

# **Oakland Community College**

## **Curriculum Review**

### **Reports Supporting the Review of the Theater Program**

**Prepared by the Office of Assessment & Effectiveness  
November 2006**



**OAKLAND  
COMMUNITY  
COLLEGE**

**Major Highlights**

**Program Dashboard**

**Degree & Credit Hour  
Trends**

**Occupational Projections**

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**Assessment Results**

**Program Planning Report**

**Program Marketing Plan**

**CRC Recommendations**

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## Theatre Program Major Highlights November 2006

### Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Theater program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

### Major Highlights

- Based on the seven measures comprising the Program Dashboard, the programs composite dashboard score ranked 85<sup>th</sup> out of 103 curriculum offerings during 2005-06.
- During 2005-06 three of the seven Program Dashboard measures were at or below their established benchmarks. Specifically, percent of sections filled to capacity, the percent of withdrawals, and student course completion rate fell into the red zone.
- Meanwhile, the percent of minority students in Theater courses exceeded the benchmark (green zone)
- Theater courses have experienced relatively low enrollment over the past three years. This is reflected in the percent of sections filled to their capacity as well as the percent of offered sections which have been canceled.
- However, in recent years there has been a slight positive trend in both headcount and credit hour enrollment. Credit hour enrollment showed a steady increase from 1994-95 through 1999-2000, then remained fairly consistent, despite one large drop in the number of credit hours in the 2003-04 academic year.
- Student withdrawals have been consistent and relatively high over the last three years, with 23.8% of theatre students withdrawing, compared to 17.8% college-wide. Meanwhile, the percent of incompletes is 1% and is slightly below the college 1.6% level. Also, the student course completion rate is 59.3%. In other words, roughly 41% of the students are not successfully completing Theatre courses, compared to 32% college-wide.
- Although Theater courses have been offered for a number of years, the degree program was established in July 2004. Since the inception of the Theater degree no students have yet graduated from the program.
- In relation to other occupational fields, there is a relatively small demand for theatre related occupations in the four-county region of southeast Michigan. However, Theatre related occupations are expected to experience some moderate growth over the next ten years. Nonetheless, these occupations are expected to remain at relatively small levels. Furthermore, aside from Producers and Directors, pay scale averages are generally low.

- In total the Theatre program has identified three Learning Outcomes with one Benchmark per Outcome. Between January 2005 and October 2006, all three Benchmarks have been implemented. Findings indicate that the benchmarks were met and as a result, no changes were made to the program, its curriculum or assessment plan during this time frame.

## **Oakland Community College Program Dashboard**

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

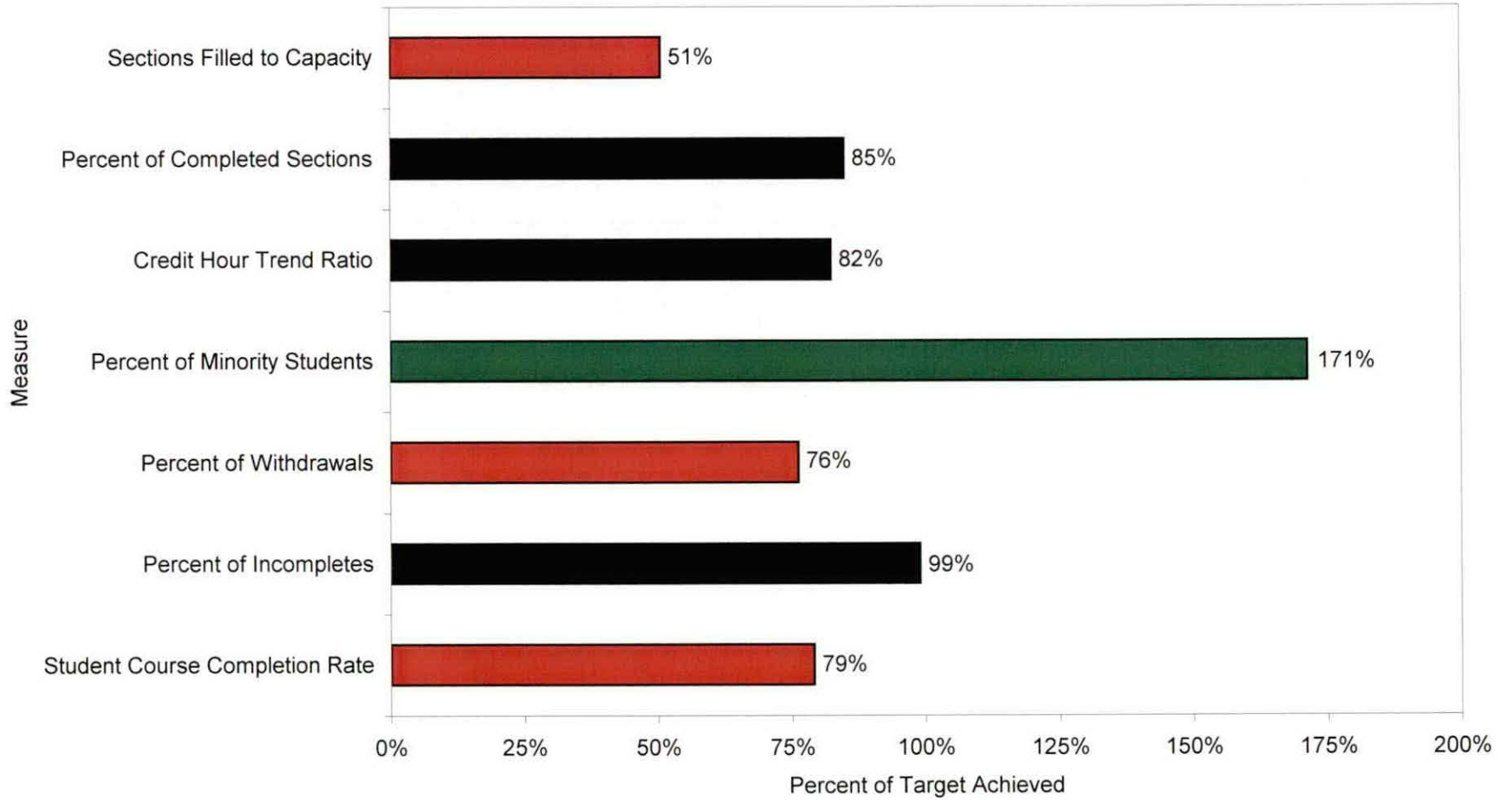
# Oakland Community College Program Dashboard Report 2005-06

**Theatre THE  
Dashboard Score: 8.21**

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Sections Filled to Capacity	45.5%	75.0%	90.0%	50.6%	18.0%	0.91
Percent of Completed Sections	76.4%	75.0%	90.0%	84.9%	14.2%	1.21
Credit Hour Trend Ratio	1.03	0.71	1.25	82.4%	15.3%	1.26
Percent of Minority Students	32.2%	16.9%	18.8%	171.3%	6.1%	1.04
Percent of Withdrawals	23.8%	15.0%	0.0%	76.2%	12.0%	0.91
Percent of Incompletes	1.0%	3.0%	0.0%	99.0%	7.9%	0.78
Student Course Completion Rate	59.3%	60.0%	75.0%	79.1%	26.5%	2.10

# Oakland Community College Percent of Target Achieved 2005-06

Theatre THE



# Program Dashboard Detail Report

**Prefix** THE  
**Title** Theatre

	<b>Program</b>			<b>College Wide</b>
	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2005-06</b>
<b>Sections Filled to Capacity</b>	45.5%	41.4%	44.0%	83.2%
<b>Percent of Completed Sections</b>	76.4%	73.8%	74.0%	86.6%
<b>Headcount Trend Ratio</b>	1.03	1.04	1.00	1.02
<b>Credit Hour Trend Ratio</b>	1.03	1.03	1.00	1.02
<b>Percent of Minority Students</b>	32.2%	29.3%	26.6%	27.9%
<b>Percent of Withdrawals</b>	23.8%	23.6%	22.5%	17.8%
<b>Percent of Incompletes</b>	1.0%	0.8%	1.7%	1.6%
<b>Student Course Completion Rate</b>	59.3%	67.5%	68.2%	68.2%
<b>Dashboard Score</b>	8.21	8.25	8.21	



## Sections Filled to Capacity

**Prefix** THE  
**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	632	545	522
<b>Total Capacity</b>	1,389	1,315	1,186
<b>Sections Filled To Capacity</b>	45.5%	41.4%	44.0%

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### Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

### Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

## Percent of Completed Sections

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	55	62	54
<b>Cancelled Sections</b>	17	22	19
<b>Total Sections</b>	72	84	73
<b>Percent of Completed Sections</b>	76.4%	73.8%	74.0%

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### **Definition:**

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

### **Methodology:**

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

## Headcount Trend Ratio

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	578	583	530
<b>Headcount Year 2</b>	522	578	583
<b>Headcount Year 3</b>	642	522	578
<b>Headcount Year 4</b>	638	642	522
<b>Headcount Period 1</b>	581	561	564
<b>Headcount Period 2</b>	601	581	561
<b>Headcount Ratio</b>	1.03	1.04	1.00

**Definition:**

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Credit Hour Trend Ratio

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	1,736	1,744	1,582
<b>Credit Hour Year 2</b>	1,567	1,736	1,744
<b>Credit Hour Year 3</b>	1,912	1,567	1,736
<b>Credit Hour Year 4</b>	1,900	1,912	1,567
<b>Credit Hour Period 1</b>	1,738	1,682	1,687
<b>Credit Hour Period 2</b>	1,793	1,738	1,682
<b>Credit Hour Ratio</b>	1.03	1.03	1.00

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**Definition:**

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Percent of Minority Students

**Prefix** THE  
**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	166	161	121
<b>Total Students</b>	515	550	455
<b>Percent of Minority Students</b>	32.2%	29.3%	26.6%

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**Definition:**

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

**Methodology:**

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

## Percent of Withdrawals

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	145	125	95
<b>Total Grades</b>	610	529	422
<b>Percent of Withdrawals</b>	23.8%	23.6%	22.5%

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**Definition:**

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Percent of Incompletes

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	6	4	7
<b>Total Grades</b>	610	529	422
<b>Percent of Incompletes</b>	1.0%	0.8%	1.7%

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**Definition:**

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Student Course Completion Rate

**Prefix** THE

**Prefix Title** Theatre

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	362	357	288
<b>Total Student Grades</b>	610	529	422
<b>Student Course Completion Rate</b>	59.3%	67.5%	68.2%

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**Definition:**

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).





