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Introduction

In 1998 the Educational Policies Committee, College Deans and the Chairs of the Arts and Sciences voted and agreed to separate the theatre courses and professors from the Mass Communications Department into a separate Theatre Department. Originally part of the Department of Mass Communications, the then “Theatre Division” had one foot in the College of Arts and Sciences and one foot in the College of Human Services. In the fall of 1998 the Theatre Department struck out as a small, but active department in the College of Arts and Sciences.

The Theatre Department has three full-time faculty members (Dr. Corinne Johnson, Michael Kennedy and Kris Eitrheim.) at present two adjuncts (Shellee Frazee, and David Bonde) and two staff members (Brad Frazee and Dianne Dye). The department, currently, has approximately 30 theatre majors and 20 theatre minors. The theatre department is also represented in the ACCEL program where courses are taught by a variety of adjunct instructors.

Proposed Actions To Be Taken By Educational Policies

1. **To add six new courses to the Theatre curriculum.** These courses will be added to the curriculum in response to the students and our advisory board’s suggestions.

A. Movement for Actors I &II THTR 206 & THTR 207 3 credits per course and 207 has a prerequisite of 206

Justification- These are movement courses for actors courses that involve character creation through the physical being. These classes have been missing from our curriculum since we began and now that we have found a teacher for these courses we have added them to the department. The physical awareness and movement of an actor is a crucial part of their education and development. 206 has been taught this year as a topics class.

B. Stage Management THTR 260 3 credits no prerequisite

Justification- This class is dedicated to the role of the stage manager, a critical subject that our curriculum has, unfortunately, been missing. There are no other opportunities for our students to get exposure to this topic before performing the duties of a stage manager for one of our plays.

C. CAD for Theatre THTR 290 3 credits, no prerequisite

Justification- This class is designed to introduce students to Computer Aided Drafting in the Theatre. As computer-drafting knowledge has become absolutely necessary in Theatre and in other related fields, this course has become critical to any vital theatre program.

D. Advanced Stagecraft THTR 329 3 credits - prerequisite THTR 209

Justification- This class is designed to give students an opportunity to follow up basic knowledge with more advanced stagecraft topics such as sound and

pyrotechnics. This is an important partner to stagecraft for those students who have interest in technical theatre or are looking at technical theatre as a career.

E. Dance Fundamentals and Auditioning for Musical Theatre THTR 240
3 Credits no prerequisite

Justification- Preparing students for work in musicals- particularly from the Dance/movement aspect is currently missing from our curriculum. Recently, many students have been asking for more instruction in this direction.

2. Drop English 303 from the Theatre Major.

Justification-

Due to increased enrollment, the Shakespeare class has become increasingly difficult for our students to successfully enroll in. Also, the course, as it is currently delivered is not effective for our majors. Also the Classic Dramatic Literature THTR 316 and Theatre History I THTR 304 are opportunities to offer a similar experience.

Theatre Catalogue Information

The catalogue information has been revised to include the proposed changes.

Requirements for a Major in Theatre: 35 semester credits of courses including: THTR 202, 205, 209, 304, 305, 380, 480 and 18 credits of theatre electives,

Requirement for a Minor in Theatre: 17 semester credits of theatre courses including: THTR 202, 205, 209, 304, 380, 480 and three semester credits of theatre electives.

Requirements for a Secondary Speech and Theatre Teaching Major (7-12):
38 semester credits, including COMM 203, 232, 325, 328, 329; THTR 202, 205, 209, 304, 305, 312, 314, 380, 480

Requirements for a Secondary Speech and Theatre Teaching Minor (7-12):
23 semester credits, including COMM 232, 325, 328, 329; THTR 202, 209, 312, 380, 480.

