

For the area of design: examples of period research, drawing and/or drafting skills, character development, mood, style, and for the more advanced student, evidence of collaboration among different artists on a single project should be represented.

For the technology student: evidence of drafting, drawing, and at least one of the following areas: carpentry, electric plots, sewing must be included.

The 3 design/tech faculty assess portfolios and provide feed back to each design/tech student. The student will provide a self assessment and answer preparatory questions on the Assessment info form as part of the assessment process. Along with this, students will submit a professional resume as well as a digital presence (website or online portfolio) or a digital portfolio (submitted as a PDF. During the semester assessment, discussion of theatre class participation and faculty expectations of the student's work are discussed along with the success level of the student's semester long participation in department production work.

On the freshman level, the student is expected to have a resume that includes design and or technical work from high school and college semester(s) that they are in or have completed. The portfolio includes labelled process photos as well as final result photos. Each subsequent semester, the student is expected to add and sort through their projects creating a visual documentation of skills related to their chosen specialties. By the end of their Junior year, high school work is dropped from the portfolio as the goal is that the student has participated in a wide range of types and numbers of both University and outside productions as to provide sufficient proof of at least basic skills. In their Junior or Senior year, the student will take THEA 4365 Portfolio Development where they spend a semester fine tuning their theatrical resume, portfolio, digital presence, and interview skills. At the end of their Senior year, during their final assessment, students fill out a different preparatory form reflecting on their time at SHSU and their next career steps. They also present their specialized portfolio and resume to the faculty. This final presentation should have a clean "full" resume with a portfolio and digital presence that represents employment readiness.

In addition to department production work each design/technology major is encouraged to work in at least one professional theatre during the summers. The faculty will help to secure students in regional theatre summer internship programs or to acquire other work that would benefit their future career aspirations.

Attached Files

[!\[\]\(2e897e890e69d81eae4503a8342c36b0\_img.jpg\) ASSESSMENT SCORE EXPLANATION.doc](#)

[!\[\]\(bd1a142de767a21e5362c595f844a4ff\_img.jpg\) GRADUATING SENIORS DT INFO FORM.pdf](#)

[!\[\]\(e2376d476d06eb31946dc01a69a4403a\_img.jpg\) DTM ASSESSMENTS INFO FORM.pdf](#)

### **Criterion Description:**

At the end of each year the student is assessed as follows during a formal assessment with the Design/Technology faculty:

#### **First year students:**

- A resume showing all production responsibilities they have taken on in their year as a SHSU student and in the proper format for an undergraduate design and technology student. This will be the last time the faculty should see secondary school credits.
- A portfolio containing work from that academic year. This work should be displayed in a bound format with a clear direction towards a realized portfolio in subsequent juries.

#### **Second year students:**

- This assessment submission should include an updated resume with all prior required content in an updated format and layout. This resume should include three references, who have been asked to act as such, an articulated intent for the resume, and well-defined skills section which shows the students strengths.
- The portfolio should be arranged in a more professional fashion than has been seen in prior juries with work shown in a logical progression showing the students growth and clarity of purpose. The best work should lead the portfolio even if that work is not the most recent work.
- All present materials should show a clear regard for notes given in prior juries or consultation with faculty members. Third Year (Note: at this point in the Design/Tech curriculum it is possible that a Third year student may have taken the PORTFOLIO DEVELOPMENT course which would require a higher level product. These requirements are shown with \*)

#### **Third year students:**

- *A third year student in the Design/Tech Program should exhibit a pre-professional set of materials at this level of the assessment process. This should be understood to mean that their materials are at a standard that they would stand out when submitted to a company for employment commensurate with their qualifications.*
- The resume should clearly list their production responsibilities and that they have progressed in level of position within the university setting and, ideally, in outside ventures. At this point no more than one of their references should be a theatre design/tech faculty member, the other two should be a director, outside supervisor, or technical supervisor.
- A Third Year student's portfolio should lead with the students emphasis area then progress through the supporting skills that reinforce the students hire ability in this area of production
- A student, in their Third Year, should be able to present and speak about their work in an articulate and confident manner leading the viewer/interviewer through their materials in a logical order.
- All present materials should show a clear regard for notes given in prior juries or consultation with faculty members
- \* Students who have taken the Portfolio development course should also bring with them a cover letter addressing the Design/Tech faculty, their one sheet design sample, and their mailer portfolio.