OAKLAND  
COMMUNITY  
COLLEGE

**Credit Hour Trends Report  
Theatre  
THE  
2005-06**

**Prepared by:  
Oakland Community College  
Office of Institutional Research  
November 10, 2006**

**Oakland Community College  
Credit Hour Trends Report  
Theatre  
1995-96 through 2005-06**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

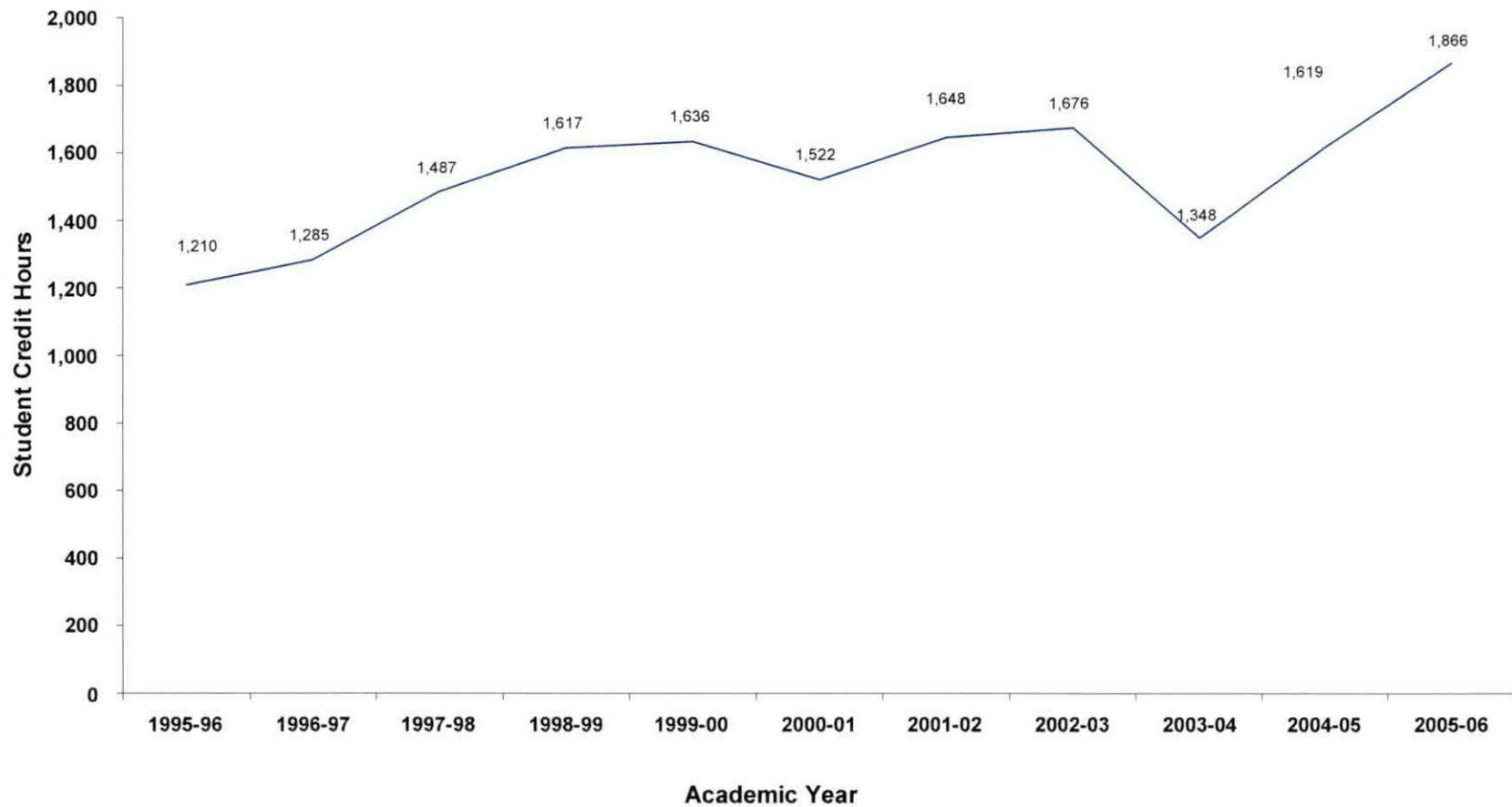
Trends over a specified period of time are illustrated by the following graphs for Theatre.

- Graph depicting ten-year trend in student credit hours generated by Theatre
- Graphs depicting three-year moving mean and rate of change in student credit hours for Theatre.
- Ten-year trend in annual credit hours generated Collegewide.

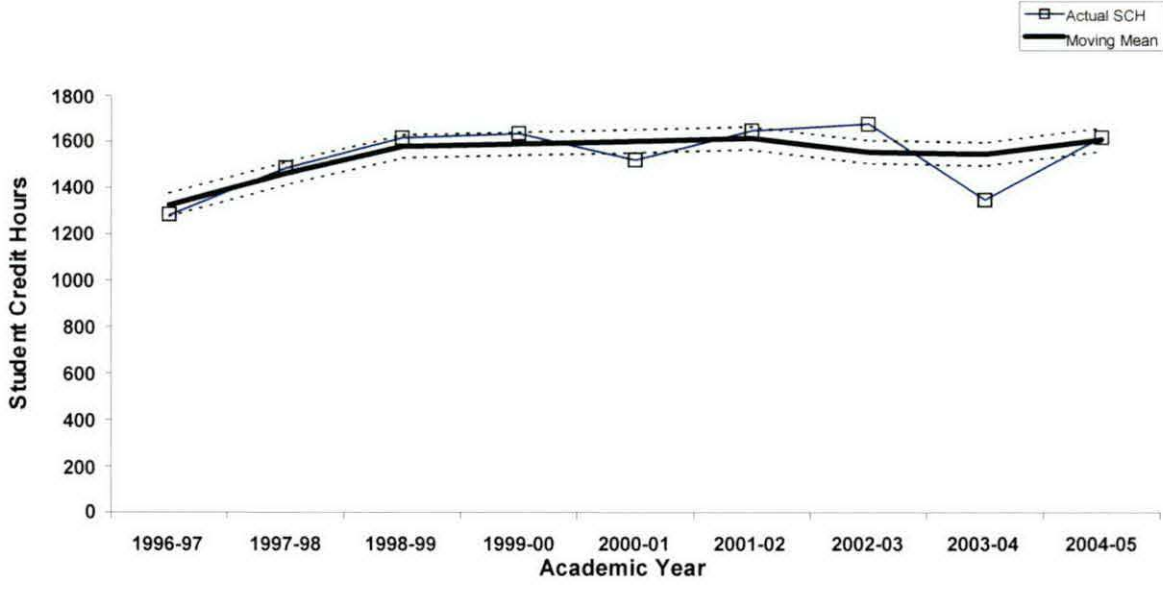
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Theatre  
1995-96 through 2005-06**

