



UNIVERSITY OF WISCONSIN
WHITEWATER

ACADEMIC ASSESSMENT

THEATRE EDUCATION

MISSION STATEMENT

The mission of the UW-Whitewater Theatre/Dance Department is to provide high quality undergraduate education for students of theatre and dance. This is achieved through extensive programs that emphasize learning both theory and practice of the craft through classroom and laboratory experiences, as well as productions. The Department serves the University's select missions of offering "undergraduate programs and degrees in the arts", producing "research, scholarship, and creative endeavor", and serving "as a regional cultural and resource center". In addition, the Department's mission is to serve the mission of the College of Arts and Communication "to cultivate and inspire creativity, expressions, inquiry and integrity through embodied education in the fine and communicative arts and professions".

The Bachelor of Science in Theatre Education Major provides future teachers with a broad-based theatre education, while providing additional training in the areas of theatre most critical to success in their future profession. The accredited curriculum, which strongly complies with the National Association of Schools of Theatre standards, includes studies in acting, directing, technology, design, and history/criticism. Theatre BSE Majors have a wide variety of practical "hands-on" experiences that will be invaluable in their future classrooms and they also follow the Education track which will fulfill teaching licensure requirements.

The mission of the Bachelor of Science in Theatre Education Major is to prepare students to utilize their theatre training and experiences in teaching theatre and directing theatre in secondary schools. To accomplish this mission, all Theatre BSE students take the Theatre Core Courses which include: Introduction to Theatre, Introduction to Acting, Script Analysis, Introduction to Technical Theatre, and Directing I – added to this "BA core" are Introduction to Design, Stage Makeup, and Directing II. They also take two Theatre History courses from a selection of five, four credits of practical "hands-on" experiences, and at least seven credits of electives. In addition, the students must complete 35 licensure credits, including a 12 credit student teaching capstone experience. The mission of this degree program is to allow Theatre Education Majors to take advantage of UW-Whitewater's curricular strength, coupled with a minor education degree in another subject area, in order to best be prepared for the field of secondary education.

STUDENT LEARNING OUTCOMES

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

Upon completion of the THEATRE BSE Major, students will be able to successfully:

- **[Critical Thinking]** Summarize the role of Theatre and Theatre Education in society;
- **[Critical Thinking and Synthesis & Advanced Accomplishment across general and specialized studies]** Demonstrate ability in and knowledge of Theatre Education practices, including devising teaching strategies, creating lesson plans/instructional units and student assessment;
- **[Information Literacy; Problem Solving; and Foundations & Skills for Lifelong Learning]** Implement the fundamentals of Acting, including the areas of body, voice and characterization;
- **[Inquiry & Analysis]** Execute the fundamentals of intermediate-level Directing, including play analysis & selection, casting, and rehearsals & blocking;
- **[Critical Thinking and Inquiry & Analysis]** Analyze the fundamentals of Theatre History, Dramatic Literature, and Theory & Criticism;
- **[Information Literacy; Problem Solving; and Foundations & Skills for Lifelong Learning]** Demonstrate the fundamentals of Stage Design and Technology, including the areas of scenery, costumes and lighting; and
- **[Oral and Written Communication]** Demonstrate the ability to communicate critically and effectively, whether orally or in writing.

In addition, students who major in Theatre Education will also meet the following education standards from the Interstate New Teacher Assessment and Support Consortium (INTASC):

- **[Standard 1: Content Pedagogy]** He or she must understand the central concept and structure of discipline and it must be created in such a way that students can learn from it effectively.
- **[Standard 2: Student Development]** The teacher must be able to understand the student's ability to grasp things and must come up with the methods that can offer better personality development of the students.
- **[Standard 3: Diverse Learners]** The teacher must know that the students have different capabilities of learning and based on that must train them.
- **[Standard 4: Multiple Instructional Strategies]** The teacher must be able to understand and use a variety of instructional strategies so that they are able to solve problems, think critically and show better performance.

- **[Standard 5: Management and Motivation]** The teacher must be able to understand individuals and create a learning environment to encourage positive social interactions, self-motivation and active learning engagement.
- **[Standard 6: Technology and Communication]** The teacher should use verbal, non-verbal and media communication to impart knowledge in the students for their better understanding of the subject matter.
- **[Standard 7: Planning]** It is highly recommended that the teacher must be able to plan various things for students such as curriculum, community and students, and knowledge of subject matter.
- **[Standard 8: Assessment]** The teacher assesses the students formally or informally to evaluate the social, intellectual and physical development of the students.
- **[Standard 9: Reflective Practice: Professional Development]** The teacher is considered a reflective practitioner who can evaluate the effects of the choices and actions on others and prepares students to face the world professionally as well.
- **[Standard 10: School and community Involvement]** The last standard of [INTASC standards](#) is to develop the relationship amongst students, colleagues, society, parents and various other agencies to support learning and well-being.