#### **Fourth Year students:**

- Student in their fourth year should be prepared to enter the workforce in a meaningful and successful manner. All of the assessment materials submitted at this point should clearly demonstrate this endeavor.
- Resumes should express a continued advancement in responsibility, skill level, and artistic accomplishment.



- Portfolios, should be at a point that a potential employer need not have the student present to understand the artistic narrative shown through the arrangement and order of work included.
- Students should have a clear understanding of the next step of their having consulted with the area advisor.
- The student should also show, via material provided as well as within their oral presentation, their continued connection to the industry through production credits and contacts made.
- All present materials should show a clear regard for notes given in prior assessments or consultation with faculty members.

Attached Files

 [specific jury and assessment requirements](#)

### **Findings Description:**

The department found that the above criterion worked effectively for 21-22. These processes will continue to be honed in the 22-23 academic year.

#### **RELATED ITEM LEVEL 3**

### **Design/Technology Annual Review**

#### **Action Description:**

Through annual portfolio review and performance assessment, Design/Technology students must demonstrate a degree of design/technology proficiency in a minimum of two areas specified in the learning objective.

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In addition to department production work each design/technology major is encouraged to work in at least one professional theatre during the summers. The faculty will help to secure students in regional theatre summer internship programs or to acquire other work that would benefit their future career aspirations.

## Teaching Certification Proficiency

**Goal Description:**

The BFA in Theatre with a concentration in Secondary Education is dedicated to the training of teachers for grades 4-12. Students will demonstrate proficiencies in acting, theatrical design, play analysis, theatrical management, theatre history that will give them the required skills to teach in the secondary schools.

**Providing Department:** Theatre BFA

**Progress:** Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Preparing students as Secondary education teachers**

**Learning Objective Description:**

The department will provide a thorough and well-rounded background in performance, theatre history, dramatic theory and criticism, and technical theatre joined with practical experience in theatre before the student begins the methods blocks in the College of Education. The student will also participate in workshops within the public school system as part of their coursework to aid in the preemptive exposure to the classroom while exhibiting their course-earned skills.

RELATED ITEM LEVEL 2

**Aptitude in all areas of theatre**

**Indicator Description:**

Students in this tract must have a balance of Theatre History, Dramatic Theory and Criticism, Acting, Design, Technology and Directing in order to be successful in Theatre for secondary education.

At the end of every semester the student in this tract must meet with the "generalist" faculty for an interview and assessment of where they are in their course studies and practical involvement with the department's productions. The will interview prior to acceptance into this program and must maintain academic standards commensurate with the College of Education as well as the Department of Theatre and Musical Theatre

Upper level students must also provide sample lesson plans and resumes for the end of the year assessments

**Criterion Description:**

The student is expected to pass the state certification exam. In order to schedule the state exam, students must first take and pass the sample exams through teacher education. Students may not take the state exam until they have been approved with a passing grade.

**Findings Description:**

Over the past five academic years, students graduating with the BFA in Theatre with a Concentration in Secondary Education (previously BFA in Theatre with a minor in secondary education) have a 95% or more pass rate on the state certification exam with more than a 97% job placement success rate.

### RELATED ITEM LEVEL 3

#### **Aptitude in all areas of theatre**

##### **Action Description:**

Students in this tract must have a balance of Theatre History, Dramatic Theory and Criticism, Acting, Design, Technology and Directing in order to be successful in Theatre for secondary education.

At the end of every semester the student in this tract must meet with the "generalist" faculty for an interview and assessment of where they are in their course studies and practical involvement with the department's productions. The will interview prior to acceptance into this program and must maintain academic standards commensurate with the College of Education as well as the Department of Theatre and Musical Theatre

Upper level students must also provide sample lesson plans and resumes for the end of the year assessments.