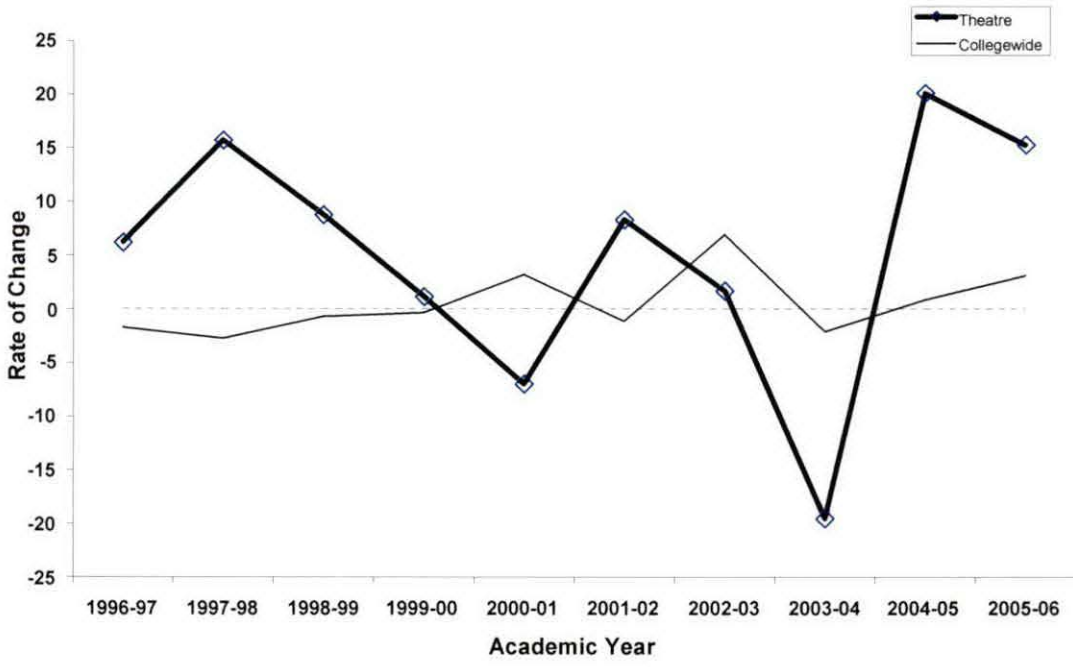
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Theatre	1,210	1,285	1,487	1,617	1,636	1,522	1,648	1,676	1,348	1,619	1,866	22.6	54.2
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



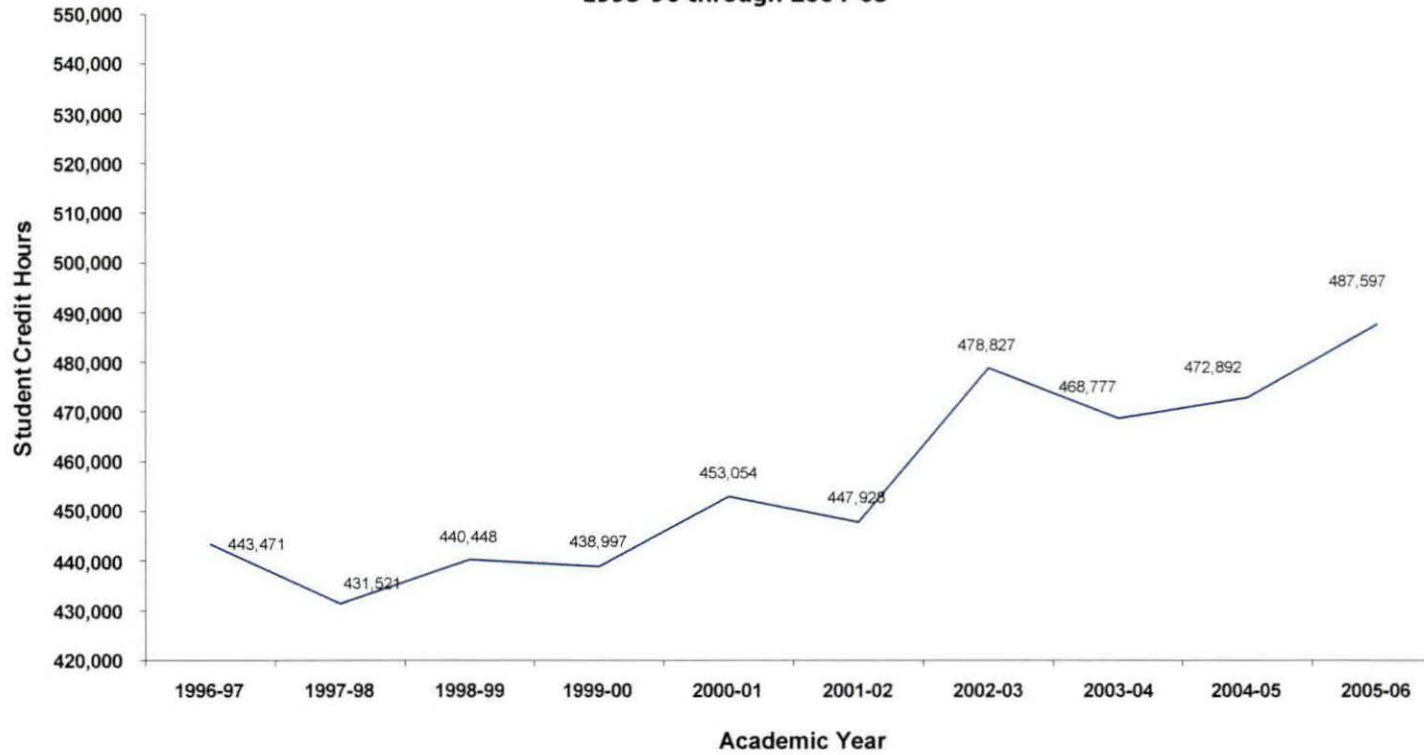
Oakland Community College  
 Three-Year Moving Mean  
 Theatre  
 1996-97 through 2004-05



Rate of Change in Student Credit Hours 1996-97 through 2005-06



**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597

## Occupational Projections (2005 – 2015)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within a given Standard Occupational Code (SOC) is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

This information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

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**Theatre Related Occupations  
(2005 through 2015)**

Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt Jobs	% New & Rplmnt	Earnings
27-2011 Actors	1,651	1,847	1,847	197	223	12.0%	14.0%	25.0%	\$38,293
27-2012 Producers and Directors	1,442	1,486	1,504	61	220	4.0%	15.0%	20.0%	\$55,162
27-2031 Dancers	352	392	395	43	226	12.0%	64.0%	76.0%	\$19,843
27-2032 Choreographers	278	304	306	28	162	10.0%	58.0%	68.0%	\$18,533
39-3092 Costume Attendants	99	116	118	19	30	19.0%	30.0%	50.0%	\$32,219
39-5091 Makeup Artists, Theatrical & Performance	32	35	35	10	10	8.0%	19.0%	27.0%	\$34,611
<b>Totals:</b>	<b>3,854</b>	<b>4,180</b>	<b>4,205</b>	<b>358</b>	<b>871</b>				

**Occupational Definitions**

**SOC Code 27-2011            Name Actors**

Definition: Play parts in stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to entertain or inform audience. May dance and sing. Examples: Elocutionist, Extra, Dramatic Reader

**SOC Code 27-2012            Name Producers and Directors**

Definition: Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of guests, set design, sound, special effects, and choreography. Examples: Independent Film Maker, Stage Manager, Program Arranger

**SOC Code 27-2031            Name Dancers**

Definition: Perform dances. May also sing or act.

**SOC Code 27-2032**

**Name Choreographers**

Definition: Create and teach dance. May direct and stage presentations. Examples: Dance Director

**SOC Code 39-3092**

**Name Costume Attendants**

Definition: Select, fit, and take care of costumes for cast members, and aid entertainers. Examples: Wardrobe Custodian, Dresser

**SOC Code 39-5091**

**Name Makeup Artists, Theatrical and Performance**

Definition: Apply makeup to performers to reflect period, setting, and situation of their role.

Source: OCC, Office of Assessment & Effectiveness (CCSP)



# **Program Assessment Plan**

## **Theatre**

### **Statement of Purpose**

The Theatre program, an associate degree in liberal arts with a concentration in Theatre, provides theoretical knowledge in a variety of theatrical areas, practical experience in performance, and an introduction to the technical aspects of theatre through behind-the-scenes work. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

### **Catalog Description**

The Theatre program is an associate degree in liberal arts with a concentration in Theatre. This program includes performance and the technical aspects of theatre, including theory and practical experience. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

# Program Assessment Plan

## Theatre

### Learning Outcomes

Graduates will demonstrate the ability to use their voices effectively and expressively in performance.

Benchmark	Assessment Method	Timeline
1. 100% of the students will demonstrate good articulation and vocal projection in a public recitation at a skill level of $\geq 75\%$ measure against a 12 point rubric.	Student's performance of a recitation will be evaluated by instructor on a 12 point rubric.	11/06
2.		
3.		
4.		
5.		

# Program Assessment Plan

## Theatre

### Learning Outcomes

Theatre Graduates will demonstrate the ability to offer constructive feedback concerning the performance of their peers' scenes and monologues.

Benchmark	Assessment Method	Timeline
1. 100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.	Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.	04/08
2.		
3.		
4.		
5.		

# Program Assessment Plan

## Theatre

### Learning Outcomes

Theatre Graduates will demonstrate knowledge and application of terminology related to acting and actors.

Benchmark	Assessment Method	Timeline
1. 100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions greater than or equal to 75%.	Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.	12/07
2.		
3.		
4.		
5.		

## **Summary of Program Assessment Results Theatre**

### **Catalog Description**

The Theatre program is an associate degree in liberal arts with a concentration in Theatre. This program includes performance and the technical aspects of theatre, including theory and practical experience. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

### **Program Statement of Purpose**

The Theatre program, an associate degree in liberal arts with a concentration in Theatre, provides theoretical knowledge in a variety of theatrical areas, practical experience in performance, and an introduction to the technical aspects of theatre through behind-the-scenes work. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

### **Learning Outcome**

Theatre Graduates will demonstrate knowledge and application of terminology related to acting and actors.