Significant changes and milestones since the last program review

Since our past review the following changes have been made:

1. **Michael Kennedy fulltime** Michael Kennedy was made full time theatre faculty in May of 2005. Mr. Kennedy had been part-time Theatre and part-time Communications since theatre became its own program, in 1998.
2. **Theatre in Ireland** We added THTR 386 Theatre in Ireland. This class was offered for the first time in May 2005.
3. **ACTF** As we have for the past 15 years, the Theatre Department invites a respondent from the Kennedy Center/American College Theatre Festival

(KC/ACTF) to three of our four mainstage departmental productions. This respondent views the production and later speaks to the cast, crew, director and designers as to the successes and/or shortcomings of the production. This individual then selects exemplary elements of the show (i.e.- specific actors, designers, musicians, and writers) to represent St. Ambrose at the regional KC/ACTF festival in late January of every year. At that festival theatre students are again critiqued and evaluated in a pool of theatre students selected from colleges in seven regional states.

The St. Ambrose Theatre Department has been involved as a participant in the Kennedy Center/American College Theatre Festival(KC/ACTF) since 1990. KC/ACTF is aimed at encouraging high levels of artistic participation in all area of theatre at the undergraduate and graduate levels. There are eight regional festivals per year around the country and one national festival held every April at the Kennedy Center for the Performing Arts in Washington D.C. SAU has participated in the highly visible Irene Ryan Acting Scholarship competition, the David Thayer Lighting Design Competition, full production adjudications, costume design, scenic design, stage management and theatre criticism competitions. Students and faculty also yearly attend a wide variety of workshops and, through KC/ACTF have productions on our own campus adjudicated by visiting professors.

In the past years SAU has fared extraordinarily well in our experiences with KC/ACTF. In 2000 we had an entire production invited to be performed at the regional festival (5 plays invited from a pool of over 300). That same production was then held for consideration for production at the national festival (5 plays invited from the regional selections). We have also garnered a great number of Certification of Merit awards for scenic design (Kris Eitheim, Joe Goodall), Costume Design (Dianne Dye, Brian Hemesath), stage management (Eric Behnke) and ensemble acting (*Brighton Beach Memoirs*). In 2004 alumni Daniel Sheridan was 1st runner up to the national festival as a director. Many students have also been selected (by visiting adjudicators) to compete in the Irene Ryan Acting competition. Over the years SAU has had 12 students advance to the Ryan semi-finals (36 out of over 300), 6 advance to the finals (18 of over 300) and in 2003 and 2005 SAU's Dan Hale and Daniel Sheridan (respectively) won the regional competition and went on to be one of 16 undergraduates and graduates nation-wide to compete at the Kennedy Center. In 2005 Dr. Corinne Johnson was also named Acting Coach of the Year for KC/ACTF Region V.

Our involvement with KC/ACTF has helped to get SAU students to see the work of other theatre departments, learn from a wide range of theatre professionals and academicsand has been a proving ground that great things can come out of small schools like ourself. Morale is high in the theatre department at SAU and we believe the recognition of our hard work by KC/ACTF is a part of that excitement.

4. **Alumni Show** In September of 2004, St. Ambrose produced “Death of a

Salesman”. For this production we invited Alumni back for a performance featuring and honoring Michael Kennedy. The production involved over 25 former and current students, and close to 1200 audience members watched a wonderful exhibition of St Ambrose talent. Faculty members Kris Eitheim and Corrine Johnson also acted in this production.

5. **Special Classes** In the past three years, the department has offered opportunities outside of the normal curriculum. These short topics courses and workshops such as Stage Management, Stage Combat, and Phillip McKinley (Broadway Musical Director). We also brought in Debbie Alley as an adjunct for a short course in Stage Management. This opportunity was the progenitor for the full course in Stage Management, which is in the proposed actions that we are submitting in this proposal. These experiences significantly add to our students theatre curriculum.
6. **Players at Dawn** Students have also explored topics outside the classroom by organizing a group of interested students and independently studying a particular subject. This opportunity takes place at 6:00 AM, hence the name “Players at Dawn”.

