

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

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

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

Learning Objective Description:

Students will demonstrate proficiency in character development, use of body and voice, script analysis, period and modern acting techniques, and auditioning techniques.

RELATED ITEM LEVEL 2

End of the Semester Acting Assessment

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.

Freshman and Sophomore students prepares 2 contrasting monologues each semester. Juniors prepare a duet in the fall semester and a single 4-6 min monologue in the spring semester. Seniors prepare their 2 best contrasting monologues in the fall semester.

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.

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 Freshman 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 theatre studies, they are asked to explore a theatre minor or asked to re-exam their major.

At present all students are required to audition or interview into all areas of the theatre degree.

Findings Description:

We have moved to an audition only program and the observations in the the end of semester/year assessment are that the student body is a stronger then ever and showing tremendous growth. Our Freshman are a head of where our senior were at the same time in their training and this is a result of auditioning the students before they arrived at SHSU.

RELATED ITEM LEVEL 3

End of Semester Acting Assessment Moving Forward

Action Description:

We are looking to vary how we assess each classification in each semester. If we need to have more variety in the Freshman and Sophomore assessment as we do with the Junior and Senior.

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:

We are receiving positive feedback from the Houston Theatre community about this showcase and students are gaining representation and jobs opportunities from it.

RELATED ITEM LEVEL 3

Senior Acting/Directing Showcase

Action Description:

We have found that this showcase needs to start preparations in the fall semester during the Seniors AD Workshop class.

Design and Technology Proficiency

Goal Description:

Students interested in preparation for entering the workforce in design or technical aspects of the performing arts and or live entertainment, will find courses that prepare them for employment in costume construction, draping, prosthetic makeup, airbrushing, set construction, including welding and carpentry, technical direction, projection, scenic art, wardrobe, work 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 and technology assignments to maximize the student's strengths, and improve on complementary skill sets in an effort to create more well rounded and employable graduates. Courses and assignments, both in and out of the classroom, are based on a reasonable and equitable work schedules. Projects, particularly the advanced projects, will be given sufficient 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. The students will learn to manage expectations, workloads, and deadlines in this way.

RELATED ITEM LEVEL 2

Managing skill to projects

Indicator Description:

Design meetings will begin 4 months or more prior to the first drawings, renderings or drafts being due. These deadlines are altered based on the needs of the particular production and the complexity of the new construction implements. Production based projects have final inflexible deadlines based on the curtain of the show and are not dependent on if the aim is for an individual or a team.

Criterion Description:

For student designers, 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 based on complexity of build or material acquisition timelines.

Findings Description:

All students have met the 95% adherence to their deadlines, and when late have striven to fill in delinquencies that might affect another's work or progress within their production schedule. All design and technology materials have been completed before they were needed in production and therefore did not adversely affect the outward facing showing of the student's work.

RELATED ITEM LEVEL 3

Managing skill to projects

Action Description:

Departmental technical staff positions have been reorganized and reclassified into the CAM Production staff, under the new position of Director of Production (DOP). Therefore, we the Department of Theatre and Musical Theatre, plan to operate production meetings and processes, within the department, as if the CAM Production Staff is a production or build house separate from the inner workings of the department itself . This is inline with industry practices in which most professional companies do not have dedicated shop spaces or technical staff that work or are available to them alone. Production meetings and design meetings will be held and CAM staff will be incorporated when processes have progressed far enough to illicit their presence and expertise. Once drafting packets and paperwork is to a point they can be shared, they will be sent to the appropriate staff member to "bid" the show, thus assuring the show is within budget. This change in process will require a faculty member in the Department of Theatre and Musical Theatre to act as Production Manager going forward.

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 and technology faculty, and professional staff, 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.

At 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 or academic semesters in which they are enrolled in THEA 4093 Theatre Internship. 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

 [ASSESSMENT SCORE EXPLANATION.doc](#)

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:

All students have met and or exceeded benchmarks for their appropriate level with the exception of a single students who was readmitted in the middle of 22-23 off of academic suspension.

RELATED ITEM LEVEL 3

Design/Technology Annual Review

Action Description:

The Design and Technology emphasis will be implementing a new interface for the presentation and sharing of review materials. Going forward Design and Technology students will be evaluated not only by faculty and staff within the Design and Technology area but faculty in other areas of our department will be called on, specific to the student to respond with a more objective eye to the presentation of their work. These faculty will, ideally, have a connection to the student beyond the classroom. For example they may have directed a production on which the student has worked or they may have guided another student adjacent to the student's workflow and so might have a different perspective on the student's process. Additionally, for the senior review, students will be charged with contacting at least one external professional artist or technician in their area to review their materials. Faculty will do the same for these senior students.