### **Benchmark**

100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions at > 75%.

### **Assessment Method**

Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.

**Benchmark Scheduled To Be Assessed:**

**12/1/2005**

**Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2006**

### **Findings**

100% of the students correctly responded to the directions with a score of 75% or higher. 70% of the students responded with a score of 100%. Benchmark met by all students and surpassed by 70% of the students.

### **Benchmark**

100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions greater than or equal to 75%.

### **Assessment Method**

Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.

**Benchmark Scheduled To Be Assessed:**

**12/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2007**

### **Findings**

100% of the students correctly responded to the directions with a score of 75% or higher. 70% of the students responded with a score of 100%. Benchmark met by all students and surpassed by 70% of the students.

### **Learning Outcome**

Theatre Graduates will demonstrate the ability to offer constructive feedback concerning the performance of their peers' scenes and monologues.

### **Benchmark**

100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.

### **Assessment Method**

Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.

**Benchmark Scheduled To Be Assessed:**

**4/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 5/1/2006**

### **Findings**

100% of the students demonstrated the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level of  $\geq 75\%$  measured against the 14 point (instructor-evaluated) rubric. 20% of the students completed the task achieving 100% when measured against the rubric. Benchmark met by all students and surpassed by 20% of the students.

### **Benchmark**

100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.

### **Assessment Method**

Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.

**Benchmark Scheduled To Be Assessed:**

**4/1/2007**

**Assessment Results Sent To Office of Assessment & Effectiveness: 5/1/2007**

### **Findings**

100% of the students demonstrated the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level of  $\geq 75\%$  measured against the 14 point (instructor-evaluated) rubric. 20% of the students completed the task achieving 100% when measured against the rubric. Benchmark met by all students and surpassed by 20% of the students.

**Learning Outcome**

Graduates will demonstrate the ability to use their voices effectively and expressively in performance.

**Benchmark**

100% of the students will demonstrate good articulation and vocal projection in a public recitation at a skill level of  $\geq 75\%$  measure against a 12 point rubric.

**Assessment Method**

Student's performance of a recitation will be evaluated by instructor on a 12 point rubric.

**Benchmark Scheduled To Be Assessed:**

**11/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 12/1/2006**

**Findings**

100% of the students demonstrated good articulation and vocal projection in a public recitation at a skill level of  $\geq 75\%$ . 48% of the students demonstrated a skill level of 95-100%. 43% of the students achieved 80-90% of the points available. 9% of the students assessed demonstrated the skills at the level of 75%. To conclude: Benchmark met by all students and surpassed by 91% of the students.

## CRC Recommendations for Theater:

December 1, 2006

- Suggest an electronic copy of Dashboard information be also sent to the faculty presenting the review.
- Recommend that THE 1800 be sunset (not being taught as part of the program)... work with deans to alert HUM department.
- THE 2560 was left out of 2006-2007 catalogue. Was it an omission or sunset?
- Dean at AH to discuss syllabi and piggy backing of classes... CRC recommends no piggybacking of Acting I and Acting II.
- Recommend Acting I be taught on each campus, and Acting II (to see if Acting II goes). The remaining courses for the Theater program will be at OR since is it housed at OR.
- Request that college-wide adjuncts/department chairs to communication with college-wide full time faculty for Theater regarding scheduling.
- Full time Theater faculty to coordinate an annual schedule and inform deans.
- Statistics from Dashboard regarding cancelled classes and filled to capacity need to be reviewed with the Office of Assessment & Effectiveness on how data is collected.
- Consider an internship (the theater activity class does have a component in it)
- Work with the dean to reduce appropriate class size for safety/space and the learning environment.
- Request for another full-time faculty member with expertise in Technical Theater since program has increased by 54% since 1995.
- Request for a fulltime Theater manager and several trained personnel in lighting and sound especially since the building is rented to outside companies.
- Need professional maintenance of theater, space, equipment.
- Program marketing plan needed... The full-time faculty is working with HS recruiters. CRC recommends Theater go through the program planning model (deans will discuss marketing needs for programs at the Deans' Cabinet).
- Consider musical theater if building the program.
- Discuss with dean at AH for stage adjustments in F 123.
- Consider more frequent offerings of advance classes once the feeder classes increase in enrollment.
- Discuss with Executive Director of Student Services on how to make sure courses are transferable.





OAKLAND  
COMMUNITY  
COLLEGE

COLLEGE

CURRICULUM

REVIEW

COMMITTEE

CURRICULUM REVIEW SELF-STUDY

Response to Recommendations

Program/Discipline: THEATRE  
Review Date: December 1, 2006

Coordinator(s): Diane Hill  
Today's Date: July 30, 2008

CRC Recommendations for Theater:  
December 1, 2006

- Suggest an electronic copy of Dashboard information be also sent to the faculty presenting the review.
- Recommend that THE 1800 be sunset (not being taught as part of the program)...work with deans to alert HUM department.

This information was presented to my dean.

- THE 2560 was left out of 2006-2007 catalogue. Was it an omission or sunset?

It is listed in the 2008-2009 online catalog.

- Dean at AH to discuss syllabi and piggy backing of classes...CRC recommends no piggybacking of Acting I and Acting II.

After some discussion with Henry Tanaka, there has been no more piggy backing of these classes at Auburn Hills.

- Recommend Acting I be taught on each campus, and Acting II (to see if Acting II goes). The remaining courses for the Theater program will be at OR since is it is housed at OR.

There are two sections of Acting I being offered next term at Auburn Hills. There is a section of Intro to Theatre offered at Highland Lakes. I have made a suggestion about a better adjunct teacher for the Intro to Theatre class. After discussion with Henry Tanaka, Theatre Activities classes are no longer offered at Auburn Hills, as they do not do productions there.

- Request that college-wide adjuncts/department chairs to communication with college-wide full time faculty for Theater regarding scheduling.

I have not been consulted regarding scheduling, but I remain in contact with the theatre adjuncts at all campuses.

- Full time Theater faculty to coordinate an annual schedule and inform deans.

I have coordinated the annual schedule for all Orchard Ridge theatre classes. I suggested to Auburn Hills to try an Acting II class there, but the adjunct teacher there has chosen to teach two sections of Acting I instead.

- Statistics from Dashboard regarding cancelled classes and filled to capacity need to be reviewed with the Office of Assessment & Effectiveness on how data is collected.

Below is the email discussion per this topic:

-----Original Message-----

**From:** Hill, Diane O  
**Sent:** Wednesday, May 28, 2008 12:28 PM  
**To:** Orłowski, Martin A  
**Cc:** Mays, Gail A  
**Subject:** RE: Music CRC Review

Hi, Marty.

CRC Review Follow-up  
Approved College Academic and Student Services Council (CASSC)  
November 12, 2002

... When doing the **theatre** review, I had some questions myself. I don't know if you ever received a copy of my summary, so I'm including the pertinent comments here.

*Quote From Dashboard two(?) years ago:*

- *Theater courses have experienced relatively low enrollment over the past three years. This is reflected in the percent of sections filled to their capacity as well as the percent of offered sections which have been canceled.*

**This finding may be inaccurate. For instance, Dashboard states that in 2005-06 there were 72 sections, 17 of which were cancelled. This number seems extremely elevated. Is it possible that sections that were never opened were considered cancelled? There are times when mistakes are made in the Master Schedule and rather than making the alteration, the section in question is "cancelled" and a new entry is made. A review of the accuracy of this finding should be done, especially considering it is a benchmark that determines the rank of the program among other programs.**

*Current comment to Marty: I have now been asking Berna Holmes to remove all classes that say cancelled before enrollment even begins. I was previously advised to keep them there because I was told that in the event that I may want to add a class it would be easier.*

*... Diane*

...

-----Original Message-----

**From:** Orłowski, Martin A

**Sent:** Thursday, July 10, 2008 11:03 AM

**To:** Hill, Diane O

**Cc:** Mays, Gail A; Maze, Mary C; Berry, James J; Valenti, Nick J; Hallemann, James R; Dennis, Thomas A; Mathews, Carla R; Showers, Nancy C; Fox, Eleanor S

**Subject:** RE: Music CRC Review

Diane,

We've had the opportunity to investigate the issue pertaining to canceled sections. After examining the programming code and discussing how sections are added to Colleague and edited we've been able to determine that in fact the Program Dashboard data is accurate.

First, we specifically looked at those THE sections that were cancelled. All had seat counts of 27. None were set to zero. Hence, all were "open" and available for students to register. The only way for a section NOT to be "open" is if someone goes in and changes the section seat count to zero.

Second, if mistakes are made while entering a section it is not standard procedure to "cancel" that section, rather the information is simply edited e.g. corrected. In other words if an incorrect room was assigned to a section, the entry would not be "canceled" rather the incorrect information (room) would simply be corrected.

I hope this addresses your concerns over the dashboard data.

I'm also copying Carla Matthews on this in the event I've left anything out or in appropriately stated the facts.

Thanks.