Outside Consultation

The Department had its fifth annual meeting of the “St. Ambrose University Theatre Department’s Professional Advisory Board” on March 21st 2005. The Board is currently made up of Mr. Dennis Hitchcock, Owner and Artistic Director of Circa ’21 Dinner Playhouse; Mr. William Theisen Artistic Director of the Skylight Opera in Milwaukee, Wisconsin, and Todd Hensley Professional Lighting Designer and member of the Schuler and Schook Consultant Corp. The meeting was as usual, very informative and many of the curriculum suggestions offered by the board are found in this document. This group of professionals will be very helpful in reviewing the content of the departmental course work and judging it as per the needs of the theatre professional in the year 2006.

Long Range Goals of the Theatre Department

1. **To strengthen and broaden our classroom offerings.**
We urgently look to the day when we might add a fourth faculty member who can help us in our curriculum, as well as aid our production schedule on stage. We are also anxious to improve our facilities in order to extend opportunities for our students and our audiences. We continue to look for new courses to strengthen our offerings. This review contains five new classes that are designed to expand and add to current coursework. Recently, as enrollment in tech theatre has increased there has been strong interest in more advanced technical coursework and
These courses are particularly geared toward areas where we have tried to address weaknesses in our coursework. Our students and our advisory board have agreed with these changes.
2. **To strengthen the connections of students with professionals in the field.**

In order to better prepare our students for a life in the theatre we have attempted to and will continue to strive to connect our students with working professionals. Through the use of SAU graduates who are invited back to guide students as to the “what to do after graduation” we have provided some specific guidance in bridging the gap from classroom to professional. We hope to continue to bring alumni back and to increase the breadth of experience represented by our invited guests. We also hope to increase our use of guest artists in the areas of directing, design, acting and playwrighting. Actually working on a project side by side or under the guidance of professionals is a great learning experience and can provide invaluable contacts when job seeking begins. We have recently brought some guest artists in to work with our students: David Bonde, Dimitri Toscas and Costume Designer Greg Haitt.

We encourage professional internships. We have had some students who have interned with local Circa '21 Dinner Playhouse, Chicago's Goodman Theatre and various summer stock theatres. These are typically very positive experiences and we continue to promote internships in the future.

Through our acting classes and Junior and Senior Seminar we are giving students the information and feedback to feel comfortable doing professional auditions and interviews. We encourage students to participate in the National Dinner Theatre Auditions, Mid-America Theatre Auditions, Southeastern Theatre conference and New England Theatre Conference, and URTA's (University and Regional Theatre Auditions).

3. To strengthen and enlarge the Theatre community at St. Ambrose University.

A major goal in the department is to continue to strive to make the Theatre Program a welcoming and inclusive community. Through highly publicized top-of-the-year informational picnics, published audition notices and crew calls, performances, and conventions we are attempting to include any and all students who might be interested in participating. Through the academics of the department we encourage majors and non-majors alike to participate through hands-on course assignments.

We have developed and maintain a departmental web page that serves as an informational bulletin board as well as a recruiting tool. We also have a monthly newsletter, which is posted on the web. This newsletter provides accounts of past events, notices of upcoming and feature articles on noted students, alumni and faculty.

4. Work with Paul Koch on fine-tuning Departmental assessment plan.

St. Ambrose University Theatre Department Assessment Plan

1) Departmental Mission Statement

The mission of the St. Ambrose Theatre Department is to provide opportunities to enrich a liberal arts background focused on theatre. It is also to open new avenues

of intellectual and artistic consciousness and encourage aesthetic and professional growth in today's world.

2) Learning objectives for SAU Theatre Majors

To develop:

