

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:

Through consistent assessment of Acting and Directing concentration students a higher level of success and retention in this area

RELATED ITEM LEVEL 3

Action- End of Semester Acting Assessment Moving Forward

Action Description:

Students are evaluated based on these areas:

Character Development / Interpretation
Vocal Quality
Movement
Quality
Preparation

They are evaluated on a 1-4 ranking and are given verbal feedback. This will continue with an implemented cut point following the fourth semester or 60 hrs in line with accrediting body.

Attached Files

 [ActingDirecting Rubric.docx](#)

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 continue to have a high attendance at the showcase and our graduates consistently gain employment in the Houston Theatre market as well as around the region

RELATED ITEM LEVEL 3

Action-Senior Acting/Directing Showcase

Action Description:

The department will continue to invite more companies to see our students work and strive to widen our net for job placement

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

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:

Deadlines have mostly been adhered to which has yielded on time drawings and effective execution of production

RELATED ITEM LEVEL 3

Action-Managing skill to projects

Action Description:

Students have been excelling in all areas save time management so the calendar will be altered to accomodate this change

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:

But publishing and upholding these standards, Design and Technology has been able to assure our students interview and professional materials are prepared for employment.

RELATED ITEM LEVEL 3

Action-Design/Technology Annual Review

Action Description:

Students are evaluated based on these areas:

Resume, Quality of Portfolio, Quality of Portfolio, Portfolio Presentation, Production Participation, Classroom Activities, General Attitude and Collaboration.

They are evaluated on a 1-4 ranking and are given verbal feedback. This will continue with an implemented cut point following the fourth semester or 60 hrs in line with accrediting body.

Attached Files

[JURY SCORE EXPLANATION \(1\).pdf](#)

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

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 track 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 track 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:

Students in this track continue to pass their benchmark, certification and and practice exams at a rate of 98% or better.

RELATED ITEM LEVEL 3

Action: Aptitude in all areas of theatre

Action Description:

We will continue to foster a high academic rigor for our students to ensure a high job placement following completion of the program

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:

We maintain a 99%+ post grad employment with an equal passage rate of content exams

RELATED ITEM LEVEL 3

Action -- Knowledge in areas of educational theatre

Action Description:

Students progress and aquisition of knowledge areas will continue to be evaluated by periodic content exams through the college of ed and practice exams for certification exams

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

Aptitude in all areas of theatre

Indicator Description:

Students in this track 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 track 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:

Students in this track continue to pass their benchmark, certification and and practice exams at a rate of 98% or better.

RELATED ITEM LEVEL 3

Action: Aptitude in all areas of theatre

Action Description:

We will continue to foster a high academic rigor for our students to ensure a high job placement following completion of the program

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:

We maintain a 99%+ post grad employment with an equal passage rate of content exams

RELATED ITEM LEVEL 3

Action -- Knowledge in areas of educational theatre

Action Description:

Students progress and aquisition of knowledge areas will continue to be evaluated by periodic content exams through the college of ed and practice exams for certification exams

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:

Students have had varying levels of success with their capstone projects, but have been able to maintain the C or avergae expectation set out in the Criterion above.

RELATED ITEM LEVEL 3

Action - Capstone Project

Action Description:

All emphases in the BFA in theatre have capstones projects. As we have moved to an audition only entry these projects have become more specific to tracks but remain varied to cover a greater amount of applicable areas of study. These are intended, as dictated by our accrediting body to encompass. **The essential competencies in the NAST Handbook ask for participation in at least one fully realized production as well as at least one significant role.**

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:

Similar to Theatre Studies evaluation projects, the realized works continue to show the ability of these particular students to be successful outside of performance, design or technology and education areas.

RELATED ITEM LEVEL 3

Action - Theatre Studies Realized Performance Projects

Action Description:

Theatre studies, as it focuses on more varied disciplines, tend to vary in desired outcome of projects. These realized projects, going forward will include stage management positions, dramaturgical projects and scholarly papers intended to be submitted to the undergrad research symposium among others

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:

These gates have had uneven result which will result in the reformation of the processes.

RELATED ITEM LEVEL 3

Action - Theatre Studies Sophomore gate/transfer gate interview

Action Description:

Theatre studies students will be evaluated after their fourth semester or 60 credit hours to gauge their progress in the program and their ability to successfully complete the degree program.

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 breadth of options available to these students has proven to be beneficial to the students exploration of the art form.

RELATED ITEM LEVEL 3

Action-Theatre Studies Evaluation

Action Description:

We plan to, following a visit from accrediting body, alter the degree to a BA going forward. This will allow more wide spread educational experience for students in this degree

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

We continue to explore external funding sources to bring our departmental infrastructure up to industry requirements to allow our students to be employment ready upon graduation. A continued advocacy for replacement of open and vacant faculty line will ideally allow us to serve our entire curriculum again and cut down or eliminate substitutions.

New Plan for Continuous Improvement Item

Closing Summary:

The goals attached are our intent going forward, They are in line with the university strategic plan and so hopefully can more easily be streamlined to success.

Priority #1- Prioritize student success and student access.

Goals:

- Streamline course requirements in the BFAs
- Based on NAST feedback, consider a BA in Theatre Studies
- Increase recruiting budget/assistance

Priority #2- Embody a culture of excellence.

Goals:

- Maintain standards for Audition-only programming in the BFAs
- Based on NAST feedback, increase balance in production work for performance students.
- Use website/social media to highlight faculty achievements and professional work.

Priority #3- Elevate the reputation and visibility of SHSU.

Goals:

- Considering SHSU's national recognition from the Kennedy Center American College Theater Festival, establish clear, sustainable funding and support for our KCACTF participation.

- Use website/social media to highlight student activity in Houston area theatres.
- Encourage more faculty to ACE courses.

Priority #4- Expand and elevate our service to the State and beyond.

Goals:

- Maintain and create more connections for students to do professional training in Houston and national theatres before graduating.
- Offer special topics courses that reflect trends in contemporary professional theatre and performance.
- SHSU Theatre BFAs teach throughout the region. Create a formalized alumni network of SHSU Theatre teachers.