### RELATED ITEM LEVEL 2

#### **Knowledge in all areas of theatre**

##### **Indicator Description:**

All students in the teacher certification emphasis are required to enroll and receive a C or higher in THEA 4387, Workshop in Creative Drama. During the semester in which this class runs, the students work as a team and develop original scripts or adapt existing scripts for production. They create lesson plans, research packets, direct one another, design costumes, props, and set pieces and perform in the productions. In an ideal semester, the class travels to local public schools to perform their shows. They provide provide study guides in advance, discuss the plays after and follow up a week or two after with the classes for additional feedback.

##### **Criterion Description:**

The creation of the teacher is the goal of this course. Students create their own individual lesson plans and study guides. They present those along with the scripted production to children in the public school classes. Students enrolled in the course are assessed based on collaboration, presentation, and engagement with the project and the students being taught.

In past years, information was sent in packet form to the public school teachers, the students traveled to the classes, presented their work, and then in a week or two returned to reengage with the students to complete the cycle of the messages presented in the production work.

##### **Findings Description:**

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# Theatre Studies Proficiency

## Goal Description:

Each student in the Theatre Studies emphasis will acquire a broad base of knowledge, through the exploration of multiple theatrical disciplines, allowing them to become a well-rounded theatre artists and demonstrate proficiency and artistry to ensure success in the academic and the professional worlds.

**Providing Department:** Theatre BFA

## RELATED ITEMS/ELEMENTS -----

### RELATED ITEM LEVEL 1

#### Preparing Theatre Studies students as well-rounded theatre artists

##### Learning Objective Description:

Through the design of the degree plan, Theatre Studies majors are required to explore multiple aspects of theatre, including performance, design/technology, management, history, research and theory. The majority of these classes have realized projects as part of the class, designed to showcase understanding of and pique further curiosity about the subject.

Theatre Studies emphasis students must maintain a Major GPA of 2.75 to be in good standing in the department.

### RELATED ITEM LEVEL 2

#### Capstone Project

##### Indicator Description:

All Theatre Studies majors will complete at least one capstone project, no later than their second semester, senior year. This project can be in any number of fields, including directing, design, performance, research/dramaturgy, stage management, portfolio development, playwriting, etc.

##### Criterion Description:

With this project, the student is expected to take the lead on this project, with guidance from their project advisor, seeing the project through from conception to completion. Students are expected to receive a C or better on their work.

##### Findings Description:

Theatre Studies students have proven very successful in the capstone project. Several students have worked in multiple fields. From our 2021-22 graduates, we had students do their capstones in the following areas:

- Stage Management  
Design  
Dramaturgy
- Each student graduating received an A for their capstone project. Also several of the students were recognized for their work by the American College Theatre Festival.

For our continuing students, several have already completed their capstone projects, and others have them planned for this upcoming school year. These capstones are in the following areas:

- Performance  
Stage Management  
Stage & House Management  
Design  
Dramaturgy

As the Theatre Studies program continues to grow, we are working to grow and expand the potential areas of interest that students can explore for their Capstone Project.

#### RELATED ITEM LEVEL 3

##### **Action - Capstone Project**

##### **Action Description:**

The capstone project will continue to be explored for more nuanced ways of approaching it.

#### RELATED ITEM LEVEL 2

##### **Theatre Studies Realized Performance Projects**

##### **Indicator Description:**

As one of the primary goals of the Theatre Studies major is to create a well-rounded artist, one of the Course of Study Modules in the major is designed so students must complete at least two different courses which have public performance opportunities and realized projects as a primary part of the course instruction throughout the semester. Through successful completion of these classes, students will have added to their repertoire of material/resume, with fully-realized performance projects they helped create.

##### **Criterion Description:**

Students will be given specific guidelines, deadlines and expectations with each project, from their professor/advisor. Adherence to these guidelines, creativity, and the student's ability to self-motivate as well as collaborate with others, along with other parameters set down by the professor/advisor, will determine the student's success with each project.