- 1) independent thought and confidence in regards to theatre related topics
 - Become a thoughtful and reflective participant in disciplinary conversations, oral and written, while recognizing the implications of those discussions for addressing personally significant problems of human choice and self-determination
- 2) a critical eye and the ability to analyze opinions
 - Become a thoughtful and reflective participant in disciplinary conversations, oral and written, while recognizing the implications of those discussions for addressing personally significant problems of human choice and self-determination
- 3) an understanding and appreciation of all elements of the process of a theatrical product
 - Understand the tools of expression used in an artistic medium, and the use of those tools in design/structural form
- 4) an ability to execute or to resource those who can execute all aspects of a theatrical process
 - Demonstrate creative use of the tools of expression in writing, visual, or performing art
 - Achieve personal expression through an artistic medium
- 5) a conversant knowledge of theatre history form the Ancient Greeks to the contemporary
 - Recognize the humanities as ways of knowing that critically and analytically examine, interpret, and reflect on the human condition and experience.
- 6) an awareness/understanding of various dramatic theories and critical approaches
 - Understand the diverse methods of inquiry, including reason, scholarly use of evidence, historical analysis, reflection, faith experience, and aesthetic sense, that characterize the humanities
- 7) an awareness/appreciation for all artistic aspects that enter into the collaborative art form of theatre
- 8) the desire and ability to collaborate successfully
- 9) a better understanding of humanity
 - Recognize the humanities as ways of knowing that critically and analytically examine, interpret, and reflect on the human condition and experience.
 - Explore aesthetic experience, and issues of values and goodness
- 10) a set of tools/knowledge that will help facilitate employment post graduation

3) Methods and Objectives for Assessment in the Major

The theatre major is currently required to successfully complete the following courses:

THTR 202- Survey of the Theatre	3crs.
THTR 205- Beginning Acting	3crs.
THTR 209- Stagecraft	3crs.
THTR 304- Theatre History I	3crs.
THTR 305- Theatre History II	3crs.

THTR 380- Junior Seminar 1crs
 THTR 480: Senior Seminar 1crs
and 18 hours of electives within the department

Objective #1- Students should develop independent thought and confidence in regards to theatre related topics.

Students are asked to write responses/review of live theatre events. Students are asked to provide oral critiques to peers, faculty and professionals. Practical and theoretical projects are assigned that require the student to create, problem solve and interpret. (Theatre 202, 205, 210, 307, 309, 312, 314, 316, 320, 321)

Objective #2- Students should develop a critical eye and the ability to communicate opinions.

Students are asked to write responses/reviews of live theatre events. Students are asked to provide oral critiques to peers, faculty and professionals. (Theatre 202, 205, 209, 210, 313, 314,)

Objective #3- Students should develop an understanding and appreciation of all elements of the process of a theatrical product.

Students are tested and evaluated orally on their knowledge of all aspects of the theatrical process. Final projects include hands-on projects. Research papers include topics such as: acting and directing theory, genesis of the stage manager, theatrical lighting design, costuming in the 19th century, etc. Students are also required to take courses that delve into the professional practice of a broad spectrum of theatrical practices. (THTR 202, 205,209, 304, 305, 312, 309, 314, 317)

Objective #4- Students should develop an ability to execute or to resource those who can execute all aspects of a theatrical process.

Students are asked to apply the theoretical to the practical. Scenes are acted, characters created, costumes and sets designed and built and plays directed. Students apply this knowledge in the studio theatre and also on our mainstage productions. (THTR 205, 209, 307, 309, 313, 314, 319)

Objective #5- Students should develop a conversant knowledge of theatre history form the Ancient Greeks to the contemporary.

Students engage in lecture and discussion on issues from the Ancient Greeks to contemporary experimental theatre. They are tested with exams that include matching, fill in the blank, graphs, and essays. The students are also required to produce a research paper on an area of their special interest and share it with the class as an oral presentation. Group projects are also used to encourage complete exploration and reporting on various periods of theatre history. (THTR 202, 304, 305, 316, 380, 480, ENG 303)

Objective #6- Students should develop an awareness/understanding of various dramatic theories and critical approaches.

Students are asked to play the role of theatre critics and study the theories of Aristotle, Horace, Vitruvius and Diderot. They are then asked to attend and write reviews on a variety of live theatrical performances. Acting theory is studied and applied in THTR 205 and 307 as well as in frequent independent study courses. (THTR 202, 205, 307, 316, 392, 393)

Objective #7- Students should develop an awareness/appreciation for all artistic aspects that enter into the collaborative art form of theatre.

