

## In Workflow

1. **APA Coordinator Programs**
2. **Catalog Coordinator**
3. **SAC Head**
4. **Space Evaluation**
5. **14 Day Review**
6. **Elizabeth Helman (School of Arts & Communication, Senior Instructor I)**
7. **APA Undergraduate Assessment**
8. **10 College Committee Approver**
9. **10 Dean**
10. **APA Coordinator Programs**
11. **Elizabeth Helman (School of Arts & Communication, Senior Instructor I)**
12. **Budgets and Fiscal Planning Committee Chair**
13. **Curriculum Council Co-Chairs**
14. **Executive Committee**
15. Faculty Senate
16. Provost Designee
17. OSU Board of Trustees
18. Statewide Provosts' Council Chair
19. HECC
20. NWCCU
21. Catalog Coordinator

## Approval Path

1. Thu, 25 Mar 2021 21:41:42 GMT  
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)  
(janice.nave-abele): Rollback to Initiator
2. Wed, 21 Apr 2021 21:44:32 GMT  
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)  
(janice.nave-abele): Approved for APA Coordinator Programs
3. Thu, 22 Apr 2021 04:12:47 GMT  
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)  
(belinda.sykes): Approved for Catalog Coordinator
4. Thu, 22 Apr 2021 17:01:51 GMT  
Marion Rossi (School of Arts & Communication, Associate Dean) (mrossi): Approved for  
SAC Head

5. Thu, 22 Apr 2021 18:57:31 GMT  
David Jacobs (Capital Planning & Development, Manager - Space Allocation)  
(david.jacobs): Approved for Space Evaluation
6. Fri, 07 May 2021 08:56:06 GMT  
0/1 votes cast.  
Yes: 0% No: 0%  
Approved for 14 Day Review
7. Mon, 10 May 2021 23:54:22 GMT  
Elizabeth Helman (School of Arts & Communication, Senior Instructor I)  
(elizabeth.helman): Approved for helmane
8. Wed, 12 May 2021 13:17:07 GMT  
Heath Henry (Academic Programs & Assessment, Assessment Coordinator)  
(heath.henry): Rollback to helmane for APA Undergraduate Assessment
9. Wed, 12 May 2021 23:11:56 GMT  
Elizabeth Helman (School of Arts & Communication, Senior Instructor I)  
(elizabeth.helman): Approved for helmane
10. Wed, 12 May 2021 23:15:04 GMT  
Heath Henry (Academic Programs & Assessment, Assessment Coordinator)  
(heath.henry): Approved for APA Undergraduate Assessment
11. Wed, 19 May 2021 18:30:12 GMT  
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor)  
(ashleigh.anderson): Approved for 10 College Committee Approver
12. Wed, 19 May 2021 18:40:16 GMT  
Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
13. Wed, 19 May 2021 18:54:27 GMT  
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)  
(janice.nave-abele): Approved for APA Coordinator Programs
14. Wed, 19 May 2021 18:55:34 GMT  
Elizabeth Helman (School of Arts & Communication, Senior Instructor I)  
(elizabeth.helman): Approved for helmane
15. Thu, 27 May 2021 00:37:21 GMT  
Amy Bourne (College of Business, Senior Instructor II) (amy.bourne): Approved for  
Budgets and Fiscal Planning Committee Chair
16. Tue, 08 Jun 2021 03:54:39 GMT  
Dana Sanchez (Fisheries, Wildlife & Conservation Sciences, Associate Professor, and  
Curriculum Council Co-Chair) (dana.sanchez): Approved for Curriculum Council Co-  
Chairs

## **New Program Proposal**

Date Submitted: Thu, 15 Apr 2021 18:57:54 GMT

# Viewing: : Theatre Arts Undergraduate Major (BA, BS, HBA, HBS)

Last edit: Fri, 17 Sep 2021 20:02:26 GMT

Changes proposed by: helmane

Effective Term

Spring 2021

Justification

When did this program last have student enrollment? **laststudentenrollment (Last Student Enrollment)**

Explain how the academic unit's current objectives, functions, and/or activities will change. Address issues such as course offerings, student learning outcomes and experiences, and how the advising structure and availability will be changed. Describe the extent to which affected faculty and staff support this change.

Objectives, Functions, and Activities: **obj\_func\_act (Provide Objectives, Functions, and Activities:)**

How will the change support OSU's mission, vision, and goals?

Mission: **mission (Mission:)**

Describe the potential positive and negative impacts of the change. Identify other OSU programs or units which might be affected and describe the impact on their mission and activities.

Impact: **missionposneg (Impact:)**

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction.

Strategic Plan: **strat\_plan (Strategic Plan:)**

What is the relationship with constituencies outside of OSU (e.g., federal state, local, private) and other institutions in Oregon? Describe how this relationship might be altered.

External Impacts: **external\_impacts (External Impacts:)**

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation.

Accreditation: **delete\_accreditation (Accreditation:)**

External Letters of Support

Organizational Chart

Budget Worksheet and Narrative

Curriculum Notification

## Proposal

Effective Term

Spring 2021

Type of Change

Justification

Oregon State University Theatre Arts currently offers a fully independent undergraduate BA/BS major and minor option under Speech Communication. The Communication option (the other under Speech Communication) and the Theatre option do not share any courses, faculty, budgets, or physical spaces and for all intents and purposes operate entirely separately. We are proposing to formally elevate Theatre Arts to a BA/BS degree and eliminate this organizational vestige of previous curricular and administrative structures.

Primary Originator

| Name   |
|--|
| Elizabeth Helman (School of Arts & Communication, Senior Instructor I) |
| Marion Rossi (School of Arts & Communication, Associate Dean)          |

Liaisons

| Academic Unit   |
|---|
| School of Writing, Literature & Film (AJ, ENG, FILM, WR)  |
| School of History, Philosophy & Religion (EAH, HST, HSTS, PAX, PHL, REL, TCS)                         |
| Liberal Studies (LS)  |
| School of Public Policy (ECON, MPP, PS, PPOL, SOC)  |
| School of Language, Culture & Society (all languages, ANTH, ASN, CSSA, ES, FCSJ, LING, QS, WGSS, WLC) |
| School of Arts & Communication (ART, COMM, GD, MUED, MUS, MUP, NMC, TA)                               |
| School of Psychological Science (PSY)   |
| College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)                             |
| College of Education (AHE, COUN, ED, SED)   |
| College of Public Health & Human Sciences (H)   |
| College of Engineering - Undergraduate (ENGR, OP)   |

## Program Information

Program Level  
Undergraduate

Program Type  
Major / Degree

Are you renaming this program?