##### **Findings Description:**

In addition to these performance-oriented courses continue providing students performance opportunities, the faculty members teaching these classes worked diligently this year to find as many opportunities as possible for the classes to collaborate with each other. The end result was students taking more agency in their work,

The Special Topics in Producing class co-produced a Drag Show, a 48-Hour Play Festival, and Staged Readings of new plays, in conjunction with the Playwriting and Dramaturgy classes. Each of these projects, presented in the Showcase Theatre, had full houses. These students left the class with three more projects on their resumes, and a much stronger understanding of the collaborative nature of producing and theatre. The Playwriting class, in addition to their classroom assignments, were all required to submit plays for the 48-Hour Play Festival, and to submit plays to be performed in the Staged Readings of new plays. Each project proved very successful, and the level of work from the students involved grew as the semester progressed. Both professors are bringing back these projects each year, and continuing to explore how to potentially involve other classes, such as Directing or Acting Workshop, so students get as many chances as possible to practice the art of collaboration.

Moving forward into 2022 and beyond, the program coordinator plans to explore adding another few classes to this Course of Study Module, such as Directing II, as a way to expand even more class options that give the students the chance to explore their creativity while working on complex projects.

#### RELATED ITEM LEVEL 3

##### **Action - Theatre Studies Realized Performance Projects**

##### **Action Description:**

The department will continue to find connections to existing classes for various realized performance projects. Collaborative connections between faculty and classes will continue to be explored.

## RELATED ITEM LEVEL 2

### **Theatre Studies Sophomore gate/transfer gate Interview**

#### **Indicator Description:**

We are currently transitioning from a program in which students jury for an emphasis at the end of their first year, to one in which students are able to assess into a program of study directly out of high school/junior college. Currently, Theatre Studies is still listed as the default degree plan for all incoming Theatre majors, until they jury at the end of their first year (first semester for transfers) for placement in a specific track of study.

As part of this change beginning next year, sophomore interviews will become the standard for Theatre Studies majors. These will take place at the conclusion of the sophomore year, or end of the first year for transfer students. As part of this, Theatre Studies majors will participate in an assessment interview with theatre studies faculty. Areas of consideration include the students' goals, career viability, program participation, scholastic success, etc. A major part of this conversation will be securing the areas of concentration within the major that the student aspires to explore more in depth. The goal of the sophomore interview is to determine if it is in the student's best interest to continue to pursuit of the BFA in Theatre Studies. The faculty and/or student may come to the conclusion that continuing in the Theatre Studies program, is no longer possible.

Sophomore/Transfer gates will be held for all applicable juried Theatre Studies major at the end of the Spring 2022 semester.

#### **Criterion Description:**

Students will be asked to reflect on their experience through a series of questions. These questions will guide the interview. Additionally, teachers will be asked to review the student's GPA, progress, attitude, competency, participation and potential to determine the student's success in the program.

#### **Findings Description:**

Because the Theatre Studies program was still the default program for all incoming theatre students, including many who did not wish to be in this program of study, the faculty coordinator of the program decided it would be a more prudent move to delay the sophomore gate interview until the 2022-23 school year. This is because incoming students in Fall 2022 must audition/interview to get into the Theatre Studies program before arriving at school, which means the students in the program have chosen to participate in that program, rather than it being a default.

## RELATED ITEM LEVEL 3

### **Action - Theatre Studies Sophomore gate/transfer gate interview**

#### **Action Description:**

Now that Theatre Studies is no longer the default emphasis, the department will continue to explore ways of making the track an exciting option for students who want more of an interdisciplinary approach to theatre. Theatre Studies students will continue to be afforded opportunities in their chosen fields.

## RELATED ITEM LEVEL 2

### **Theatre Studies evaluation**

#### **Indicator Description:**

This emphasis combines the processes used in Acting/Directing/ Design/Technology and Theatre with Secondary Education certification assessments. Each person in this emphasis should have a working knowledge of the actor's craft, be proficient in at least one area of technology, design, and/or management, and have a strong background in theatre history and writing.

The department will utilize the principles set forth in the other emphases within the department to develop their own assessment for student success. Using these guidelines, an assessment will take place at the end of the Spring 2022 semester for all juried Theatre Studies majors. The assessments will be tailored to the particular skill sets the students have chosen to showcase as part of the major.