Teaching Certification Proficiency

Goal Description:

The BFA in Theatre with a concentration in Teacher Certification prepares students for teacher certification in Texas from Early Childhood through 12th grade (EC-12). Students planning to teach will receive well-rounded training in all areas of theatre in order to successfully pass all their certification exams and teach a wide range of theatre classes at the middle school and high school level. Students will demonstrate proficiencies in acting, theatrical design, play analysis, theatrical management, theatre history, teaching techniques, and communication that will give them the required skills to teach in secondary schools.

Providing Department: Theatre BFA

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Preparing Students as Secondary Education Teachers

Learning Objective Description:

The BFA in Theatre with Teacher Certification requires coursework in both Theatre and Education and the department provides guidance and advising through that process. The College of Education courses, the Professional Block and the Methods Block, detail and guide students in the certification process, including EPP and TK20. College of Education also administers all practice exams and certification exams.

The students 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 with Teacher Certification BFA. All Teacher Certification students must have a GPA ≥ 2.75 overall and in their program area; GPA includes transfer courses as well as those taken at SHSU. Students must receive Cs in Theatre and Education classes, or have to retake them.

All Teacher Certification students must pass practice exams and certification exams. The Theatre Teacher Certification Coordinator approves all practice exam passage/benchmarks before students can continue to content exams.

The Teacher Certification students in this tract must meet with faculty for assessment of where they are in their course studies and practical involvement with the department's productions. Students must maintain academic standards commensurate with the College of Education as well as the Department of Theatre and Musical Theatre.

Criterion Description:

All Teacher Certification students must have a GPA ≥ 2.75 overall and in their program area; GPA includes transfer courses as well as those taken at SHSU. Students must receive Cs in Theatre and Education classes, or have to retake them.

The College of Education courses, the Professional Block and the Methods Block, detail and guide students in the certification process, including EPP and TK20. College of Education also administers all practice exams and certification exams, communicating with the Theatre Teacher Certification Coordinator. The Theatre Teacher Certification Coordinator approves all practice exam passage/benchmarks before students can continue to content exams.

Findings Description:

For the last three academic years, every Theatre Teacher Certification BFA student has passed their teaching/theatre exams on the first attempt.

Any Theatre Teacher Certification BFA graduate looking for Texas ISD employment in the last three years is placed in a full-time teaching position. Most Theatre Teacher Certification BFA students have a job set up before graduating.

Theatre Teacher Certification BFA program has a 85-90% rate of full-time Texas ISD employment for graduates.

RELATED ITEM LEVEL 3

Action: Aptitude in all areas of theatre

Action Description:

The Theatre Teacher Certification BFA program is robust, sustaining 30-40 students average every year, with extremely high testing, graduation, and job placement rates. The department needs to prioritize maintaining and expanding faculty that have Teacher Certification experience.

The department historically offers Theatre Teacher Certification BFA students with a number of teaching-related and community engaged classes including: THEA 4094: Special Topics: UIL One-Act Play, THEA 4388: Theatre for Youth Production, and THEA 4387: Creative Dramatics. With faculty shortfalls, these classes will not be regularly offered. The department needs to prioritize maintaining and expanding faculty that can teach these classes.

RELATED ITEM LEVEL 2

Knowledge in areas of educational theatre

Indicator Description:

All students in BFA Theatre with Teacher Certification are required to enroll and receive a C or higher in THEA 4387, Workshop in Creative Drama. This class emphasizes drama as teaching methodology in any classroom and other educational settings. While this class focuses on the use of drama with children and youth, the facilitation and drama techniques are be applied in a variety of settings, and the course is designed to be of value to classroom teachers, actors, directors. During the semester in which this class runs, the students write and implement a number of drama-based lesson plans in the Huntsville public schools.

All BFA Theatre with Teacher Certification students are encouraged to take THEA 4388: Theatre for Youth Production. In that course, students create lesson plans, research packets, direct one another, design costumes, props, and set pieces and perform in 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 goals of these courses are depth and breadth of drama-based pedagogy and teaching methodologies. 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 courses are assessed based on collaboration, presentation, and engagement.