Students are encouraged to take courses outside the department that might enhance his/her understanding of the fine arts as a whole. Many are advised to take Figure Drawing in the Art Department and Choir and Voice Lessons in Music. The Theatre Department and the Music Department also work on a collaboration of the fall musical every year. A post show verbal critique is a regular event. A board of student representatives (the “Callboard”) meets with the theatre and music director to voice their suggestions and pleasures in production experiences. Every other year the theatre department offers a class entitled “Theatre in London”. On the off year a non-academic trip to New York City is offered. In both of the aforementioned opportunities students attend art galleries, concerts and folk festivals.

Objective # 8- Students should develop the desire and ability to collaborate successfully.

Each year the Theatre department produces four mainstage plays and up to eleven plays in our Studio Theatre. With each of these experiences collaboration and successful communication is a must. In the Studio Theatre students frequently serve as the director of the play and receive an independent study credit for being at the helm of all decision making. They are required to work with student designers, student playwrights, student stage managers and faculty advisors. Post-show written and oral evaluations are always given.

Objective #9- Students should develop an understanding of humanity.

Along with a constant effort to remind students that theatre is a mirror to society, the theatre department schedules and encourages attendance at post-show panel discussions where topics broached in the evening’s production are discussed and debriefed. Interdisciplinary papers, studies and discussion on theatre and psychology, theatre and sociology, theatre and biology, theatre and criminal justice, etc. are encouraged. Rules of responsible behavior and group dynamics are first and foremost in any class or production, preparing students to venture off into the professional world of theatre. Theatre as a tool for better understanding the world is/will be a touchstone of the Junior and Senior Seminars. (THTR 304, 305, 312, 316, 320, 321,380, 480)

Objective #10- Students should develop a set of tools/knowledge that will help facilitate employment post graduation.

Students are provided with and tested on portfolio preparation, audition skills, interviewing skills; internship possibilities contact sheets, resumes and 8x10 photos. Students are put in mock interview situations. In Advanced Acting the students prepare full acting auditions and perform them for Dennis Hitchcock, Artistic Director of Circa ‘21 Dinner Playhouse. Students are also orally adjudicated by representatives of the American College Theatre Festival. (ACTF) Some students are chosen to advance to regional and national ACTF festivals where their acting and technical design work is reviewed and professional post-graduation contacts are made. In Junior and Senior Seminar (THTR 380 & 480) students are required to present portfolios, auditions, resumes and headshots in preparation for job-seeking post graduation.

Documentation of Student Learning in the Major

1. **Grades.** *We feel that a student’s progress as reflected in their grades is a good measure of student learning.*
2. **Adjudicating auditions.** *The department has held a public forum to view and respond to the mock auditions of the Advanced Acting. These auditions are also*

filmed for classroom use, copied for students, and kept on file in the office of the Chair for future reference.

3. **Reviewing files.** *In both THTR 380 and THTR 480 Files are required and are reviewed by the Theatre faculty at the end of the term. Copies of selected materials from these portfolios are then kept on file.*
4. **Monitoring syllabi.** *The department has developed a file of syllabi, available for individual consultation and for departmental review. This file has already been helpful in attempts to keep consistency in multiple sections of the same course. It will most likely be of aid to any new faculty that we might hire in coming years.*
5. **Monitoring graduates.** *We have collected exit questionnaires from our graduates for the last five years. This information has proved very helpful in the creation of topics courses and the new courses in the proposed actions portion of this review.*

Student Feedback

Students are provided formal and informal evaluation feedback on their individual academic development. Formal feedback is provided through the usual grading process. Informal feedback is provided by written/oral means of communication between students/faculty in the classroom environment as well as through the advising process and formal student/faculty contact.

Results of Assessment

The information gleaned through the assessment tools that we have been able to implement and our outside consultations were paramount in composing the list of “Proposed Actions”.

Weaknesses of the department were evident in that we do not currently have adequate staff to teach all the courses (stage makeup, advanced costume design, advanced lighting design, playwriting, , stage combat, etc.) necessary for a truly well-rounded department. We look to increase our number of faculty and breadth of training in future, however, we are adding three courses in the technical side of theatre as well as two movement classes. These additions were specifically requested by our graduating seniors and by our advisory board. Strengths were identified as performance/design/directing opportunities for students, faculty collaboration and the frequent connections with professionals in the field.

To improve the effectiveness of the assessment plan, the department will continue to keep the following evidence for the purposes of documenting student learning as related to the departmental objectives.

1. Instructors will maintain files for each of the courses that they teach, containing syllabi, exams, quizzes and assignments.

2. Advisors will maintain files for each of their advisees. The file of a graduating Theatre major should include:

--one play review from a THTR 202

--written character analysis from an acting course

--example of a drafting project from THTR 209

--completed exam or final research paper from either THTR 304 or 305

--example of research paper from WI 300-level THTR course

--one additional piece of evidence of the student's work (possibly video tape of performance, photo of set or costume design, lighting plot, director's prompt script)

These files are an important means of assessing student learning and the effectiveness of the current curriculum.

3. The department chair will maintain a file with the help of the Career Development Center that documents the types of jobs secured by St. Ambrose Theatre majors. These files will indicate if the student was a Theatre Education Major, Theatre Major with technical emphasis, Theatre Major with performance emphasis, double major and if the student is seeking further education.
4. The department will maintain a file containing exit interviews for all students coming out of Senior Seminar (All Majors and Minors)

Use of Assessment Information to Improve Education

1. The department on a 5-year cycle reviews the course files. This evaluation takes place prior to each 5-year review. Since our department is small and courses may only be taught twice during a 5-year period we have agreed that an every 5-year review would be the most beneficial.
2. As soon as they have declared Theatre to be their major, students, along with their advisors will begin to set up and maintain their files. Professors will save copies of the assignments listed in the previous section and include them in the student's file. As a final assignment for THTR 480 the student will write a fill out an exit interview reflecting on undergraduate experience and recommendations for improvements in the department's curriculum. The student will also select an additional piece of evidence they feel to be exemplary of their work in their major field.

- 3-4. Senior and alumni surveys and placement results will be reviewed on a 5-year cycle in the year prior to the next 5-year review. The department chair will compose a summary of the results of the survey noting trends, deficiencies, strengths and, using this newly culled information, provide recommendations for departmental changes.

Evaluation of Department plan

1. Our assessment plan works well with one exception. Our sending out of Alumni surveys has not happened. We regret this as we consider this information important in gauging long-term effectiveness in our upper level courses.
2. The exit interview and the Advisory group are far more effective than we were expecting. This information is referred to and considered on a yearly basis.
3. The portfolios are not as useful as was intended. And have been replaced with mock interviews and job files.

Assessment of Teaching and Learning in the Major

Assessment of Requirements, Course Sequencing, and Prerequisites for the Theatre Major

The Department requires that students take THTR 202 as a prerequisite for many of the upper-level courses and encourages students to start their theatre curriculum with THTR 202. Advisors serve a very important role in crafting specific course sequences since there are widely differing focuses within the major (i.e.- acting, directing, technical, design, stage management, front-of-house, arts administration). The prerequisites are designed to ensure that students receive the appropriate background prior to advanced topic study.