No

Are you reorganizing this program?

No

Are you extending this program to Ecampus?

No

Are you changing the location of this program? (select no for Ecampus)

No

Program Name  
Theatre Arts Undergraduate Major (BA, BS, HBA, HBS)

New Name (for renamed program)

Program (SIS) Code

CIP Code  
500501 - Drama and Dramatics/Theatre Arts, General.

College  
Liberal Arts (10)

Academic Unit  
SVPDA

Is this program jointly administered?

No

If this program is administered jointly, indicate the other college or academic unit/s

Date the Early Alert was submitted for this proposal  
02/09/2021

What degree types are available for this undergraduate program?

Bachelor of Arts (BA/HBA)  
Bachelor of Science (BS/HBS)

List other degree type/s

What degree types are available for this graduate or professional program?

Select other degree type

List other degree type/s

Is this certificate available as standalone?

Do you want this standalone certificate to be eligible for financial aid?

Campus Locations

Corvallis

Other Location

Is this program currently or planned to be offered in hybrid format?

No

Explain the format

Will this program lead to professional licensure in any U.S. state or territory?

No

List the type of professional licensure/s

## Program Relationships

Attached Major(s)

Are all degree types and options (if applicable) available at all locations?

Yes

List the programs available at each location

Does this program use a pre/pro school model?

No

Pre-Major (SIS) Code

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university minimum?

No

Explain the grade/GPA standards

Does this major have options?

No

Select Options

Is completion of an option required to earn the major?

Explain the relationship

## Executive Summary

Executive Summary

Oregon State University Theatre Arts currently offers a fully independent undergraduate BA and BS major and minor option under Speech Communication. Speech Communication and Theatre no longer share any courses, faculty, budgets, or physical spaces and have not for many years. We propose to formally establish Theatre Arts as a standalone BA/BS degree. OSU Theatre Arts is focused on educating undergraduate Theatre Arts students within a Liberal Arts context. It offers a core of general Theatre Arts (TA) courses that provide a basic

framework for all students to move forward into more specialized areas of focus. After completion of the core, TA majors work towards their degree by completing 15 credits in History, Dramatic Literature, and Theory & Criticism, and 21 credits in Design, Technical Theatre, and Performance. This program offers flexibility for students to pursue specific areas of interest while gaining experience in all aspects of the study and practice of theatre. OSU Theatre Arts currently operates a fully scheduled producing program (University Theatre) which offers students hands-on experiences in theatrical production as performers, designers, technical crew, playwrights, and directors. In our two current performance venues in Withycombe Hall we produce three faculty or guest-directed/designed productions and two student-centered productions per academic year. We also have a long history of producing outdoor summer theatre. Theory and practice go hand-in-hand at OSU Theatre. Our curriculum is structured so that students put classroom activities into practice as part of our University Theatre season. OSU Theatre Arts supports Oregon State University's mission as a land grant institution with our own focus on teaching, research, outreach and engagement. Our program educates students in Theatre Arts where they gain skills in collaboration, creativity, problem solving, and project management. Our graduates are ready to contribute to our regional economy in the arts carrying with them hard skills in producing theatre and an empathetic point of view that develops through a liberal arts education.

## Suspend or Terminate a Degree

Do you wish to suspend this program for three years or terminate it permanently?

When did the program last have student enrollment?

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal.

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) or academic unit(s) involved. Identify other OSU programs or units



which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

## Proposal for Delivery of an Existing Program to a New Location

### Program Description

Include the name of the institution program coordinator

Indicate in what ways the proposed program at the new location(s) will differ from the on campus program

List any special requirements or prerequisites for admission to the program at the new location(s)

If accredited, what steps would be needed to accredit the program at the proposed new location(s)?

Provide evidence of consultation with other public universities regarding non-duplication of similar programs offered in the same region, or ones that will cause undue hardship to another public university

## Demand

List any similar programs offered at the proposed or nearby location(s)

Provide evidence of need for the program at the new location(s)

Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

## Personnel

List qualifications of faculty (regular and/or adjunct) who will be involved in delivering the program to the proposed location(s)

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Estimate the number and type of support staff needed to provide the program at the new location(s)

## Other Resources

Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s)

Indicate how library needs will be met

Indicate how students at the new location(s) will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases)

## Alternative Delivery Methods/Formats

Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)?

Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)?

## 40-Mile Radius Rule

*"Significant change" to a university's academic program includes, but is not limited to, any new undergraduate or graduate degree program, or any existing undergraduate or graduate degree program that will be offered more than 40 miles from the site at which it is currently offered. "Significant change" to a university's academic program does not mean a new undergraduate or graduate certificate program, new minor, or a new name for an existing degree program. Source: Oregon Administrative Rules (OAR) 715-013-0020(1)*

## Proposal to Extend to Ecampus

Online course status (click on each course to see current Ecampus availability)

Ecampus Supporting Documents

## Rename a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from.

Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship of the proposed academic program(s) or academic unit(s) with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private)

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

## Reorganize a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities

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If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

# HECC - Higher Education Coordinating Commission

## Program Description

### HECC Description

OSU Theatre Arts is focused on educating undergraduate Theatre Arts students within a Liberal Arts context and offers a core of general Theatre Arts courses that provide a basic framework for all students to move forward into more specialized areas of focus.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

After completion of the core, TA majors work towards their degree by completing 15 credits in History, Dramatic Literature, and Theory & Criticism, and 21 credits in Design, Technical Theatre, and Performance. This program offers flexibility for students to pursue specific areas of interest while gaining experience in all aspects of the study and practice of theatre.

In addition, Theatre Arts majors must appear as a performer, serve on a run-crew, and complete in a position of "major responsibility" and/or leadership during their program. Each of these three positions must contribute to a University Theatre departmental production and are faculty-approved.

OSU Theatre Arts currently operates a fully scheduled producing program (University Theatre) which offers students hands-on experiences in theatrical production as performers, designers, technical crew, playwrights, and directors. In our two performance venues we produce three faculty or guest-directed/designed productions and two student-centered productions per academic year. We also have a long history of producing outdoor summer theatre. Theory and practice go hand-in-hand at OSU Theatre. Our curriculum is structured so that students put classroom activities into practice as part of our University Theatre season.