**Criterion Description:**

This degree with criterion was created for the first of the 2018-19 year. However, next year (2022-23) will mark the first year that students are able to assess into this degree plan directly from high school or junior college. Through the end of this school year (2021-22), Theatre Studies has been the degree plan all theatre majors are initially listed as, until they jury at the end of their freshman year (first semester for transfers) for placement in a specific track of study. This seismic shift in how students are placed into a track of study, placing them from the moment they arrive on campus, will allow this track to continue to develop and find its footing as a great space for theatre students with multidisciplinary aspirations.

The criterion for the admittance into the program is similar to that for the other emphases where a student picks one or two elements to showcase their strengths.

A clear rubric is still in the process of being created.

Attached Files

 [theatre studies theatre course requirements.doc](#)

 [ActingDirecting Jury Rubric.doc](#)

 [Design technology jury sheet.doc](#)

 [NAST handbook excerpt.doc](#)

**Findings Description:**

The department will work on the rubric for the Theatre Studies emphases. Additionally, we will examine how the audition-only process went for the Fall 2022 students.

RELATED ITEM LEVEL 3

**Theatre Studies Evaluation**

**Action Description:**

The department will continue to foster the Theatre Studies emphasis and to evaluate the way students audition into it. We will see how the audition-only component for all the emphases / programs factored into attracting more students into this emphasis. The department will continue to work on the admittance rubric for prospective students.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

#### **Closing Summary**

The Theatre Studies emphasis is being examined to see how it can attract more students to stay in it. At times, it is thought of as a "step down" or a "catch all" emphasis if students do not get into the other audition only emphases / programs.

Similar thought is being put into the Teaching Certification emphasis. The department is reaching out to more K-12 schools in the Huntsville area to bring our prospective student teachers into the schools.

The Acting / Directing emphasis is growing at a healthy pace. The department is offering THEA 3374 (*The Actor and Commedia del'Arte*) for the first time in Fall 2021. The exploration of models for the A/D Senior Showcase is ongoing.

The Design / Technology emphasis is exploring more ways of recruiting talented student designers and technicians.

### **Update of Progress to the Previous Cycle's PCI:**

The Theatre Studies emphasis is developing into a strong program. It is being marketed as a true alternative to the other emphases as an exciting and vibrant set of courses, depending on students' interests.

The relationship between the School of Education and the Department of Theatre and Musical Theatre is being strengthened each year. The department's education students are doing very well in their certification exams.

The Acting/ Directing emphasis continues to grow despite the set back in numbers due to the COVID pandemic. THEA 3374 (The Actor and Commedia del'Arte) was a very successful class. We continue to explore our senior showcase modalities. Combining the Acting / Directing and Musical Theatre showcases is being considered.

The Design / Technology emphasis is evolving, and more students were recruited. The department is in discussions about how to change the emphasis to meet more of industry changes; i.e., set design for film / TV, lighting for various entertainment venues, etc.

### **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

Moving forward, the department will make a concerted effort to improve the student experience in the Theatre BFA by expanding the AD Showcase to better serve actors and directors by possibly featuring students earlier in the semester and / or in other cities. Fall 2022 is our first semester to be audition / interview only for ALL emphases / programs in the department. The department will evaluate this transition in the coming year.

The Theatre Studies emphasis will continue to grow in the areas of realized performance projects with the idea of public performance opportunities and collaborative connections between faculty and classes. Additionally, the assessment process for Theatre Studies students will continue to be explored and nuanced for progress, attitude, competency and potential.

The BFA Theatre with Teaching Certification will continue to explore ways to "create teachers" by delving into creating lesson plans, researching plays, designing costumes, props and set pieces in THEA 4387, Workshop in Creative Drama. Similarly to Theatre Studies and the other emphases, new approaches to assessments will be explored to ensure that each student's potential is reached.

The Design / Technology emphasis will continue to explore ways to improve student proficiency in the areas of drafting, drawing, carpentry, electric plots and sewing. The area of self-assessment will be honed so that the students will progress closer to professionalism in their chosen speciality. Portfolios, resumes and websites will continue to be emphasized in THEA 4365, Portfolio Development. The department will continue to ensure that students are not overworked in the area of projects and that they are clear in expectations, workload assignments and deadlines.