Martin Orłowski, Director

-----Original Message-----

**From:** Hill, Diane O

**Sent:** Thursday, July 17, 2008 12:07 PM

**To:** Orłowski, Martin A

CRC Review Follow-up

Approved College Academic and Student Services Council (CASSC)

November 12, 2002

**Cc:** Mays, Gail A; Maze, Mary C; Berry, James J; Valenti, Nick J; Hallemann, James R; Dennis, Thomas A; Mathews, Carla R; Showers, Nancy C; Fox, Eleanor S; 'nickvalenti@earthlink.net'  
**Subject:** second reply RE: Music CRC Review

Hello, Marty.

I just found an example of what I was trying to explain below concerning Dashboard statistics in the current online registration for Fall term. If you search for theatre classes in online services, you will see a line that says THE 1601 is canceled and the seats are not set to zero. Then below that is another section of it that is open. In this case, instead of changing the time and date of a previous entry that was to be altered, the section was marked canceled and a new entry was made. This was common practice before I began asking Berna Holmes to remove all classes that say canceled before enrollment begins, after I saw the effect that practice had on a Dashboard benchmark result. Now that I've seen it occur again, I do believe it explains the elevated number of cancelled classes in the dashboard findings I was given for the Theatre Review on December 1, 2006.

I will continue to ask Berna to remove "cancelled" sections of this kind so that we don't have inaccurate findings, and I hope this sheds more light on why I was concerned about the data.

Thanks.

Diane

Excerpt from current online schedule

Fall 15 2008	Cancelled	<u>THE-1601-O1513</u> <u>(047795) Theatre</u> <u>Production/Tech</u>	Orchard Ridge	09/08/2008-12/15/2008 Cancelled Section Days to be Announced, Times to be Announced, Room to be Announced	Staff 3.00 30.00 15
-----------------	-----------	--	------------------	---	---------------------

Fall 16 2008	Open	<u>THE-1601-O1509</u> <u>(046831) Theatre</u> <u>Production/Tech</u>	Orchard Ridge	08/28/2008-12/11/2008 Lecture Thursday 04:00PM - 06:55PM, Smith Theatre, Room THEA	Staff 3.00 30.00 15
-----------------	------	--	------------------	---	---------------------

-----Original Message-----

**From:** Orlowski, Martin A  
**Sent:** Thursday, July 17, 2008 12:31 PM  
**To:** Hill, Diane O  
**Subject:** RE: second reply RE: Music CRC Review

Yes, this does provide an explanation. However, it does not render the dashboard data inaccurate. In fact it is accurately counting such things. This issue has more to do with administrative controls. I'm glad you were able to point this out and it's something we need to be aware of in the future. Thanks.

Martin Orlowski, Director

- Consider an internship (the theater activity class does have a component in it)  
I have proposed a few more courses that would be beneficial to the program and students. They would include Stage Management, Lighting and a specialty costuming and make-up course that would include runway costuming. All of these courses would incorporate an internship component. I have been approved by my Dean to do the curriculum work for a Theatre Special Topics course through which I could present these topics on a rotating basis.

CRC Review Follow-up  
Approved College Academic and Student Services Council (CASSC)  
November 12, 2002

I do not believe that this has been presented to the committee that considers supplemental contracts yet..

- Work with the dean to reduce appropriate class size for safety/space and the learning environment. Class sizes have been reduced on the Orchard Ridge campus. This is a HUGE improvement creating a much better learning situation, and in our Tech classes, a much safer environment as well..
- Request for another full-time faculty member with expertise in Technical Theater since program has increased by 54% since 1995.

Turned in this request:

November 17, 2006

*Proposal from the Fine and Performing Arts Department, Orchard Ridge:  
Additional Full-Time Faculty in Theatre*

**1. 81% of theatre sections are taught by Adjunct Faculty. (19% by full-time faculty)**

*This term we have 16 sections of Theatre classes, only 3 of which are taught by full-time faculty.*

**2. Number of SCH has increased by 54% over the past 10 years. There was a 38% increase in SCH in Theatre from 2003 (year of hire of 1 new full-time faculty member) -2005. Please see next page.**

*Statistics were not available for 2006 yet, but since the theatre degree was just published in the hard catalogue for the first time in the fall of 2005, additional growth is projected.*

**3. Need an additional Full-time Faculty member with expertise in TECHNICAL THEATRE to build a well-rounded theatre program.**

*We have previously had no technical theatre classes, and this term we added a Theatre Production and Technology class to our offerings. The class has brought in many additional students who are interested in the technical aspects of theatre (as opposed to performance). We need to have an additional full-time faculty member with expertise in Technical Theatre to build a more well-rounded theatre program.*

**4. An additional full-time faculty member is needed to design and build the sets and serve as technical director of our shows.**

*Currently Diane Hill brings in independent contractors to design, build and paint the sets of our shows. Along with directing both shows, she produces the shows and oversees all technical: costumes, props, lights, sound, running crews, promotional materials, program, etc. Theatre is a highly collaborative art. Having a second full-time faculty member will improve the quality of our shows, as collaboration with other artists inevitably leads to better productions.*

**5. An additional full-time faculty member could direct one production each year.**

*Working with more than one director will be beneficial to our theatre students by broadening their experience and exposing them to different directing styles*

**6. We need to offer our advanced classes more frequently.**

*Now that our new degree program has been included in the hard catalogue, more and more students are working on completing the degree, and we need to support them by offering our advanced classes more frequently. Currently we only offer Directing Class and Audition and the Business of Acting Class every other year.*

**7. The curriculum continues to grow: proposing the addition of a Musical Theatre Class.**

CRC Review Follow-up  
Approved College Academic and Student Services Council (CASSC)  
November 12, 2002

*Since 2004, 4 new classes were added to the curriculum and 1 class was reinstated. In addition, Diane Hill is taking a curriculum proposal to the Curriculum Committee to add a Musical Theatre Dance class, geared to attract students with interests in musical theatre.*

*The theatre program is growing and will be stronger if the classes and productions are shared with an additional full-time faculty member who is fully-invested in the growth and educational integrity of the program.*

Since turning in the above request, several more additions have been made to the curriculum. In the Fall of 2008, we are offering EIGHTEEN theatre sections among ELEVEN different theatre offerings,

- Request for a fulltime Theater manager and several trained personnel in lighting and sound especially since the building is rented to outside companies.

I am on the search committee for our new fulltime Theatre Manager. We have interviews in August, and we hope to have the person in place by September, 2008.

- Need professional maintenance of theater, space, equipment.

A good Theatre Manager will take care of this.

- Program marketing plan needed...The full-time faculty is working with HS recruiters. CRC recommends Theater go through the program planning model (deans will discuss marketing needs for programs at he Deans' Cabinet).

Was not made aware of the program marketing model when I was encouraged to develop the program. Recently asked Marty Orlovski for a copy of the model. I will review it.

Have met with Robert Spann, the recruiter a few times to arrange workshops and visits from high schools. Recently created a brochure to hand out at open house. I need help with marketing with marketing..

- Consider musical theater if building the program.

Added a Movement for Musical Theatre class. It's been a success. Was recently discouraged by my dean to add any more musical theatre classes or to consider doing a musical theatre production.

- Discuss with dean at AH for stage adjustments in F 123.

This was a suggestion from the adjunct teacher there. It should come from him.

- Consider more frequent offerings of advance classes once the feeder classes increase in enrollment.

Soon to come to the point where we need to offer Audition and the Business of Acting and Fundamentals of Directing every year, but not there yet.

- Discuss with Executive Director of Student Services on how to makes sure courses are transferable.

I am currently working with Wayne State as a result of an OCC theatre student who was told that although the theatre classes all transfer, the theatre department may or may not accept them. I have sent the Theatre dept. at WSU all of the syllabi to the courses in question.

CRC Review Follow-up  
Approved College Academic and Student Services Council (CASSC)  
November 12, 2002



**DATA COLLECTION**

CORE REVIEW

B. SYLLABUS REVIEW

*2 sections  
Auburn  
Hills*  
1 1 2

<b>INSTRUCTORS</b> ⇨	JN	DH	AM	DM						
<b>Mandatory Items (per FMA and Federal Law)</b>										
ADA Notification		✓	✓	✓						
Course Goals		✓	✓	✓						
Grading Standards and Practices	✓	✓	✓	✓						
Tentative Schedule of Assignments and Tests		✓	✓	✓						
<b>Recommended Items (per Academic Senate)</b>										
Course Name and Number	<i>incorrect</i>	✓	✓	✓						
Instructor, Office Location, Method of Contact	✓	✓	✓	✓						
Office Hours	✓	✓	✓	✓						
Available Assistance		✓	✓	✓						
Course Catalog Description with Prerequisites		✓	✓	✓						
General Education Attributes (where pertinent)										
Required Books and Supplies		✓	✓	✓						
List of Supportive Materials (where available)	✓	✓	✓	✓						
Evaluation/Testing System & Policies		✓	✓	✓						
Attendance Policy	✓	✓	✓	✓						
Safety Instructions										
Disclaimer Allowing for Reasonable Revisions		✓	✓	✓						
<b>Optional Items</b>										
Semester Meeting Times & Room		✓	✓	✓						
Teaching/Learning Strategies	✓	✓	✓	✓						
Applicable Forms Pertinent to Course		✓	✓							
Reference to Student Policies in OCC Catalog										
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities		✓	✓	✓						