In past years, these classes include 2-6 weeks in the public schools, which allow students practical, hands on experience as teaching artists and educators.

Findings Description:

Theatre Teacher Certification BFA students and any students in these classes can list "teaching artist" on their resume. Multiple students from these classes received professional internships and jobs as Education Theatre Teaching Artists including major programs: Main Street Theatre, Seattle Children's Theatre Company, and Great Lakes Theater School Residency.

Any Theatre Teacher Certification BFA graduate looking for Texas ISD employment in the last three years is placed in a full-time teaching position. Most Theatre Teacher Certification BFA students have a job set up before graduating.

RELATED ITEM LEVEL 3

Action -- Knowledge in areas of educational theatre

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With faculty shortfalls, these classes will not be regularly offered. THEA 4387: Creative Dramatics is missing for the second fall in a row. The department needs to prioritize maintaining and expanding faculty that can teach these classes.

RELATED ITEM LEVEL 1

Preparing Students as Theatre Teachers

Learning Objective Description:

The department will provide a thorough and well-rounded background in the following: history, analysis, acting, directing, design, and stage management. Students will take theatre pedagogy courses with outreach elements in public schools as well. The department provides Teacher Certification students opportunities be in productions, design, and stage manage in order to prepare for classroom, public school productions. Teacher Certification students also get experience as Teaching Artists which can help when working educational outreach with professional theatre companies.

RELATED ITEM LEVEL 2

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RELATED ITEM LEVEL 2

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Criterion Description:

The goals of these courses are depth and breadth of drama-based pedagogy and teaching methodologies. 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 courses are assessed based on collaboration, presentation, and engagement.

In past years, these classes include 2-6 weeks in the public schools, which allow students practical, hands on experience as teaching artists and educators.

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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:

In the 2022-23 school year, Theatre Studies students performed the following Capstone Projects:
Costume Designer & Dramaturg for American Idiot
Actor in Antigone
Costume Designer for 365 Plays

Assistant Director for 365 Plays
Stage Manager for American Idiot
Stage Manager for Sweeney Todd
Stage Manager for Fade
Stage Manager for Airness
Props Designer for 365 Plays
Theatre Internship: Assistant Stage Manager for The Mousetrap at Unity Theatre

There is a wide range of projects represented here, and these students all received A's and B's for their work on these projects.

RELATED ITEM LEVEL 3

Action - Capstone Project

Action Description:

As the Theatre Studies emphasis continues to grow and develop, we are continuing to find a wide variety of Capstone projects for students, including but not limited to: Stage Managing, Dramaturgy, Performance and Design. Two areas where we would like to see more opportunities for students are in Directing and Playwriting.

Some actions we are currently taking include:

1. When advising, make sure students are aware of all potential opportunities.
2. Encouraging students to take Directing II, and to pitch as a potential Student Director, if they show the aptitude.
3. Encouraging students to explore opportunities through the Kennedy Center American College Theatre Festival playwriting programs.

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:

This past year, Theatre Studies students took several classes that culminated in fully-realized performance projects, including Directing II, Special Topics, Playwriting, Theatre Internships, and Independent Study classes. All the Theatre Studies students in these classes received at least a C in the class, with the majority receiving A's and B's.

RELATED ITEM LEVEL 3

Action - Theatre Studies Realized Performance Projects

Action Description:

Based on feedback and conversations with students and faculty, the 2023-24 Degree Plan has been adjusted to where the modules of study are clearer, and additional classes have been added to each module, to encourage students to continue to grow in their knowledge and experience.

RELATED ITEM LEVEL 2

Theatre Studies Sophomore gate/transfer gate Interview

Indicator Description:

Starting this 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.

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:

No sophomore or transfer gates were held this past year, because 2022-23 was the first school year in which students could choose to be a Theatre Studies major starting in their freshman year. And there were still several students who were grandfathered into the Theatre Studies program because of when they started. This next school year, there is no more grandfathering in of students, so this will be the first group of Theatre Studies majors who auditioned for that program (both freshmen and transfers), so those gate interviews will happen at the end of the 2023-24 school year.

RELATED ITEM LEVEL 3

Action - Theatre Studies Sophomore gate/transfer gate interview

Action Description:

This Spring 2023 will be the first time that we offer the Sophomore Gate/Transfer Gate Interview. Based on that experience, that data will be used to continue to modify this action item in future years.