OSU Theatre's Learning Outcomes for Theatre Arts majors and minors are the following:

1. Implement and coordinate collaboration, critical thinking, creativity, and organizational skills in the theatrical process in theory and practice.
2. Contribute artistically as a participant in departmental productions.
3. Evaluate the multi-faceted nature of the production process and demonstrate comprehension of the variety of artistry and skills that contribute to a finished theatrical production.
4. Analyze and critique the social significance and cultural resonances of theatrical endeavor as reflected in theatre history and dramatic literature
5. Illustrate preparation for further professional/academic training through theatre

production and scholarship.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

TA courses are primarily offered on campus in Withycombe Hall on the Corvallis Main Campus.

All course instructors use Canvas and computer technology in the classroom. In addition, we utilize a light board, computers, and Q-Lab software in some design courses and in our University Theatre productions. There will be substantial improvements to the program's access to space and technology with the planned Arts & Education Complex building.

Adequacy and quality of faculty delivering the program

OSU Theatre Arts currently has three qualified full-time faculty instructors, all with terminal degrees and professional credits. One faculty member has a Ph.D. in Theatre Arts, one MFA in Costume Design, and one MFA in Technical Theatre. Our part-time faculty Acting instructor has an MFA in Acting. All instructors teach in their areas of expertise as well as courses in Introduction to Theatre Arts. In Fall 2020, due to the financial impact of COVID-19 and current program needs, a fourth full time faculty instructor in scenic and lighting design contract was not renewed. OSU Theatre has one tenured professor with a Ph.D. in Theatre Arts who currently serves CLA as Associate Dean.

Adequacy of faculty resources – full-time, part-time, adjunct

The program operates efficiently with four full time and one part time faculty. Occasionally qualified guest artists are hired to direct or design Main Stage productions. Return of a full time faculty member in Scenic and Lighting Design is necessary for the long-term growth and health of the program. Although under the current restrictions on public performances due to COVID-19, OSU Theatre can operate without this position. Addition or return of a tenure-stream line will aid in the growth/credibility of the program especially as we begin work in the new Arts & Education complex.

Other staff

OSU Theatre's staff includes an Office Specialist/Box Office manager. The academic advisor is assigned by the School of Arts and Communication and advises Theatre Arts and Music students. The program also employs a part time costume shop assistant. Students workers for the shop and box office positions are are funded through Student Fees.

Adequacy of facilities, library, and other resources

OSU currently occupies half of the Withycombe Hall building on the Corvallis campus. This space includes two performance venues which double as classroom spaces, a costume shop,

make-up room, a scene shop, control booths, storage, box office, seminar classroom, and office spaces for faculty and staff. These spaces are adequate for our academic and programming needs. A preliminary Library Assessment (2019) suggested the program is "marginally adequate" to support the proposal and suggests an investment of \$500 per year for improvement in this area.

## Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The study of Theatre Arts at Oregon State University supports the institution's mission of promoting social, economic, cultural, and environmental progress for the people of Oregon, the nation, and the world through the very nature of the discipline and the experiential structure of the program which is structured to challenge students to think and act critically, creatively, and collaboratively. OSU Theatre's emphasis on community-building requires accountability from each member as students are challenged to take classroom lessons into the real world through sharing research, creative work, and performances that engage our Corvallis campus and beyond. There is a place in OSU Theatre for anyone with a commitment to creating a culture of engaging storytelling and belonging. OSU Theatre students work throughout their time in the program in active collaboration that brings together their diversity of talents, skills, and backgrounds to explore the human condition through the study and practice of theatre.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

OSU Theatre contributes to statewide goals on a curricular level by offering a variety of courses that de-colonize the dramatic canon and emphasize experiential learning and innovation for students. Through involvement in University Theatre production, OSU Theatre students gain experience in all parts of producing theatre from the creative aspects of writing, design, and performance to the business of play production such as learning front-of-house practices, audience engagement, and fundraising. Students take ownership and become advocates of their work as they take on increasing responsibilities in various leadership positions in design, stage direction, stage and production management, and dramaturgy. The performing arts contribute to the economy and cultural landscape of any community, and OSU Theatre students gain valuable experience and training while on campus to prepare them for a variety of careers within the performing arts and larger entertainment industry after graduation.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:



As part of an R-1 Land Grant University, OSU Theatre provides many opportunities for students to study, research, and make theatre regardless of their previous experience. The program serves Theatre majors and minors and students across University disciplines by offering a variety of Bacc Core courses and a vibrant producing program that is open to any student. Participation in the performing arts, regardless of whether or not it is a student's primary area of study, enhances a student's sense of belonging, emphasizes community and collaboration, and encourages the creative synthesis of classroom ideas into public communication. The University Theatre season serves students in two ways. First, the students that participate in the production of theatre gain hands-on experience and second, student audiences have access to quality performing arts events for little to no cost.

Respond effectively to social, economic, and environmental challenges and opportunities:

The study and practice of theatre is one that is naturally well-positioned to respond to the immediate needs of any local community because the artists live and work in the very place they will be performing. OSU Theatre has a long tradition of producing new works written, directed, and designed by OSU students as part of the program curriculum and University Theatre season. OSU Theatre has produced original devised works in response to political issues as well as producing previously published works engaging with timely issues of race, gender, sexuality, poverty, and genocide.

The program is nimble and creative and recently, for example, in response to the COVID-related bans on public performances shifted completely to audio drama, podcast, and other video formats. This has been a profound (and temporary) cultural shift, but the medium and theatre has allowed students to explore the social and economic implications of the current moment in meaningful ways while still adhering to the program's core principles.

Address civic and cultural demands of citizenship

OSU Theatre is a program designed to develop competent and engaged leaders and thoughtful citizens. As students work through the curriculum and gain experience in production, they gradually take on more responsibility that culminates in at least one meaningful leadership role as part of the program. In addition, the very practice of theatre encourages collaboration and community-building. These experiences effectively prepare students to engage in the similar challenges found beyond OSU that require compromise, creativity, and empathy.

## Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

NA

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

NA

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

NA

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

NA

## Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

10

FTE Enrollment:

7

Expected Degrees/Certificates

5

Year Two:

Fall Term Headcount:

12

FTE Enrollment:

10

Expected Degrees/Certificates:

7

Year Three:

Fall Term Headcount:

14

FTE Enrollment:

12

Expected Degrees/Certificates

10

Year Four:

Fall Term Headcount:

18

FTE Enrollment:

15

Expected Degrees/Certificates

12

Year Five:

Fall Term Headcount:

20

FTE Enrollment:

17

Expected Degrees/Certificates

15

Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.)

There are Theatre Arts option majors currently enrolled in the program from all these demographic groups and there is a long history of students from a diverse set of backgrounds and circumstances being a part of this program. The flexibility built into the major allows for highly individualized learning and experiences for the students in order to serve a variety of needs.