FOR:  
1571  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*



DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> ⇨	DH																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)																			
Required Books and Supplies	✓																		
List of Supportive Materials (where available)	✓																		
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions	✓																		
Disclaimer Allowing for Reasonable Revisions	✓																		
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities	✓																		

FOR  
1580  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> ⇨	DN																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)	NA																		
Required Books and Supplies	✓																		
List of Supportive Materials (where available)	✓																		
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions																			
Disclaimer Allowing for Reasonable Revisions																			
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities																			

FOR:  
1585  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> →	DH																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)	✓																		
Required Books and Supplies	✓																		
List of Supportive Materials (where available)	✓																		
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions	✓																		
Disclaimer Allowing for Reasonable Revisions	✓																		
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities	✓																		

FOR:  
1587  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

**DATA COLLECTION**

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> →	RB																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites																			
General Education Attributes (where pertinent)																			
Required Books and Supplies																			
List of Supportive Materials (where available)																			
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions																			
Disclaimer Allowing for Reasonable Revisions																			
<b>Optional Items</b>																			
Semester Meeting Times & Room																			
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities																			

FOR  
1590  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> ⇨	AM																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)	✓																		
Required Books and Supplies	✓																		
List of Supportive Materials (where available)																			
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions																			
Disclaimer Allowing for Reasonable Revisions																			
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities	✓																		

FOR:  
1601  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> →	DH																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)																			
Required Books and Supplies	✓																		
List of Supportive Materials (where available)	✓																		
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions																			
Disclaimer Allowing for Reasonable Revisions	✓																		
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course																			
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities	✓																		

FOR:  
1701-1703  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

<b>INSTRUCTORS</b> →	DH																		
<b>Mandatory Items (per FMA and Federal Law)</b>																			
ADA Notification	✓																		
Course Goals	✓																		
Grading Standards and Practices	✓																		
Tentative Schedule of Assignments and Tests	✓																		
<b>Recommended Items (per Academic Senate)</b>																			
Course Name and Number	✓																		
Instructor, Office Location, Method of Contact	✓																		
Office Hours	✓																		
Available Assistance	✓																		
Course Catalog Description with Prerequisites	✓																		
General Education Attributes (where pertinent)																			
Required Books and Supplies	✓																		
List of Supportive Materials (where available)	✓																		
Evaluation/Testing System & Policies	✓																		
Attendance Policy	✓																		
Safety Instructions	✓																		
Disclaimer Allowing for Reasonable Revisions	✓																		
<b>Optional Items</b>																			
Semester Meeting Times & Room	✓																		
Teaching/Learning Strategies	✓																		
Applicable Forms Pertinent to Course	✓																		
Reference to Student Policies in OCC Catalog																			
Policy on Use of Computing Resources																			
Description of Required Computing Skills																			
Policy on Plagiarism																			
Student Bill of Responsibilities	✓																		

FOR  
1990  
Course Number

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

## DATA COLLECTION

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

I'm not sure what to say, being so new to the program. I wouldn't mind eventually moving toward a text for each course (Acting I and Technical Theatre). It certainly provides the students with a foundation to work from, even if it is something as simple as "Tips and Ideas" or "Technical theatre for Non-Technical People". And then personal practices and ideals won't seem so personal, if that makes sense? Not to be too bold, I would also be interested in working toward a student internship program of some type. This would supply the serious theatre student with some necessary experience on campus and off in preparation for continuing to function in the global theatrical community.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

At this point none.

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_.  
Name Campus Date



## DATA COLLECTION

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

I would like to request that the class numbers are available prior to room distribution to ensure that the class numbers do not exceed the size of the room. I had to change classrooms during week 2. Also, for the past two semesters that I have taught Intro to Theatre, the bookstore has been short on texts and supplemental plays, even through the middle of the term. Again, I think this is a problem related to the final number of students who enroll. Subsequently, the students blame the bookstore for "not having my play" in class. I would like to request that the bookstore is updated when numbers increase per class.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

I would just like to add an element of Musical Theatre into the curriculum.

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_.  
Name Campus Date

## DATA COLLECTION

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

What resources or services does the Theatre program

> I can't really think of anything except maybe expanding the amt of  
> student productions so students can see them and participate more-

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Maybe having access to productions of plays on tape or DVDs...  
Jennifer George

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

## DATA COLLECTION

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

I do think an Acting for Film 2 should be looked at. I haven't checked into what's offered, but is there a playwriting course as well? The other thought I had was since the school is a community college, and I know you've told me how hard it is to schedule rehearsals, what's the possibility of actually having a class/acting course, dedicated to producing a show at the end of the term? We could pick and show and the class itself would be the rehearsal time, ending with a full production? Just a thought. Dennis

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_.  
Name Campus Date

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1561	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		Two sections	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			100%
General Education Attributes (where pertinent)			50%
Required Books and Supplies			100%
List of Supportive Materials (where available)			100%
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			100%
<b>Optional Items</b>			
Semester Meeting Times & Room			50%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			0%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			0%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number THE 1571	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	Six sections	66%
Course Goals		66%
Grading Standards and Practices		100%
Tentative Schedule of Assignments and Tests		66%
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		100%
Office Hours		100%
Available Assistance		66%
Course Catalog Description with Prerequisites		66%
General Education Attributes (where pertinent)		0%
Required Books and Supplies		66%
List of Supportive Materials (where available)		100%
Evaluation/Testing System & Policies		66%
Attendance Policy		100%
Safety Instructions		0%
Disclaimer Allowing for Reasonable Revisions		66%
<b>Optional Items</b>		
Semester Meeting Times & Room		66%
Teaching/Learning Strategies		100%
Applicable Forms Pertinent to Course		50%
Reference to Student Policies in OCC Catalog		0%
Policy on Use of Computing Resources		0%
Description of Required Computing Skills		0%
Policy on Plagiarism		0%
Student Bill of Responsibilities		66%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number THE 1580	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	One section	100%
Course Goals		100%
Grading Standards and Practices		100%
Tentative Schedule of Assignments and Tests		100%
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		100%
Office Hours		100%
Available Assistance		100%
Course Catalog Description with Prerequisites		100%
General Education Attributes (where pertinent)		0%
Required Books and Supplies		100%
List of Supportive Materials (where available)		100%
Evaluation/Testing System & Policies		100%
Attendance Policy		100%
Safety Instructions		0%
Disclaimer Allowing for Reasonable Revisions		100%
<b>Optional Items</b>		
Semester Meeting Times & Room		100%
Teaching/Learning Strategies		100%
Applicable Forms Pertinent to Course		100%
Reference to Student Policies in OCC Catalog		0%
Policy on Use of Computing Resources		0%
Description of Required Computing Skills		0%
Policy on Plagiarism		0%
Student Bill of Responsibilities		100%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number THE 1583	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	One section	100%
Course Goals		100%
Grading Standards and Practices		100%
Tentative Schedule of Assignments and Tests		100%
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		100%
Office Hours		100%
Available Assistance		100%
Course Catalog Description with Prerequisites		100%
General Education Attributes (where pertinent)		N/A
Required Books and Supplies		100%
List of Supportive Materials (where available)		100%
Evaluation/Testing System & Policies		100%
Attendance Policy		100%
Safety Instructions		0%
Disclaimer Allowing for Reasonable Revisions		100%
<b>Optional Items</b>		
Semester Meeting Times & Room		100%
Teaching/Learning Strategies		100%
Applicable Forms Pertinent to Course		0%
Reference to Student Policies in OCC Catalog		0%
Policy on Use of Computing Resources		0%
Description of Required Computing Skills		0%
Policy on Plagiarism		0%
Student Bill of Responsibilities		100%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1585	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		One section	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			100%
General Education Attributes (where pertinent)			N/A
Required Books and Supplies			100%
List of Supportive Materials (where available)			100%
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			100%
<b>Optional Items</b>			
Semester Meeting Times & Room			100%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			0%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			100%



## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1587	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		One section	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			100%
General Education Attributes (where pertinent)			N/A
Required Books and Supplies			100%
List of Supportive Materials (where available)			100%
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			100%
<b>Optional Items</b>			
Semester Meeting Times & Room			100%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			100%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			100%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1590	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		One section	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			0%
General Education Attributes (where pertinent)			N/A
Required Books and Supplies			N/A
List of Supportive Materials (where available)			N/A
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			100%
<b>Optional Items</b>			
Semester Meeting Times & Room			100%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			0%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			0%

**CORE REVIEW****B. SYLLABUS REVIEW**

(Insert all forms here)

**Coordinator: Use a separate sheet for each course.**

Course Number THE 1601	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	One section	100%
Course Goals		100%
Grading Standards and Practices		100%
Tentative Schedule of Assignments and Tests		100%
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		100%
Office Hours		100%
Available Assistance		100%
Course Catalog Description with Prerequisites		100%
General Education Attributes (where pertinent)		N/A
Required Books and Supplies		100%
List of Supportive Materials (where available)		0%
Evaluation/Testing System & Policies		100%
Attendance Policy		100%
Safety Instructions		0%
Disclaimer Allowing for Reasonable Revisions		100%
<b>Optional Items</b>		
Semester Meeting Times & Room		100%
Teaching/Learning Strategies		100%
Applicable Forms Pertinent to Course		0%
Reference to Student Policies in OCC Catalog		0%
Policy on Use of Computing Resources		0%
Description of Required Computing Skills		0%
Policy on Plagiarism		0%
Student Bill of Responsibilities		100%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1701-1706	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		One section	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			100%
General Education Attributes (where pertinent)			N/A
Required Books and Supplies			100%
List of Supportive Materials (where available)			0%
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			0%
<b>Optional Items</b>			
Semester Meeting Times & Room			100%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			0%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			0%