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 2023 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 2018-19 year. The current school year is the first year that students are able to assess into this degree plan directly from high school or junior college. Before this year, 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. They must go through an audition/interview to successfully be admitted into the program. Below are the requirements for auditions into Theatre Studies:

For Recorded Auditions, students need to submit:

- A resume listing your production assignments and work.
- A two-minute long MAX video during which you present at least two of the following items:
 1. A one-minute long monologue from a play (memorized)
 2. A production book or paperwork for stage management
 3. Dramaturgical research for a play/musical
 4. A highlight of your best design/technical work
 5. A theatrical research paper the student has written
 6. An original play/scene written by the student
- An additional portfolio submission of any of the following items (it is fine to submit a physical copy of the materials that you presented in your video):
 1. Stage Management paperwork
 2. Dramaturgy
 3. Design Portfolio
 4. Technical Theatre Portfolio
 5. Theatrical Research Paper
 6. An original play/scene written by the student

For Live Auditions, students need to prepare:

- A resume listing your production assignments and work.
- Be prepared to present two of the following:
 1. A one-minute long monologue from a play
 2. A production book or paperwork for stage management
 3. Dramaturgical research for a play/musical
 4. A highlight of your best design/technical work
 5. A theatrical research paper the student has written
 6. An original play/scene written by the student
- There will also be an interview portion, during which the student will be expected to talk about your process, success, and what you learned through projects you have worked on.

Attached Files

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

 [ActingDirecting Jury Rubric.doc](#)

 [Design technology jury sheet.doc](#)

 [NAST handbook excerpt.doc](#)

Findings Description:

The Theatre Studies degree continues to grow and develop, allowing students to forge their own path, while discovering proficiencies within multiple areas. In the 2022-23 school year, Theatre Studies majors have served as Stage Managers, Assistant Stage Managers and Costume Assistants at regional theatres both in and out of state. One is also going to serve as a Theatre Camp Counselor at a Summer Camp in Maine this summer.

Theatre Studies majors have served as Stage Managers, Assistant Stage Managers, Costume Designers, Assistant Directors, Actors and Dramaturgs on productions here at SHSU. More and more Theatre Studies majors are exploring interest in fields such as Performance, Design, Directing and Playwriting, through classroom work and independent projects, like the Department Drag Show.

Several Theatre Studies majors have received regional and national accolades through the Kennedy Center American College Theatre Festival for their work.

This program and those students within the program continue to show growth in their work, and a broadening range of skill sets and experiences.

RELATED ITEM LEVEL 3

Theatre Studies Evaluation

Action Description:

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 2023 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.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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 students' 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.

Update of Progress to the Previous Cycle's PCI:

BFA Theatre with Teaching Certification maintains high expectations and students achieve high standards: in the last three academic years, every Theatre Teacher Certification BFA student has passed their teaching/theatre exams on the first attempt. Any Theatre Teacher Certification BFA graduate looking for Texas ISD employment in the last three years is placed in a full-time teaching position. Most Theatre Teacher Certification BFA students have a job set up before graduating. Theatre Teacher Certification BFA program has a 85-90% rate of full-time Texas ISD employment for graduates. The theatre generalist classes, the theatre education classes, and the College of Education courses/framework for student teacher success. In losing some faculty, THEA 4094: Special Topics: UIL One-Act Play, THEA 4388: Theatre for Youth Production, and THEA 4387: Creative Dramatics will be taught much less frequently. The department needs to address faculty shortages.

The **Design / Technology** emphasis has continued work in hard skills. Students in the emphasis have improved, however the departure of the costume design faculty member mid year would have slowed the development of the costume skills had the departmental costume shop supervisor stepped into the gaps created while an adjunct assumed the teaching duties. A failed search for a new faculty member in this area will continue this need on both counts. Self- Assessment as well as Peer Evaluation in course work has yielded noticeable results in the heightened quality of the Design and Technology students professional materials, to the outcome that two thirds of the graduating seniors has professional internships in the spring semester with professional theatres in the Houston theatre community. Deadlines have been published to students for their work and, as addressed in corresponding FINDINGS, there was a 95% adherence to deadlines and no work had to be cut or amended in order to allow a show to open on time. In an effort to better emulate professional theatre companies, the design and technology area plans to pursue an intentional separation of design process from technical execution. This practice is present in most professional companies where there is no dedicated technical staff, which is where the department now resides, the costume area aside.