Evidence of market demand

OSU Theatre has been consistently graduating Theatre Arts majors and minors as an option under Speech Communication for forty plus years. The study of theatre in various forms and the practice of dramatic performance has been a tradition at Oregon State for over a century. OSU Theatre has operated independently from Speech Communication, as described multiple times in this proposal, for decades and it is time to formalize the already existent independence. The new performing Arts and Education facility and plans to hire new faculty will only help to increase the program's visibility and regional and national profile and with so much change on the horizon more students will be attracted to this active and creative program.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

NA

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The program's flexibility allows students to adequately prepare for career paths or graduate study within the performing arts or in other disciplines. Theatre Arts graduates have gone on to theatre-related graduate programs and internships, to work in theatre and film, and to work in non-profits. Many Theatre Arts students come into the program with the intention of pursuing careers in K-12 education and many double major in Theatre Arts and another seemingly unrelated field such as Engineering or Computer Science. Regardless of what a Theatre Arts student pursues after graduation, OSU Theatre is dedicated to providing a strong liberal arts education that emphasizes critical thinking, collaboration, creativity, and leadership. These skills translate effectively to a variety of fields and do much to enhance employment prospects.

## Outcomes and Quality Assessment

Expected learning outcomes of the program

Students who successfully complete a degree in Theatre Arts will be able to:

1. Implement and coordinate collaboration, critical thinking, creativity, and organizational skills in the theatrical process in theory and practice.
2. Contribute artistically as a participant in departmental productions.
3. Evaluate the multi-faceted nature of the production process and demonstrate comprehension of the variety of artistry and skills that contribute to a finished theatrical production.
4. Analyze and critique the social significance and cultural resonances of theatrical endeavor as reflected in theatre history and dramatic literature
5. Illustrate preparation for further professional/academic training through theatre production and scholarship.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

One PLO is assessed each academic year, as required by OSU's Program Assessment, with a full-cycle assesment every five years. Each SLO is assessed using both direct and indirect methods. The process is led by the faculty Assessment Coordinator and requires input from all Theatre Arts faculty. The faculty meets weekly during the academic year, in general, to discuss student progress, curriculum, and the producing program. During Spring term,

faculty discusses the assessed PLO and decides how to implement necessary changes to improve student learning and program outcomes.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

OSU Theatre is currently operating with three full-time instructors, one tenured Associate Professor (serving in college administration), and one part-time instructor. While research and/or creative/scholarly work is not usually required of instructor faculty, all members are frequently engaged in the production of theatre on and off campus (the former as extensions of the teaching component of their position description, the latter as a matter of their passion for their art). There are plans to hire a faculty member in the near future to replace the scenic and lighting design instructor position that was lost due to the impact COVID-19 has had on the production program. This faculty member will be required to teach, design three Main Stage productions per academic year, and supervise student design projects. Any future hire(s) in the tenure stream, in design or elsewhere, would be required to maintain their own research/creative work within their discipline in the theatre. Success is indicated by any number of factors ranging from audience sizes and responses to production work, reviews and other media recognition, scholarly publications where appropriate, and other forms of disseminating art and knowledge.

## Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

On campus, OSU Theatre frequently collaborates with OSU Music and New Media Communications students and faculty. There is also some natural overlap and collaboration with programs within School of Writing, Literature, and Film and the History program.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

Unlike other Theatre Arts programs in the state, OSU Theatre's focus is on an undergraduate Liberal Arts educational experience. Most of our students are from the state of Oregon and many of them are seeking more than one major at OSU. The study of Theatre, therefore becomes a creative compliment to areas including NMC, Education, Computer Science, and Engineering among other areas of study.

While there are natural collaborative opportunities and existing relationships with other programs within the School of Arts & Communication, the History program, and the School of Writing, Literature, and Film, moving forward there is also interest in building relationships with other programs at OSU including Public Health and Public Policy.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

NA

Potential impacts on other programs

As far as other existing programs within the state, the official adoption of Theatre as a stand-alone major will likely have no impact as this program has been operating with a full curriculum and producing program for decades.

Theatre teaches students skills in collaboration and communication in creative ways and by increasing the visibility of Theatre on campus as a stand-alone major will likely encourage more participation and collaborative opportunities with other programs.

## Program Learning Outcomes (click the green plus button to add learning outcome)

Learning Outcome

Implement and coordinate collaboration, critical thinking, creativity, and organizational skills in the theatrical process in theory and practice.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2022-2023

List courses where this outcome will be taught

TA 121, TA 242, TA 243, TA 244, TA 248, TA 250, TA 321, TA 344, TA 346, TA 348, TA 349, TA 351, TA 352, TA 354, TA 406, TA 410, TA 416, TA 443, TA 454

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Students learn and exercise the skills of this PLO through a number of Theatre Arts courses that offer hands-on experiences in coordinating teamwork, critical thinking, creativity, and organizational skills. For example, courses in Acting, Scenecrafts, Costume Design, Play Script Analysis, Directing, Playwriting, Devising, and Directors and Dramatists are all project-based courses where students work collaboratively to contribute to a staged public performance or showcase (D). Majors must complete 21 credit hours in performance, technical, and/or design courses. Course syllabi include assignments that measure student proficiency in these areas. Lower-level courses (such as TA 244 or TA 248) provide opportunities for students to learn basic skills in hypothetical production projects and low-stakes showcases before participating in full departmental productions. Upper-division courses such as TA 454

(Advanced Directing) is tied directly to the fully realized Spring One-Act Festival (D). Student involvement in our University Theatre season productions is a key method for students to demonstrate their attainment of this outcome (I). We encourage (and require) student involvement in the productions that test different levels of competency. Students are required to appear on stage, work at least one one-crew position, and hold a position of "major responsibility." Student actors are vetted through auditions and student designers, Stage Managers, directors, and other high level technical positions work through the ranks beginning with "entry-level" positions and then through a combination of course work and meeting "above satisfactory" or "exemplary" ratings on their work on projects and positions they may take on more complicated and "Advanced" projects. Students who don't meet the standards set by faculty are not allowed to take on more advanced roles until they do. The quality of their work on collaborative class projects and University Theatre season productions is in itself a measurement tool for evaluation. (See included documents for examples of how students advance through a combination of coursework and active participation on University Theatre productions.)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Student progress is assessed continuously through in their coursework in individually graded assignments and through student participation rates in departmental productions where they put theory into practice. In some project-based courses students are required to keep journals and self-evaluate their progress and overall experience in staging theatre. Graded assignments in project-based courses (particularly those directly linked to University Theatre productions) provide a helpful assessment tool. Success is indicated to faculty if any given student is making progress from lower-level courses to upper-division courses and maintaining active involvement in UT productions. Although we would love for 100% of students to maintain "active status" (involved in at least 2 productions per academic year), this is unrealistic. We have established 3 benchmarks of success in this area. First: 70% of majors and minors earn a 2 (satisfactory) rating through coursework that includes this PLO and 50% earn a 3 (exemplary) rating. Second: 70% of TA Majors (and 50% of TA Minors) in their junior year have completed a mid-level project and 90% of seniors Majors and (70% of minors) have completed a mid-level or advanced project. Third: The overall rate of "active participation" in the University Theatre Season is above 60%.

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## Learning Outcome

Contribute artistically as a participant in departmental productions.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2024-2025

List courses where this outcome will be taught

TA 245, TA 250, TA 350, TA 406, TA 416, TA 443

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Theatre Arts students are required to participate in a minimum of three productions in order to earn a degree in Theatre Arts. They must fulfill the role of actor, serve on a run-crew, and hold a position of "major responsibility" such as assistant director, dramaturg, stage manager, or student designer. Each of these roles has a specific set of expectations that is observed and evaluated by a faculty supervisor. If the student does not fulfill the expectations, they are replaced and do not earn credit for the requirement. In addition, before a student is permitted to take on any of these roles, they are vetted through a clear process of advancement from entry-level to more advanced projects. For example, actors must go through an audition process before they are cast in roles, students on a run-crew are interviewed by the supervising faculty member for the position they are to take on, stage managers are required to either take a course in stage management or have served successfully in a run-crew position before stage managing a production. Faculty members supervising each position (ie a production's director would assess the actors or the technical director would assess the work of the stage manager) rate the students on a 1-3 scale (1 = unacceptable, 2=acceptable, 3=exemplary) based on a set of rubrics developed for each area. Data is input in a shared document. (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Student success is measured upon whether or not they adequately fulfilled the responsibilities they were given for the rehearsal and performance process of a production. For the 2017-2018 academic year, we will implement a policy where faculty supervisors rate students on a scale of 1-3 (1 = unacceptable, 2= acceptable, and 3 = exemplary) in order to clear this requirement for graduation. Rating system rubrics for each position are currently in development by faculty members. Program success benchmark is that 100% of Theatre Arts majors and minors are graduating with 2 or higher ratings in these areas and that 75% are graduating with ratings of 3. In addition, student success is measured on whether or not the student successfully moves from roles in the theatre with less responsibility to roles with more responsibility over a 2-4 year period.

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Learning Outcome



Evaluate the multi-faceted nature of the production process and demonstrate comprehension of the variety of artistry and skills that contribute to a finished theatrical production.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2021-2022

List courses where this outcome will be taught

TA 144, TA 147, TA 242, TA 243, TA 245, TA 247, TA 248, TA 249, TA 250, TA 350, TA 330, TA 331, TA 332, TA 344, TA 346, TA 348, TA 349, TA 360, TA 407, TA 454

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Student attainment of this outcome is measured in a number of Theatre Arts courses when students view and then analyze a live performance through a thoughtful and detailed critique assignment following a specific set of guidelines. While many courses offer the "theatre review assignment," in various forms. This learning outcome is specifically assessed in TA 147 (Introduction to Theatre Arts) which is a required course for all Theatre Arts Majors and Minors. In this assignment, students demonstrate their ability to view a live performance, reflect upon the text, consider the artistic choices made through a collaborative process, and then communicate their analysis of the overall production in written form. The written assignment is graded by faculty following rubrics and students are assigned a grade associated with a level of "success" in this area. 0-70% = unacceptable (1), 70-80% = acceptable (2), and 80-100% = exemplary (3). (D) In addition course work from TA 344 (Playscript Analysis) provides multiple assignments for students to explore different approaches to analyzing dramatic texts while considering hypothetical production approaches to these text. Students demonstrate their attainment of this outcome by researching a play, analyzing the text, creating a hypothetical production concept, and presenting their ideas to the course. Their learning is evaluated following a set of rubrics rating the students on a scale ( 0-70% = unacceptable (1), 70-80% = acceptable (2), and 80-100% = exemplary (3). (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Outcome is evaluated by individual instructors following detailed rubrics agreed upon by the faculty.(These are provided in attachments.) Our benchmark for program success is that 100% of our students satisfactorily meet this outcome with a 2 or higher and that 75% meet this outcome at a 3.

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## Learning Outcome

Analyze and critique the social significance and cultural resonances of theatrical endeavor as reflected in theatre history and dramatic literature.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2020-2021

List courses where this outcome will be taught

TA 144, TA 147, TA 330, TA 331, TA 332, TA 360, TA 444, TA 407

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

All Theatre Arts majors must complete a total of 15 credits in course on Theatre History, Dramatic Literature and Theory. Coursework in this area provides opportunities for students to demonstrate their learning through exams, research projects, dramaturgy, and written analysis of the relationship between theatre and culture. (D) Students in history/lit courses are evaluated throughout the term with increasingly challenging assignments that culminate in a cumulative exam, a research-based written project, and a presentation. (D) The final research project requirements are structured so that students achieving this learning outcome will demonstrate their ability to analyze and critique the relationship between theatre history, dramatic literature, and the culture from which these topics derive in a thoughtful and creative manner. In addition to reach this benchmark, students will have had to successfully completed foundational courses in TA 147 (Introduction to Theatre Arts) and TA 144 (Play Reading). While Theatre Arts students take 15 credits in Area 1, data for this PLO is either taken from TA 332 (Theatre History III) and/or TA 344 (Playscript Analysis) because these courses are required for all Theatre majors and minors. These courses are offered in alternate years, so the data for this assessment reporting year was taken from TA 332.

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

The indicator of success in this area is whether or not a student satisfactorily completes a final research project and presentation with a C or higher. (Rubrics for this project will be included in assessment file.) Our faculty set our benchmark for 85% of our students to complete at least one significant research project and presentation with a C or higher in

their studies in the "Area 1 requirement" to demonstrate competence in this PLO. Their learning is evaluated following a set of rubrics rating the students on a scale (0-70% = unacceptable (1), 70-80% = acceptable (2), and 80-100% = exemplary (3). Additionally, the faculty aims to have at least 50% of our students to achieve a ranking of 3 on our scale.