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	THE 1990	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification		One section	100%
Course Goals			100%
Grading Standards and Practices			100%
Tentative Schedule of Assignments and Tests			100%
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			100%
Instructor, Office Location, Method of Contact			100%
Office Hours			100%
Available Assistance			100%
Course Catalog Description with Prerequisites			100%
General Education Attributes (where pertinent)			N/A
Required Books and Supplies			100%
List of Supportive Materials (where available)			100%
Evaluation/Testing System & Policies			100%
Attendance Policy			100%
Safety Instructions			0%
Disclaimer Allowing for Reasonable Revisions			100%
<b>Optional Items</b>			
Semester Meeting Times & Room			100%
Teaching/Learning Strategies			100%
Applicable Forms Pertinent to Course			100%
Reference to Student Policies in OCC Catalog			0%
Policy on Use of Computing Resources			0%
Description of Required Computing Skills			0%
Policy on Plagiarism			0%
Student Bill of Responsibilities			100%

### CORE REVIEW

**CORE REVIEW**

**A. CATALOG COURSE DESCRIPTION**

**FOR: THE 1561**  
*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

**CATALOG COURSE DESCRIPTION:**

		Yes		No
Accurate		X		<input type="checkbox"/>
Clear		X		<input type="checkbox"/>
Current				X
<b>NUMBER OF CREDITS</b>				
Appropriate		X		<input type="checkbox"/>

Please explain any NO answer:

As attending performances and writing reviews are not a part of the class currently, it is difficult to get students to participate in off campus/ 'paying' events. Also- I would add the study of playwrights and the structure & elements of plays.

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
 Name Campus Date

Jennifer George-Auburn Hills and Highland Lakes:

Course Descriptions

>>

>> THE 1561 Introduction to Theatre o 3 Credits  
>> Students will be introduced to the elements and  
>> structure of the theatre through analysis of written  
>> dramas and performance reviews. Students will read  
>> representative classic and contemporary plays and  
>> study the role of theatre in society and how theatre  
>> generates value as a humanistic discipline.  
>> Students will be introduced to the techniques used  
>> by actors, directors and designers in contemporary  
>> American theatre.

>>

>> Accurate ? no, as attending performances and writing reviews are  
>> not a part of the class currently, it is difficult to get students  
>> to participate in off campus/ 'paying' events. Also- I would add the  
>> study of playwrights and the structure & elements of plays

>>

>> Clear? yes

>>

>> Current? yes

>>

>> Number of Credits appropriate? yes

>>

>> Explain any No answer: (see above)

>>

>> THE 1571 Acting I o 3 Credits  
>> This course will provide an introduction to  
>> physical, vocal and rehearsal techniques common to  
>> contemporary theatre. Intensive vocal and physical  
>> exercises to develop strength and agility will be  
>> emphasized. Performance or improvisations,  
>> monologues and scenes will be developed and  
>> critiqued for clarity of scene objectives and  
>> timing.

>>

>> Accurate ? yes

>>

>> Clear? yes

>>

>> Current? yes

>>

>> Number of Credits appropriate? yes

>>

>> Explain any No answer:

>>

>> THE 1580 Acting II o 3 Credits  
>> Prerequisite: THE 1571  
>> This course is a continuation of Introduction to  
>> Acting designed to further develop student's vocals,  
>> physical and aesthetic acting skills. The  
>> application of scene study and rehearsal skills for  
>> character development in the preparation and  
>> performance scenes from contemporary plays will be  
>> emphasized.

>>

>> Accurate ? no

>>  
>> Clear? yes  
>>  
>> Current? yes  
>>  
>> Number of Credits appropriate? yes  
>>  
>> Explain any No answer: Allowing classical plays ( Such as  
>> Shakespeare, Moliere etc.) as well as contemporary plays would seem  
>> appropriate for Acting II  
>>  
>> THE 1583 Movement for the Actor o 3 Credits  
>> Prerequisite: THE 1571  
>> This course is designed to help the actor become  
>> more aware of his/her body and improve it as an  
>> instrument for the stage, through studies in  
>> movement characterization, dance and stage combat.  
>> It will introduce traditional and contemporary  
>> techniques of movement and provide exercises to  
>> improve posture, muscular strength, coordination,  
>> flexibility, musicality, dramatic movement ability  
>> and stamina.  
>>  
>> Accurate ? yes  
>>  
>> Clear? yes  
>>  
>> Current? yes  
>>  
>> Number of Credits appropriate? yes  
>>  
>> Explain any No answer:  
>>  
>> THE 1585 Acting for Film o 3 Credits  
>> Prerequisite: THE 1571  
>> This course will provide a comprehensive study of  
>> the intrinsic challenges, both technical and  
>> artistic, of film acting. The class will offer  
>> theoretical analysis and practical experience  
>> concerning the differences between film and stage  
>> acting techniques, and will focus on producing the  
>> non-theatrical work required for film. Students  
>> will develop their craft through extensive time in  
>> front of the camera, resulting in a taped scene of  
>> their final work.  
>>  
>> Accurate ? yes  
>>  
>> Clear? yes  
>>  
>> Current? yes  
>>  
>> Number of Credits appropriate? yes  
>>  
>> Explain any No answer:  
>>  
>> THE 1587 Audition and the Business of Acting o 3



>> Credits  
>> Prerequisite: 1571 and Pre- or Corequisite: 1580  
>> This class is designed to prepare the actor in the  
>> different audition techniques for stage and film and  
>> to provide insight concerning the challenges of a  
>> career in the theatre, television and film.  
>> Students will receive training in how to do  
>> effective cold readings, improvisation and monologue  
>> auditions, along with choosing appropriate audition  
>> materials. The course will provide information  
>> concerning headshots, resumes, interviews, casting  
>> directors, talent agents, unions and other topics  
>> necessary for getting work in the business of  
>> acting.

>> Accurate ? yes

>> Clear? yes

>> Current? yes

>> Number of Credits appropriate? yes

>> Explain any No answer:

>> THE 1590 Improvisation o 3 Credits  
>> The course will study the elements and structure of  
>> improvisation in performance. The student will  
>> participate in the organization and dramatization of  
>> both individual and group scenarios. Emphasis will  
>> be on the presentation of self in solo and group  
>> impromptu theatrical situations.

>> Accurate ? yes

>> Clear? yes

>> Current? yes

>> Number of Credits appropriate? no

>> Explain any No answer: Though I'm not familiar with the syllabus,  
>> it seems this class should be 2 credits and less weighted than an  
>> acting class.

>> THE 1601 Theatre Production and Technology o 3  
>> Credits

>> This course is an introduction to the equipment,  
>> materials and techniques used in theatre production  
>> and design. Students will be exposed to costume  
>> design, set design, behind the scenes, stage  
>> rigging, prop building, stage organization, lighting  
>> and sound technology used in contemporary theatre

>> and will have an opportunity to apply those skills  
>> learned. Course/lab fees.  
>>  
>> Accurate ? yes  
>>  
>> Clear? yes  
>>  
>> Current?yes  
>>  
>> Number of Credits appropriate? yes  
>>  
>> Explain any No answer:  
>>  
>> THE 1701-1702 Theatre Activity o 1-2 Credits  
>> This course provides novices and experienced actors  
>> or technicians with the opportunity to learn while  
>> participating in their chosen area of theatrical  
>> endeavor. Among the areas available for 1 to 2  
>> units credits include acting, set construction,  
>> lighting, box office management, stage management,  
>> costuming and design. The total number of rehearsal  
>> or lab time will be arranged according to the  
>> department schedule of activities. (One hour credit  
>> for every 45 hours of rehearsal or lab time.) A  
>> written log of the activity must be presented to  
>> earn credit.  
>>  
>> Accurate ? yes  
>>  
>> Clear? yes  
>>  
>> Current?yes  
>>  
>> Number of Credits appropriate?yes  
>>  
>> Explain any No answer:  
>>  
>> THE 1990 Fundamentals of Directing o 3 Credits  
>> Prerequisite: THE 1571  
>> This course will present students with an overview  
>> of the directing process and different styles of  
>> directing, giving them direct and practical  
>> experience in the art and craft of directing. The  
>> class will also offer theoretical analysis and  
>> practical experience concerning the differences  
>> between film and stage directing techniques.  
>>  
>> Accurate ? yes  
>>  
>> Clear? yes  
>>  
>> Current?no  
>>  
>> Number of Credits appropriate? yes  
>>  
>> Explain any No answer: Is it implied that the students will be  
>> directing scenes? if that is a part of the course it could be more

>> implicit in the description.