The **Theatre Studies** emphasis has shown continued growth. Students within the emphasis have continued to expand and diversify their base of knowledge, and are continuing to grow in a multitude of areas. This past year was the first year that students could audition/interview to join Theatre Studies directly from high school or community college, and those students are proactively working to find opportunities within the department. The students in the Theatre Studies who have been here longer than this past year have taken a variety of leadership roles throughout the department. The theatre generalist classes required by the degree are vital in helping students discover multiple areas of interest and ability. In losing some faculty, several classes such as THEA 4094: Special Topics, THEA 4388: Theatre for Youth Production, THEA 4387: Creative Dramatics, THEA 4362: Playwriting, THEA 4368: Experimental Theatre will be taught much less frequently. This is also true of our Theatre History I and II courses. The department needs to address faculty shortages.

The **Acting and Directing** emphasis has taken a large step forward after becoming audition only, raising the level of our talent across all classifications. We included student directing in the our Senior Showcase and have now added a Freshman A/D Workshop class that will work with Directing I students, similar to past Sophomore A/D Workshop classes. Our graduates are finding work in the Houston theatre scene, as well as regionally around the United States. We also have students teaching in middle and high schools directing after graduation. We have lost faculty and will need to address how to keep THEA 4366 Directing taught enough and not comprise other classes such as THEA 1364 Beginning Acting and 2368 Intermediate Acting as result of faculty shortage.

New Plan for Continuous Improvement Item

Closing Summary:

Design and Technology: The Design and Technology area has made great strides in its growth, enrollment wise, over the last year. While the courses consistently fill, as the majority of the courses are in multiple if not all degree programs within the department, the number of Design and Technology students has fluctuated over the last several years. The area is currently on track to have 21 students in the fall 2023 semester and plan to average 10-15 new students every year, based on departmental recruiting support. In the Spring of 2023, a course release was given to one faculty member to explore the implementation and expansion of the design and technology emphasis into the area of entertainment design and technology. In order to match comparable programs it was determined that a large influx of infrastructure, in both the department of theatre and musical theatre as well as the the department of mass communication would be needed. This is not a possibility at this time. In lieu of this pursuit, a road map for a bachelors of integrated studies, as well as several certificates, credentials, micro certificates, and micro credentials will be explored to add to the departments catalog entries and materials. Additionally, In an effort to better emulate professional theatre companies, the design and technology area plans to pursue an intentional separation of design process from technical execution. This practice is present in most professional companies where there is no dedicated technical staff, which is where the department now resides, the costume area aside.

Theatre Teacher Certification BFA program: The Theatre Teacher Certification BFA program is robust, sustaining 30-40 students average every year, with extremely high testing, graduation, and job placement rates. The department needs to prioritize maintaining faculty that have Teacher Certifications.

The department historically offers Theatre Teacher Certification BFA students with a number of teaching-related and community engaged classes including: THEA 4094: Special Topics: UIL One-Act Play, THEA 4388: Theatre for Youth Production, and THEA 4387: Creative Dramatics. With current faculty shortfalls, these classes will not be regularly offered. The department needs to prioritize maintaining and expanding faculty that can teach these classes.

Theatre Studies: The Theatre Studies area continues to make good strides in its growth. The program maintains between 25-35 students each year. There are 9 new students slated to join the program in this upcoming school year. Recruitment proves to be challenging, because the name "Theatre Studies" is so general, it does not give potential incoming students enough information to know what the program offers. Once a conversation happens, students usually open up to the idea of the program, but this is still a concern.

With current faculty shortfalls, many of the classes that are in the Theatre Studies Degree are at risk of not being regularly offered, such as Playwriting, Special Topics, Theatre for Youth Production, Creative Dramatics, Dramaturgy, Theory and Criticism. The department needs to prioritize maintaining and expanding faculty that can teach these classes.

Acting and Directing: The adjustment to audition only program for Acting and Directing has been a positive growing our program to 55-60 students. However, with a larger group of students now with declared focus from day one, we need to make adjustments to make sure we are serving our actors and our directors with opportunity in the classroom to train and outside the classroom (department productions) to practice what they are learning. We have reduced our number of produced shows because of staffing and budget concerns and this will have direct and negative impact on this area of students without immediate changes.