General Education Assessment of Teaching

Skills (do)	105	202	205	209	210	220	304	305	307	309
Written Communication	1	1,2	1	1,2	1,2,3,4,11	1-4,8,12	1-3,5,9,11,12	1-3,5,9,11,12	1,2,11,12	3-5,9
Oral Communication	6,10,12,15,16	4,9	6,10,11,12,14	4,9	4,10	4,5,10,14	1-3,5,9,11,12	1-3,5,9,11,12	4,5,10,12,14-16	4,5,9,10,12
Interpersonal skills	10,12,15,16	9,10,16	10,12,15,16	11	4,10,12	4,5,12,16	5,10,12	5,10,12	5,10,16	4,5,9,10,12
Mathematical Reasoning skills				6,10,11,12,14						
Critical thinking Skills	7,13,14,15,16	1,2,6,10		2,4,10,13,14	1,2,3,4,10,13,14	1-8,10,12	1-3,10,12,13	1-3,10,12,13	4,5,7,10,15,16	4,5,9,10,12
Collaborative skills	10,12,15,16	9,10,16	7,13,14,15,16	11	4,10,12	4,5,12,16	5,10,12	5,10,12	5,10,16	4,5,9,10,12
Health and Recreation skills		1,2								
computer Literacy skills		2,3		1,2	2,3,7	2,3,7	1-3,7	1-3,7		9
Information Literacy Skills	3,13,14		3,13,14		3,7,13,14	3,4,5,7	1-3,7,13	1-3,7,13	4,5,8-10	4-6
Foreign Language Skills										
Attitudes/Values (Think about)										
Respect for differences	13,14				2,4,10,12,13	1,2,4,5,7,8,10,12	1,2,4,5,10,12	1,2,4,5,10,12	10,12,16	5,9,10,12
freedom of inquiry/dissent		1,2,,1,1,12,13,14		1,2,10,12	2,4,10,12	1,4,5,7,10,14	1-5,10,12,14	1-5,10,12,14	5,10,12,16	4,5,7,9,10,12,14
Justice and equality						1,4,5,10,14	4,5,10,12,14	4,5,10,12,14		
Self-responsibility		1,2,,3,10,11,14,		1,2,4,6,10,12,13	1-4,11	4,5,15	4,5,9,11	4,5,9,11	1,4,5,10,12,15,16	4,5,9,10,12
Caring, Service and Community responsibility						5,12,16			5,10,12,16	5,10,12
Aesthetic sense	10,12,15,16	1,2,4,10,11-14	10,12,15,16	4,9	2-4,10,12	1,4,5,8,10,12,15,16	1-5	1-5	1,3-5,7,10,12-16	3-7,9,10,12-14

The ways in which Theatre courses meet General Education goals is indicated on the grid on the following pages.

*Courses marked with an asterisk reflect a compilation of the teaching methods of all instructors who have taught them.

1. Informal writing
2. Formal writing
3. Source-based paper
4. Individual presentations
5. Group Presentation
6. Comprehensive exam
7. Review of professional literature
8. Journal
9. Portfolio/project crafting
10. Group discussions
11. Quizzes
12. Peer feedback
13. Readings
14. Lectures
15. Individual performances
16. Group performances

Skills (do)	312	313	314	315	316	317	320	321	380	385
Written Communication	1-4,7,8	3-5,9	1,8	1-3	1-3	2,6,14	1-4,8,12	1-4,8,12	1	1-4,8,11
Oral Communication	4,5,12,15,16	4,5,9,10,12	4,9	4,12	4,12	4,5,10,12,15,16	4,5,10,14	4,5,10,14	4,9	4,10,12
Interpersonal skills	5,10,12,15,16	4,5,9,10,12	5,10,11	4,10	4,10	5,16	4,5,12,16	4,5,12,16	11	10,12
Mathematical Reasoning skills										
Critical thinking Skills	7,9,10,12	4,5,9,10,12	2-4,10,13,14	2,4,10,12,13	2,4,10,12,13	4,5,10,12,15,16	1-8,10,12	1-8,10,12	1,10,11,13,14	1,2,4,8,10,12
Collaborative skills	5,10,12,15,16	4,5,9,10,12	5,10,11	4,10	4,10	5,16	4,5,12,16	4,5,12,16	11	10,12
Health and Recreation skills										
computer Literacy skills	9	9	1-3	1-4	1-4	4,6	2,3,7	2,3,7	1,2	1-4
Information Literacy Skills	3,7,13,14	4-6	3,4,10	2-4,7	2-4,7	5,6,15,16	3-5,7	3-5,7	6	1-4, 10
Foreign Language Skills										
Attitudes/Values (Think about)										
Respect for differences	7-10,12,15,16	5,9,10,12		3,4,10,12	3,4,10,12	10,12,15,16	1,2,4,5,7,8,10,12	1,2,4,5,7,8,10,12	13,14	8,10,12,13
freedom of inquiry/dissent	7-10,12,15,16	4,5,7,9,10,12,14	1,4,5,8,9,11,12,14	10,12	10,12	5,10,12,16	1,4,5,7,10	1,4,5,7,10	4,10,11,12,14	8,10,12
Justice and equality	13						1,4,5,10,14	1,4,5,10,14		
Self-responsibility	1,3-5,8,9,12,13,15	4,5,9,10,12	1,2,4,8,10,11,12,14	1-4,12,13	1-4,12,13	1,3-7,12,13,15,16	4,5,15	4,5,15	1,4,6,9,11,12,14	1-4,8,10,12
Caring, Service and Community responsibility	8,9,12	5,10,12		10,12,13	10,12,13	5,10,12,16	5,12,16	5,12,16		4,10,12
Aesthetic sense	1,3-5,8,9,12,13,15	3-7,9,10,12-14	1,2,4,5,8,9-14	1-4,7,10-13	1-4,7,10-13	3-5,7,10,12-16	1,4,5,8-10,12,15	1,4,5,8-10,12,15,16	1,4,9,12-14	1-4,8,10,12,13