**Jules Deward, Orchard Ridge:**

**THE 1561 Introduction to Theatre • 3 Credits**

Students will be introduced to the elements and structure of the theatre through analysis of written dramas and performance reviews. Students will read representative classic and contemporary plays and study the role of theatre in society and how theatre generates value as a humanistic discipline. Students will be introduced to the techniques used by actors, directors and designers in contemporary American theatre.

Accurate? YES

Clear? Yes

Current? Yes

Number of Credits appropriate? Yes

Explain any No answer:

**THE 1571 Acting I • 3 Credits**

This course will provide an introduction to physical, vocal and rehearsal techniques common to contemporary theatre. Intensive vocal and physical exercises to develop strength and agility will be emphasized. Performance or improvisations, monologues and scenes will be developed and critiqued for clarity of scene objectives and timing.

Accurate? Yes

Clear? Yes

Current? Yes

Number of Credits appropriate? Yes

Explain any No answer:

**THE 1580 Acting II • 3 Credits**

Prerequisite: THE 1571

This course is a continuation of Introduction to Acting designed to further develop student's vocals, physical and aesthetic acting skills. The application of scene study and rehearsal skills for character development in the preparation and performance scenes from contemporary plays will be emphasized.

Accurate? Yes

Clear? Yes

Current? Yes

Number of Credits appropriate? Yes

Explain any No answer:

**THE 1583 Movement for the Actor • 3 Credits**

Prerequisite: THE 1571

This course is designed to help the actor become more aware of his/her body and improve it as an instrument for the stage, through studies in movement characterization, dance and stage combat. It will introduce traditional and contemporary techniques of movement and provide exercises to improve posture, muscular strength, coordination, flexibility, musicality, dramatic movement ability and stamina.

Accurate? Yes

Clear? Yes

Current?Yes

Number of Credits appropriate?Yes

Explain any No answer:

**THE 1585 Acting for Film • 3 Credits**

Prerequisite: THE 1571

This course will provide a comprehensive study of the intrinsic challenges, both technical and artistic, of film acting. The class will offer theoretical analysis and practical experience concerning the differences between film and stage acting techniques, and will focus on producing the non-theatrical work required for film. Students will develop their craft through extensive time in front of the camera, resulting in a taped scene of their final work.

Accurate ? Yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer:

**THE 1587 Audition and the Business of Acting • 3 Credits**

Prerequisite: 1571 and Pre- or Corequisite: 1580

This class is designed to prepare the actor in the different audition techniques for stage and film and to provide insight concerning the challenges of a career in the theatre, television and film. Students will receive training in how to do effective cold readings, improvisation and monologue auditions, along with choosing appropriate audition materials. The course will provide information concerning headshots, resumés, interviews, casting directors, talent agents, unions and other topics necessary for getting work in the business of acting.

Accurate ? yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer: Does it ever cover auditions for musicals??

**THE 1590 Improvisation • 3 Credits**

The course will study the elements and structure of improvisation in performance. The student will participate in the organization and dramatization of both individual and group scenarios. Emphasis will be on the presentation of self in solo and group impromptu theatrical situations.

Accurate ? yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer:

**THE 1601 Theatre Production and Technology • 3 Credits**

This course is an introduction to the equipment, materials and techniques used in theatre production and design. Students will be exposed to costume design, set design, behind the scenes, stage rigging, prop building, stage organization,

lighting and sound technology used in contemporary theatre and will have an opportunity to apply those skills learned. Course/lab fees.

Accurate ? yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer:

**THE 1701-1702 Theatre Activity • 1-2 Credits**

This course provides novices and experienced actors or technicians with the opportunity to learn while participating in their chosen area of theatrical endeavor. Among the areas available for 1 to 2 units credits include acting, set construction, lighting, box office management, stage management, costuming and design. The total number of rehearsal or lab time will be arranged according to the department schedule of activities. (One hour credit for every 45 hours of rehearsal or lab time.) A written log of the activity must be presented to earn credit.

Accurate ? yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer:

**THE 1990 Fundamentals of Directing • 3 Credits**

Prerequisite: THE 1571

This course will present students with an overview of the directing process and different styles of directing, giving them direct and practical experience in the art and craft of directing. The class will also offer theoretical analysis and practical experience concerning the differences between film and stage directing techniques.

Accurate ? yes

Clear?yes

Current?yes

Number of Credits appropriate?yes

Explain any No answer:

Jeff Nahan—Auburn Hills:

Looks like a good descrip for 157...

No changes.

jeff

Aaron Moore—Orchard Ridge:

**Course Descriptions**

**THE 1561 Introduction to Theatre • 3 Credits**

Students will be introduced to the elements and structure of the theatre through analysis of written dramas and performance reviews. Students will read

representative classic and contemporary plays and study the role of theatre in society and how theatre generates value as a humanistic discipline. Students will be introduced to the techniques used by actors, directors and designers in contemporary American theatre.

Accurate ? Yes

Clear? Yes

Current? Yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1571 Acting I • 3 Credits**

This course will provide an introduction to physical, vocal and rehearsal techniques common to contemporary theatre. Intensive vocal and physical exercises to develop strength and agility will be emphasized. Performance or improvisations, monologues and scenes will be developed and critiqued for clarity of scene objectives and timing.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1580 Acting II • 3 Credits**

Prerequisite: THE 1571

This course is a continuation of Introduction to Acting designed to further develop student's vocals, physical and aesthetic acting skills. The application of scene study and rehearsal skills for character development in the preparation and performance scenes from contemporary plays will be emphasized.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1583 Movement for the Actor • 3 Credits**

Prerequisite: THE 1571

This course is designed to help the actor become more aware of his/her body and improve it as an instrument for the stage, through studies in movement characterization, dance and stage combat. It will introduce traditional and contemporary techniques of movement and provide exercises to improve posture, muscular strength, coordination, flexibility, musicality, dramatic movement ability and stamina.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1585 Acting for Film • 3 Credits**

Prerequisite: THE 1571

This course will provide a comprehensive study of the intrinsic challenges, both technical and artistic, of film acting. The class will offer theoretical analysis and practical experience concerning the differences between film and stage acting techniques, and will focus on producing the non-theatrical work required for film. Students will develop their craft through extensive time in front of the camera, resulting in a taped scene of their final work.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1587 Audition and the Business of Acting • 3 Credits**

Prerequisite: 1571 and Pre- or Corequisite: 1580

This class is designed to prepare the actor in the different audition techniques for stage and film and to provide insight concerning the challenges of a career in the theatre, television and film. Students will receive training in how to do effective cold readings, improvisation and monologue auditions, along with choosing appropriate audition materials. The course will provide information concerning

headshots, resumes, interviews, casting directors, talent agents, unions and other topics necessary for getting work in the business of acting.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1590 Improvisation • 3 Credits**

The course will study the elements and structure of improvisation in performance. The student will participate in the organization and dramatization of both individual and group scenarios. Emphasis will be on the presentation of self in solo and group impromptu theatrical situations.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1601 Theatre Production and Technology • 3 Credits**

This course is an introduction to the equipment, materials and techniques used in theatre production and design. Students will be exposed to costume design, set design, behind the scenes, stage rigging, prop building, stage organization, lighting and sound technology used in contemporary theatre and will have an opportunity to apply those skills learned. Course/lab fees.

Accurate ? yes

Clear? no

Current? yes



Number of Credits appropriate? yes

Explain any No answer: lab fees? unsure of the meaning.

**THE 1701-1702 Theatre Activity • 1-2 Credits**

This course provides novices and experienced actors or technicians with the opportunity to learn while participating in their chosen area of theatrical endeavor. Among the areas available for 1 to 2 units credits include acting, set construction, lighting, box office management, stage management, costuming and design. The total number of rehearsal or lab time will be arranged according to the department schedule of activities. (One hour credit for every 45 hours of rehearsal or lab time.) A written log of the activity must be presented to earn credit.

Accurate ? yes

Clear? yes

Current? no

Number of Credits appropriate? no

Explain any No answer: could this be developed into an internship as an addition to the student's resume? I would also consider extending the course to 3 credit hours, with a minimum of 45 hrs of time commitment per credit hr

**THE 1990 Fundamentals of Directing • 3 Credits**

Prerequisite: THE 1571

This course will present students with an overview of the directing process and different styles of directing, giving them direct and practical experience in the art and craft of directing. The class will also offer theoretical analysis and practical experience concerning the differences between film and stage directing techniques.

Accurate ? yes

Clear? Yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

Dennis North

**THE 1571 Acting I • 3 Credits**

This course will provide an introduction to physical, vocal and rehearsal techniques common to contemporary theatre. Intensive vocal and physical exercises to develop strength and agility will be emphasized. Performance or improvisations, monologues and scenes will be developed and critiqued for clarity of scene objectives and timing.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer:

**THE 1585 Acting for Film • 3 Credits**

Prerequisite: THE 1571

This course will provide a comprehensive study of the intrinsic challenges, both technical and artistic, of film acting. The class will offer theoretical analysis and practical experience concerning the differences between film and stage acting techniques, and will focus on producing the non-theatrical work required for film. Students will develop their craft through extensive time in front of the camera, resulting in a taped scene of their final work.

Accurate ? yes

Clear? yes

Current? yes

Number of Credits appropriate? yes

Explain any No answer: