Rationale or Justification for change:

Last year we reduced our BA/BS credit hour requirement with the introduction of our BFA curriculum. We now want to expand some of the options available for our Theatre Generalists.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

(0) Course is an elective.

Grading Format:  
- Grade 
- P/N

Pre- or Co-requisites:

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acedaf/praf/forms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acedaf/Curriculum/currformsprocess.html

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
## Curriculum Proposal

**Signature Page**

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<th>Department</th>
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<th>Department Chair</th>
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DEPARTMENT OF THEATRE AND DANCE
Program Adjustment Proposal

BA/BS Generalist Degree in Theatre Arts

Rationale: With the advent of our BFA last year, we devised a reduced 45 credit BA/BS major (down from 54). At that time we proposed a limited number of courses to meet the major requirements. The enclosed proposal accomplishes two major things. First, we discovered that actors could graduate without a course in technical theatre, something we have always required in the past. Second, we needed to provide more options for the performance students who make up the majority of this population. We have designated classes that, while performance based, will take some of the pressure off of the acting classes now required for the BFA but optional for the BA/BS.

a. Student Learning Outcomes: see attached

b. Minutes (excerpt):

Minutes of the Faculty
Department of theater and Dance
October 3, 2006

B. Academics
1. Curriculum updates
   b. Generalist proposal—distributed. The proposal gives acting students more flexibility and diversity. We approved the proposal and will submit it to the Curriculum Committee.

c. Program Assessment Plan: see attached

d. List of Current and Proposed changes: see attached

e. Resources: No additional resources are necessary.

f. Staffing: No additional staffing is necessary.

g. Library holdings: No additional holdings are necessary.
### MSU Department of Theatre and Dance
#### Assessment Plan—Undergraduate Theatre Core, BA/BS Theatre Generalist and Theatre Minor

<table>
<thead>
<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who Assessed (Students from what courses - population)</th>
<th>When Assessed (dates)</th>
<th>Standard of Mastery/Criterion of Achievement</th>
<th>What is Hoped to Be Learned?</th>
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<tbody>
<tr>
<td>1. Students will develop a fundamental understanding of theatre concepts and vocabulary.</td>
<td>C-1, C-3, C-7</td>
<td>U-2</td>
<td>Pre-test/Post-test</td>
<td>Pre-test 1&lt;sup&gt;st&lt;/sup&gt; Year Majors in THEA 100 Post-test Final Year Majors in THEA 481/482</td>
<td>Annually</td>
<td>Score and level of improvement to be determined after initial data gathered. Measurement should show substantial improvement after completion of program.</td>
<td>Students are familiar with fundamental theatre concepts and vocabulary.</td>
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<td>2. Students will demonstrate critical thinking.</td>
<td>C-1, C-2, C-7</td>
<td>U-2</td>
<td>Record of achievement in THEA 281, THEA 235 and upper division course requirements in theatre history (all major/minor students) and in acting, design, directing or management (as chosen by the major students) Evaluation of written work in THEA 481 and 482</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Year students in THEA 281 2&lt;sup&gt;nd&lt;/sup&gt; Year students in THEA 235 3&lt;sup&gt;rd&lt;/sup&gt; and 4&lt;sup&gt;th&lt;/sup&gt; year students in upper level acting, design, management and directing courses and in THEA 481/482</td>
<td>Annually</td>
<td>Satisfactory achievement of core course requirements will demonstrate progress in critical thinking. Success in lower division courses should provide skills necessary in upper division courses.</td>
<td>Students will master increasingly complex critical thinking tasks involving analysis and interpretation of dramatic texts leading in the upper division courses to projects that engage that analysis and interpretation in the creation of projects for class and for production. Students will be able to demonstrate critical thinking skills in essay writing that requires critical thinking, such as a case study question.</td>
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<td>3. Students will demonstrate creative expression.</td>
<td>C-1, C-2, C-3, C-4</td>
<td>U-2</td>
<td>Record of production experience and involvement in theatre activities</td>
<td>Students in Year 1 THEA101 will begin documenting production experience. Majors in Final Year will turn in record of production experience.</td>
<td>Annually</td>
<td>Students will demonstrate involvement in a minimum of 5 productions and in 3 different areas of production (acting, directing, design, dance, technical production). Majors will demonstrate at least one significant area of responsibility in creative activities (a lead role, a design responsibility, a significant technical role, directing a show).</td>
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<tr>
<td>4. Students will be able to practice their craft</td>
<td>C-1, C-3, C-4</td>
<td>U-2</td>
<td>Record of production experience and involvement in theatre activities</td>
<td>Students in Year 1 in THEA101 will begin documenting production experience. Majors in Final Year will turn in record of production experiences.</td>
<td>Annually</td>
<td>Students will demonstrate involvement in a minimum of 5 productions and in 3 different areas of production (acting, directing, design, dance, technical production). Majors involvement in production will exceed minimum requirements; students will apply classroom learning to actual productions.</td>
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<tr>
<td>5. Students will be able to develop an understanding of theatre history and practice.</td>
<td>C-1, C-3, C-7</td>
<td>U-2</td>
<td>Pre-test/Post-test Record of production experience</td>
<td>Pre-test 1st Year Majors in THEA 100 Post-test Final Year Majors in THEA 481/482</td>
<td>Annually</td>
<td>Score and level of improvement to be determined after initial data gathered. Measurement should show substantial improvement after completion of program. Students will have production experience in dramatic material from 5 different genres and periods.</td>
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*What will department or program do with results of information?*
• Pre/Post tests will demonstrate achievement in basic knowledge of the field of theatre. Analysis of testing results will be used to assess the course effectiveness in conveying required information and knowledge.
• Production involvement records will demonstrate student engagement with the craft of theatre in several areas. Documentation of student involvement will determine the opportunities available for students to practically apply their knowledge and skills.
• Production involvement records will demonstrate increasing levels of responsibility and outlets for creative expression of majors. Analyzing records of involvement will determine needs for future production opportunities to be made available to students.
• Satisfactory achievement of core courses (THEA 281, THEA 235, THEA 481, THEA 482 and for majors an upper division acting, design, directing or management course) will demonstrate achievement in critical thinking skills, particularly analysis and interpretation, as these courses will require demonstration of these skills in order to complete the major or minor. Evaluating student success in these courses as predictors of student success in other courses will help determine how effectively these courses are building critical thinking skills. Use of an essay question designed to evaluate critical thinking skills will be an indicator of the effectiveness of this goal and determine changes needed in courses.
MSU Department of Theatre and Dance
DRAFT Curriculum Requirements NEW
BA/BS Theatre Arts Generalist