*Courses marked with an asterisk reflect a compilation of the teaching methods of all instructors who have taught them.

1. Informal writing
2. Formal writing
3. Source-based paper
4. Individual presentations
5. Group Presentation
6. Comprehensive exam
7. Review of professional literature
8. Journal
9. Portfolio/project crafting
10. Group discussions
11. Quizzes
12. Peer feedback
13. Readings
14. Lectures
15. Individual performances
16. Group performances

	Skills (do)		386	480				
Skills (do)			206	207	260	290	329	
Written Communication	1-4, 8,11	1-4, 7,9,12	1,8,11,14	1,8,11,14	1,2,4,6,8,9,10,11,14	4,6,12,14	1,4,6,9-11,13,14	
Oral Communication			11-16	11-16	5,9,10,12,15.16	4,12	4,5,10,12,15,16	
Interpersonal skills	10,12	5,7	4,5,10,12	4,5,10,12	5,10,12,15	4,9,12	4,5,9,10,12	
Mathematical Reasoning skills								4,5,6,9,14
Critical Thinking Skills	1,2,4,8,10,12	1-5,10,12,13						
Collaborative Skills	10,12	5,7	1,4,6,8,11,12	1,4,6,8,11,12	1,2,4-6,10-15	1,4,10,12	1,4,5,6,9,10,11,14	
Health and Recreation skills			10,12,15,16	10,12,15,16	5,10,16	5,10,12	5,9,10,12	
computer Literacy skills	1-4	1-4,7,9						
Information Literacy Skills	1-4,20	1-4,7,9	1,5,8	1,5,8	1,2,4,5,9	1,4,5,6,9,11	1,4,5,9	
Foreign Language Skills			1,5,10	1,5,10	1,2,9	1,13	4,5,9	
Attitudes/Values (Think about)								
Foreign Language Skills	8,10,12,13	1,2,4,10,12						
freedom of inquiry/dissent	8,10,12	1-4,7,10,12						
Justice and equality			1,5,10,12,15	1,5,10,12,15	1,2,4,9,12	12	1,12	
Self-responsibility	1-4,8,10,12	1-16						
Caring, Service and Community responsibility	4,10,12	1-14						
Aesthetic sense	1-4,8,10,12,13	1-4,5,9,15,16	1,5,8,15,16	1,5,8,15,16	1,2,4,5,9,12	1,4,5,9,12	1,4,5,6,9,11	
Self-responsibility			5,10,15,16	5,10,15,16	5,9	12	4,5,9,10,12	
Caring, Service and Community responsibility			1,8,4,5,8,15,16	1,8,4,15,16	1,2,8	4,5,9	9,12	
Aesthetic sense								

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New Courses