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## Learning Outcome

Illustrate preparation for further professional/academic training through theatre production and scholarship.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2019-2020

List courses where this outcome will be taught

TA 243, TA 244, TA 245, TA 248, TA 250, TA 350, TA 330, TA 331, TA 332, TA 344, TA 346, TA 348, TA 349, TA 351, TA 352, TA 354, TA 406, TA 407, TA 410, TA 416, TA 444, TA 450, TA 454

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

The Theatre Arts major requires students to complete a course of study that includes multiple opportunities for experiential learning and academic research and writing. All students are required to participate and demonstrate competency in making theatre in a tangible way (see outcomes 1,2 and 3) as well as complete at least two courses in advanced Theatre scholarship (TA 344 and TA 444, our WIC course). Theatre Arts students are evaluated through their course work in increasingly challenging projects and work assignments so that upon graduation they will have a body of work and experience within their area of focus that demonstrates their preparedness to take the next step in their education whether that is graduate school, an internship, or a professional experience. The specifics of these projects or portfolios depends largely upon a student's particular area of focus. For example, a student with an interest in directing may have worked up to directing the Lab Theatre production or a student interested in costume design may have demonstrated their competency by designing a Lab or Main Stage production as part of the University Theatre season. The rubrics for assessing students moving through the program have been developed by the faculty and include a combination of coursework and University Theatre involvement to complete. All students will have had to complete a high-level assignment and project before graduating. Student learning is assessed as they work their

way through increasingly challenging projects both in and outside the classroom and these projects are assessed by instructors and area supervisors on University Theatre productions. Once a student has successfully completed their high responsibility production assignment in combination with upper-division course work and completion of their dramaturgy/research projects for TA 344 and TA 444, they should have illustrated their preparedness for further professional/academic training. Learning is assessed through discipline-specific projects in upper-division courses, research projects in TA 344 and 444, and a student's work in their high-responsibility role within a production. Student work is rated by faculty on a 1-3 scale as we use to determine the other outcomes. In addition, faculty meets with students and tracks post graduation stated plans and successes and indirectly factors in post-graduation graduate school or other training participation levels.

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Because we want to adequately prepare our students for life after OSU, this might be our most important learning outcome. Outcome is evaluated by individual instructors following detailed rubrics agreed upon by the faculty.(These are provided in attachments.) Our benchmark for program success is that 100% of our students satisfactorily meet this outcome with a 2 or higher and that 50% meet this outcome at a 3.

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## Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?

### Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

## Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

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Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

## Process

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

## Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Additional Graduate Level Student Learning Outcomes (optional)

### Graduate Learning Outcomes

#### Graduate Learning Outcomes (GLOs) for Doctoral Students

Will this program fulfill more than one learning outcome?

#### Produce and defend an original significant contribution to knowledge

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At



least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Additional Doctoral Level Student Learning Outcomes (optional)

### Information for the Catalog

How many total credits are required for completion of this program?  
180

Catalog Description (this will display on the Overview tab in the Catalog)

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

| Course List                                   |  |         |
|---|--|---------|
| Code  | Title  | Credits |
| Required Core                                 |  |         |
| <a href="#">TA 144</a>                        | PLAYREADING  | 1       |
| <a href="#">TA 147</a>                        | *INTRODUCTION TO THE THEATRE                       | 3       |
| <a href="#">TA 244</a>                        | SCENE CRAFTS                                       | 3       |
| <a href="#">TA 247</a>                        | STAGE MAKEUP                                       | 3       |
| <a href="#">TA 248</a>                        | FUNDAMENTALS OF ACTING I                           | 3       |
| <a href="#">TA 344</a>                        | PLAYSCRIPT ANALYSIS                                | 3       |
| <a href="#">TA 444</a>                        | ^THEORY AND CRITICISM OF THEATRE ARTS <sup>1</sup> | 3       |
| Focus Area I                                  |  |         |
| Select 15 credits from the following courses: |  | 15      |

| Course List                   |                                 |         |
|-------------------------------|---------------------------------|---------|
| Code                          | Title                           | Credits |
| <a href="#"><u>TA 330</u></a> | *HISTORY OF THE THEATRE         |         |
| <a href="#"><u>TA 331</u></a> | *HISTORY OF THE THEATRE         |         |
| <a href="#"><u>TA 332</u></a> | *HISTORY OF THE THEATRE         |         |
| <a href="#"><u>TA 360</u></a> | *MULTICULTURAL AMERICAN THEATRE |         |
| <a href="#"><u>TA 401</u></a> | RESEARCH                        |         |
| <a href="#"><u>TA 402</u></a> | INDEPENDENT STUDY               |         |
| <a href="#"><u>TA 405</u></a> | READING AND CONFERENCE          |         |
| <a href="#"><u>TA 407</u></a> | SEMINAR                         |         |

#### Focus Area II

Select 21 credits from courses in any of the following categories: 21

#### Design and Technical Theatre

|                               |                                       |
|-------------------------------|---------------------------------------|
| <a href="#"><u>TA 121</u></a> | ORAL INTERPRETATION I                 |
| <a href="#"><u>TA 242</u></a> | VISUAL PRINCIPLES OF THEATRE          |
| <a href="#"><u>TA 243</u></a> | PRINCIPLES OF COSTUMING FOR THE STAGE |
| <a href="#"><u>TA 245</u></a> | STAGE LIGHTING                        |
| <a href="#"><u>TA 346</u></a> | SCENE AND STAGE DESIGN                |
| <a href="#"><u>TA 443</u></a> | COSTUME DESIGN                        |
| <a href="#"><u>TA 451</u></a> | INTRODUCTION TO ARTS ENTREPRENEURSHIP |

#### Performance

|                               |                              |
|-------------------------------|------------------------------|
| <a href="#"><u>TA 249</u></a> | FUNDAMENTALS OF ACTING II    |
| <a href="#"><u>TA 321</u></a> | ADVANCED ORAL INTERPRETATION |
| <a href="#"><u>TA 348</u></a> | ADVANCED ACTING: REALISM     |
| <a href="#"><u>TA 349</u></a> | ADVANCED ACTING: STYLES      |
| <a href="#"><u>TA 351</u></a> | PRINCIPLES OF PLAYWRITING    |
| <a href="#"><u>TA 352</u></a> | PLAYWRITING WORKSHOP         |
| <a href="#"><u>TA 354</u></a> | FUNDS PLAY DIRECTION         |

#### Topics in Theatre Arts

|                               |                        |
|-------------------------------|------------------------|
| <a href="#"><u>TA 416</u></a> | TOPICS IN THEATRE ARTS |
|-------------------------------|------------------------|

#### Special Studies in Design, Technical, and Performance

|                               |                         |
|-------------------------------|-------------------------|
| <a href="#"><u>TA 406</u></a> | PROJECTS                |
| <a href="#"><u>TA 410</u></a> | THEATRE ARTS INTERNSHIP |
| <a href="#"><u>TA 408</u></a> | WORKSHOP                |
| <a href="#"><u>TA 450</u></a> | STUDIO: THEATRE ARTS    |

#### Additional Requirements

Remaining Bacc Core, BA/BS Requirements and General Electives 125

Total Credits 180

Sample Curriculum Plan (this will display on the Sample Plan tab in the Catalog and be added to a MyDegrees template)

## Plan of Study Grid

### First Year

#### Fall

|                |   |    |
|----------------|---|----|
| <u>TA 147</u>  | *INTRODUCTION TO THE THEATRE              | 3  |
| <u>TA 247</u>  | STAGE MAKEUP                              | 3  |
| <u>MTH 105</u> | *INTRODUCTION TO CONTEMPORARY MATHEMATICS | 3  |
| Bacc Core:     | PAC                                       | 1  |
| Bacc Core:     | Speech                                    | 3  |
|                | Credits                                   | 13 |

#### Winter

|                |  |    |
|----------------|--|----|
| <u>TA 144</u>  | PLAYREADING                              | 1  |
| <u>MTH 111</u> | *COLLEGE ALGEBRA                         | 4  |
| <u>CS 101</u>  | COMPUTERS: APPLICATIONS AND IMPLICATIONS | 4  |
| <u>HHS 231</u> | *LIFETIME FITNESS FOR HEALTH             | 2  |
| Bacc Core:     |  | 4  |
|                | Credits                                  | 15 |

#### Spring

|               |                      |    |
|---------------|----------------------|----|
| <u>TA 244</u> | SCENE CRAFTS         | 3  |
| <u>WR 121</u> | *ENGLISH COMPOSITION | 4  |
| CLA Core      |                      | 3  |
| Bacc Core     |                      | 3  |
| BS Science    |                      | 3  |
|               | Credits              | 16 |

### Second Year

#### Fall

|                |  |    |
|----------------|--|----|
| <u>TA 248</u>  | FUNDAMENTALS OF ACTING I                               | 3  |
| <u>MTH 245</u> | *MATHEMATICS FOR MANAGEMENT, LIFE, AND SOCIAL SCIENCES | 4  |
| Bacc Core:     | Writing II   | 3  |
| Bacc Core      |  | 4  |
|                | Credits  | 14 |

#### Winter

|              |         |    |
|--------------|---------|----|
| Focus Area 1 |         | 3  |
| Focus Area 2 |         | 3  |
| CLA Core     |         | 3  |
| Bacc Core    |         | 3  |
| Elective     |         | 4  |
|              | Credits | 16 |

#### Spring

|               |                     |   |
|---------------|---------------------|---|
| <u>TA 344</u> | PLAYSCRIPT ANALYSIS | 3 |
|---------------|---------------------|---|

|              |    |
|--------------|----|
| Focus Area 1 | 3  |
| Focus Area 2 | 3  |
| CLA Core     | 3  |
| Bacc Core    | 3  |
| Credits      | 15 |

**Third Year  
Fall**

|              |    |
|--------------|----|
| Focus Area 1 | 3  |
| Focus Area 2 | 3  |
| CLA Core     | 4  |
| Bacc Core    | 3  |
| Bacc Core    | 3  |
| Credits      | 16 |

**Winter**

|              |    |
|--------------|----|
| Focus Area 1 | 3  |
| Focus Area 2 | 3  |
| Bacc Core    | 3  |
| Bacc Core    | 4  |
| Bacc Core    | 3  |
| Credits      | 16 |

**Spring**

|   |    |
|---|----|
| <u>TA 444</u> ^THEORY AND CRITICISM OF THEATRE ARTS | 3  |
| CLA Core  | 3  |
| Bacc Core   | 4  |
| Elective  | 4  |
| Credits   | 14 |

**Fourth Year  
Fall**

|              |    |
|--------------|----|
| Focus Area 2 | 3  |
| Elective     | 3  |
| Elective     | 3  |
| Elective     | 3  |
| Elective     | 4  |
| Credits      | 16 |

**Winter**

|              |    |
|--------------|----|
| Focus Area 2 | 3  |
| Elective     | 4  |
| Elective     | 3  |
| Elective     | 4  |
| Credits      | 14 |



## Spring

|               |     |
|---------------|-----|
| Focus Area 1  | 3   |
| Focus Area 2  | 3   |
| Elective      | 3   |
| Elective      | 3   |
| Elective      | 3   |
| Credits       | 15  |
| Total Credits | 180 |

## Plan of Study Grid

### First Year

|   | Credits |
|---|---------|
| <b>Fall</b>                                 |         |
| <u>TA 147</u> *INTRODUCTION TO THE THEATRE  | 3       |
| <u>TA 247</u> STAGE MAKEUP                  | 3       |
| <u>HHS 231</u> *LIFETIME FITNESS FOR HEALTH | 2       |
| Language 111                                | 4       |
| Bacc Core: Speech                           | 3       |
| Credits                                     | 15      |

### Winter

|  |    |
|--|----|
| <u>TA 144</u> PLAYREADING                                | 1  |
| <u>MTH 105</u> *INTRODUCTION TO CONTEMPORARY MATHEMATICS | 3  |
| <u>WR 121</u> *ENGLISH COMPOSITION                       | 4  |
| Language 112   | 4  |
| Bacc Core  | 4  |
| Credits  | 16 |

### Spring

|                            |    |
|----------------------------|----|
| <u>TA 244</u> SCENE CRAFTS | 3  |
| Language 113               | 4  |
| CLA Core                   | 3  |
| Bacc Core: PAC             | 1  |
| Bacc Core                  | 3  |
| Credits                    | 14 |

### Second Year

#### Fall

|  |    |
|--|----|
| <u>TA 248</u> FUNDAMENTALS OF ACTING I | 3  |
| Language 211                           | 4  |
| Bacc Core: Writing II                  | 3  |
| Bacc Core                              | 4  |
| Credits                                | 14 |

#### Winter

|              |   |
|--------------|---|
| Focus Area 1 | 3 |
|--------------|---|

|              |    |
|--------------|----|
| Focus Area 2 | 3  |
| Language 212 | 4  |
| CLA Core     | 3  |
| Bacc Core    | 3  |
| Credits      | 16 |

### Spring

|                                  |    |
|----------------------------------|----|
| <u>TA 344</u> PLAYSRIPT ANALYSIS | 3  |
| Focus Area 2                     | 3  |
| Language 213                     | 4  |
| Bacc Core                        | 3  |
| Bacc Core                        | 3  |
| Credits                          | 16 |

### Third Year

#### Fall

|              |    |
|--------------|----|
| Focus Area 1 | 3  |
| Focus Area 2 | 3  |
| CLA Core     | 4  |
| Bacc Core    | 3  |
| Bacc Core    | 3  |
| Credits      | 16 |

#### Winter

|              |    |
|--------------|----|
| Focus Area 1 | 3  |
| Focus Area 2 | 3  |
| Bacc Core    | 3  |
| Bacc Core    | 3  |
| Bacc Core    | 3  |
| Credits      | 15 |

### Spring

|   |    |
|---|----|
| <u>TA 444</u> ^THEORY AND CRITICISM OF THEATRE ARTS | 3  |
| CLA Core  | 3  |
| Bacc Core   | 4  |
| Elective  | 3  |
| Elective  | 3  |
| Credits   | 16 |

### Fourth Year

#### Fall

|              |   |
|--------------|---|
| Focus Area 2 | 3 |
| Elective     | 3 |
| Elective     | 3 |
| Elective     | 3 |

|               |     |
|---------------|-----|
| Elective      | 4   |
| Credits       | 16  |
| <b>Winter</b> |     |
| Focus Area 2  | 3   |
| Elective      | 3   |
| Elective      | 3   |
| Elective      | 4   |
| Credits       | 13  |
| <b>Spring</b> |     |
| Focus Area 1  | 3   |
| Focus Area 1  | 3   |
| Focus Area 2  | 3   |
| Elective      | 4   |
| Credits       | 13  |
| Total Credits | 180 |

## Letters of Support

External Letters of Support  
 OSU theatre major.doc  
 letter for TA OSU.pdf

## Letters of Support (optional)

External Letters of Support

## Accessibility Form

Accessibility Guidelines  
 I have reviewed the listed documents

Faculty Guidelines  
 I have reviewed the listed documents

Information Technology Guidelines  
 I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

External Review of New Graduate Program

Review Documents

Library Evaluation

Will this program require the creation of new courses?

No

Provide peer comparator review

Provide projected faculty and student FTE for your program

Provide detail about any special research areas of interest

Administrative Template (Library Use Only)

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council  
Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

| Faculty Name     | Academic Home | Highest Degree | Position Title    | Area of Expertise/Interest        | Role Within Program                           |
|------------------|---------------|----------------|-------------------|-----------------------------------|---|
| Marion Rossi     | Theatre Arts  | Ph.D.          | Associate Dean    | Acting/Directing                  | Faculty                                       |
| Elizabeth Helman | Theatre Arts  | Ph.D.          | Senior Instructor | Directing/Playwriting/History/Lit | Area Coordinator/Faculty/UT Artistic Director |
| DeMara Cabrera   | Theatre Arts  | MFA            | Instructor        | Costume Design                    | Faculty/Designer                              |
| Chad Rodgers     | Theatre Arts  | MFA            | Instructor        | Technical Direction               | Faculty/Technical Director/Production Manager |
| Andrew Beck      | Theatre Arts  | MFA            | Instructor        | Acting                            | Faculty                                       |

## Budget Information

Budget Worksheet and Narrative  
Theatre Arts.pdf  
TA\_Budget-Narrative[1].docx

By pressing submit, you are requesting for the existing program to be terminated. A new SIS code will be assigned to the renamed program on approval of this proposal.

## Supporting Documentation

## Admin Use Only

Is this program part of a Major Transfer Map (MTM)?

## Curriculum Notification

### Reviewer Comments

**Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Thu, 22 Apr 2021 19:01:53 GMT):** No objections

**Nicole von Germeten (School of History, Philosophy & Religion, Director) (nicole.vongermeten) (Thu, 22 Apr 2021 19:38:24 GMT):** SHPR supports.

**David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Thu, 22 Apr 2021 20:31:47 GMT):** Political Science supports this proposal.

**John Edwards (School of Psychological Science, Professor) (jedwards) (Thu, 22 Apr 2021 20:47:21 GMT):** I support this proposal.

**Allison Hurst (School of Public Policy, Associate Professor) (allison.hurst) (Thu, 22 Apr 2021 21:17:02 GMT):** No objections.

**Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Thu, 22 Apr 2021 21:29:54 GMT):** no objections

**Sue Helback (College of Education, College Coordinator) (sue.helback) (Fri, 23 Apr 2021 16:22:38 GMT):** No objections.

**Prem Mathew (College of Business, Associate Dean of Undergraduate Programs) (prem.mathew) (Fri, 23 Apr 2021 19:56:25 GMT):** The COB supports.

**Erika Wolters (School of Public Policy, Summer Session/Non-Teaching) (erika.wolters) (Sat, 24 Apr 2021 15:14:36 GMT):** No objections from Public Policy

**Susan Bernardin (School of Language, Culture & Society, Director) (susan.bernardin) (Sat, 24 Apr 2021 22:33:47 GMT):** SLCS supports this proposal.

**Ellen Smit (College of Public Health & Human Sciences, Associate Dean of Academic & Faculty Affairs) (ellen.smit) (Tue, 27 Apr 2021 21:54:37 GMT):** CPHHS is supportive

**Heath Henry (Academic Programs & Assessment, Assessment Coordinator) (heath.henry)**  
**(Wed, 12 May 2021 13:17:07 GMT):** Rollback: The assessment plan for Theater Arts is

exceptional and provides an exemplary method of programmatic assessment. The plan is able to competently cover the broad range of student choices through the use of broad, well-written learning outcomes, flexible assessment methods, and clearly defined benchmarks. The courses aligned to learning outcomes within the plan are great, and these alignments make the plan even better. However, the reason for the rollback is the use of a non-existent course number. For the final learning outcome, "Illustrate preparation for further professional/academic training through theatre production and scholarship," the plan twice references TA 333, which is not a current OSU course. Please change this to the correct course number. You may contact me directly if you have any questions.

**Elizabeth Helman (School of Arts & Communication, Senior Instructor I) (elizabeth.helman)**  
**(Wed, 12 May 2021 23:11:31 GMT):** Made the changes requested by Heath regarding the reference to TA 333 (not a course) when I meant 444. I found another small error in the long string of numbers and fixed that as well. Should be good to go. Thank you!

**Paul Wanke (School of History, Philosophy & Religion, Senior Instructor I) (paul.wanke)**  
**(Thu, 13 May 2021 18:02:07 GMT):** Approve pw

**Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson)**  
**(Wed, 19 May 2021 18:30:09 GMT):** The CLA Committee agrees that this is a much needed change.

Key: 744

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐

Proposal A

Program:

☐

Proposal B