CURRENT
The Core
10X-5 Theatre Activity (3 different areas)
110-3 Fundamentals of Acting (Acting For Everyone)
235-3 Fundamentals of Directing
281-3 Play Analysis
481-3 Theatre History I
482-3 Theatre History II
20 credits

The Major
200 or 400-1 Careers or Portfolio

Choose 12 credits from the following
121-1 Movement for Theatre
210-3 Intermediate Acting
211-3 Musical Theatre Acting I *
22X-2 Intermediate Dance Options *
240-3 Basic Design
265-2 Stage Makeup
2XX-3 Technology Options
285-3 Theatre of Diversity

Choose 12 credits from the following
41X-3 Acting Options *
4XX-3 Design Options *
430-3 Theatre Management
435-3 Advanced Directing *
483-3 Musical Theatre History

-25 credits + core = 45 credits

* These courses require prerequisites and permission

PROPOSED
The Core
10X-5 Theatre Activity (3 different areas)
110-3 Fundamentals of Acting (Acting For Everyone)
235-3 Fundamentals of Directing
281-3 Play Analysis
481-3 Theatre History I
482-3 Theatre History II
20 credits

The Major
200 or 400-1 Careers or Portfolio

2XX-3 Technology Option

Choose 9 credits from the following
121-1 Movement for Theatre
12X-2 Dance Option *
210-3 Intermediate Acting
211-3 Musical Theatre Acting I *
214-1 Singing for the Actor *
215-2 Audition Methods *
240-3 Basic Design
265-2 Stage Makeup
2XX-3 Technology Options
285-3 Theatre of Diversity

Choose 12 credits from the following
322-2 Dance Improvisation *
412-2 Theatre Speech I *
413-2 Theatre Speech II *
41X-3 Acting Options *
4XX-3 Design Options *
430-3 Theatre Management *
435-3 Advanced Directing *
483-3 Musical Theatre History *

-25 credits + core = 45 credits

Minor Required