College of Arts and Letters

Department Learning Outcomes

These are Learning Outcomes representing the eight (8) departments of the College of Arts and Letters: Art, Communication Studies (Television, Film & Media Studies), English, Liberal Studies, Modern Languages and Literatures, Music, Philosophy, Theatre Arts and Dance. These Learning Outcomes are fixed to the goals and objectives of the majors/options, yet are dynamic in the changing needs of students, departments, the college, the university and the accrediting bodies that define the state of the art and disciplines covered.

Department of Art

Learning Outcomes Common to all Programs:

1. Students in all programs demonstrate mastery of practical and conceptual knowledge of the visual arts (appropriate to the degree program).
2. Students in all programs demonstrate abilities to: carry out scholarly and disciplined inquiries in the visual arts; and participate actively in discourse analyzing critical issues in the field.
3. Students in all programs demonstrate an ability to engage with Los Angeles as a major cultural and international center of visual arts and related industries.
4. Students are qualified for admission into programs of advanced study and/or entrance into professional careers.
5. Students in all programs demonstrate understanding of diverse cultural traditions and aesthetic values embodied in the visual arts, past and present.
6. Students in all programs demonstrate abilities to develop collegial relationships and work collaboratively with faculty and students.
7. Students in all programs demonstrate understanding of their roles and responsibilities to participate actively and ethically in multicultural societies.
8. Students in all programs demonstrate abilities to: negotiate complex visual landscapes; derive meaning from the visual arts; and pursue creative endeavors throughout their lives.

Learning Outcomes of the Master of Arts Program:

Graduates demonstrate the ability to produce and present an original body of work through disciplined inquiry and discourse analyzing issues in a particular area of the visual arts.

Learning outcomes of the Master of Fine Arts Program (Concentrations in Studio arts or Design):
1. Graduates demonstrate the ability to produce and present a significant body of work through disciplined inquiry and rigorous discourse analysis that makes a contribution to the field (studio arts or design).

2. Graduates in Studio arts adopt the identity and attitude of a professional artist working to produce art of high quality for public exhibition and presentation; or

3. Graduates in Design adopt the identity and attitude of a professional designer working as a leader in design industries.

4. Graduates demonstrate the ability to work collaboratively with colleagues and contribute to the vitality of the visual arts and design communities.

Department of Communication Studies

The learning outcomes of the TVF Program are organized under the traditional assessment categories of attitudes, skills, and knowledge.

Undergraduate Outcomes

1. Students will demonstrate creative skill sets in the production of audio/video and writing for media (Skills).

2. Students will critically analyze contemporary media productions, practices, and impacts (Skills).

3. Students will know the structure, fundamental professional practices, and established professional standards of contemporary media industries (Knowledge).

4. Students will develop the skills for effective career building self-presentation in their professional interactions, communications, negotiations, and collaborations in media industries (Skills).

5. Students will know the industrial, historical and aesthetic components of media production (Knowledge).

6. Students will develop a greater appreciation for the necessity of collaboration, as well as the collaborative ethics of professional media production (Attitudes).

7. Students will have a greater appreciation for the social responsibilities of contemporary media, including responsibilities engaging notions of identity, ethics, politics and culture (Attitudes).

Graduate Outcomes

1. Students will demonstrate creative writing skills in the production of projects, screenplays and/or scholarly essays (Skills).
2. Students will gain competence as potential researchers and scholars in the field, whether in doctoral study or other research-based positions (Skills).

3. Students will demonstrate advanced abilities to employ critical theories and insights in analysis of contemporary media productions, practices and impacts (Skills).

4. Students will know the industrial, historical and aesthetic components of television and film production (Knowledge).

5. Students will have a greater appreciation for the social responsibilities of contemporary media, including responsibilities engaging notions of identity, ethics, politics and culture (Attitudes).

6. Students will refine the skills for effective career building self-presentation in their professional interactions, communications, negotiations, and collaborations in the realms of higher education and media industries (Skills).

Direct connections can be drawn between these learning outcomes and the goals of the program stated above. The goal of cultivating critical media literacy connects to all of these learning outcomes; cultivating creative and professional skills to undergraduate/graduate outcomes 1 & 2; developing professional proficiencies to undergraduate outcomes 1, 3 & 5 and graduate outcome 2; and fostering an understanding of media roles and responsibilities to undergraduate outcomes 3, 4 & 6 and graduate outcomes 4 & 5.

The Communication Area seeks to engage faculty and students in the integrated acts of active and transformative learning. This means that we want to see in our graduating students what L. D. Fink\(^1\) calls “significant and lasting” transformation in terms of foundational knowledge, application learning, integration of ideas, understanding the human dimension of learning, caring interests or values, and/or learning how to learn. In other words, by the end of our program, we want to see our students achieve the following outcomes:

1.1.1 Foundational knowledge—the basic theoretical understanding of the discipline and its subfields, which includes

- Critical understanding of the key theories, methodologies, and concepts in Communication and its subfields,
- Ability to explain the verbal and nonverbal, historical and cultural aspects and issues of communication in various contexts, and
- Understanding of the key patterns of communication in dyadic, group, organizational, public, and cultural contexts.

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1.1.2 Application learning—important skills, thinking or managing abilities, which include
a. Demonstrated ability to ‘read’ the social texts and write fieldwork-based or textual analysis of communication issues (analytical skills),
b. Demonstrated ability to speak clearly in public and academic forums (performance skills),
c. Demonstrated ability to critically analyzing the content of communication (critical thinking) as part of quantitative and qualitative research, and
d. Demonstrated ability to devise practical or innovative solutions social conflict as a team player (practical/creative thinking).

1.1.3 Integration learning—connecting ideas within various subfields of the Communication Studies and beyond the discipline, which includes
a. Demonstrated ability to analyze the connections between the interdisciplinary theoretical learning and human experiences in everyday life, in written and oral forms, and
b. Demonstrated ability to identify communication challenges for living in a globalized world

1.1.4 Understanding the human dimension of learning—learning about self and others, which includes
a. Demonstrated awareness of the ways people in different cultures and socio-organizational contexts make sense of life, communicate and conduct business (self and others), and
b. Demonstrated ability to educate others about the complexity of communication in personal and public life

1.1.5 Caring—adopting new feelings, interests, ideas or values, which includes
a. Demonstrated appreciation of human diversity in the world,
b. Cultivated interest in knowing about other cultures, and
c. Refined interest in the fight for social justice

1.1.6 Learning how to learn, which includes
a. Demonstrated ability to be a better student,
b. Demonstrated ability to ‘read’ social interactions and write about it, and

These learning outcomes stem from and support the mission, goals and objectives of the Area, as stated above (1.2 & 1.3). Briefly, as students graduate from our programs, we expect them to obtain the basic knowledge of communication and its subfields, learn how to use this knowledge, explore its personal and social meanings, see how it connects with some other ideas and experiences they have acquired, and learn how to learn better as a self-directed, self-motivated, life-long learners.
Department of English

Student learning outcomes in both the undergraduate and graduate programs in the Department of English are tied directly to the department goals outlined in the mission statement.

Students will:

- Develop an understanding and appreciation of the power and beauty of written expression through the study of representative literary texts from diverse periods, genres, and cultures
- Practice textual analysis with confidence and skill
- Develop a multicultural understanding of their own and other cultures, past and present, through the historically contextualized study of language and literature
- Be aware of the evolving roles of literature, aesthetics, and critical theory
- Be able to develop and support original perspectives with precision, express themselves effectively and with clarity, and engage in constructive dialog with an awareness of multiple perspectives
- Be able to conduct research in the field
- Develop solid reading, writing, and critical thinking skills

Department of Liberal Studies

Learning Outcomes: These learning outcomes are demonstrated skills, knowledge, and perceptible understandings of the goals and objectives of the major in general and the specific courses that structure the curriculum of the Department of Liberal Studies.

1. Students will demonstrate knowledge of the basic focus, goals, and approaches of the Physical Sciences, Social Sciences, and the Humanities, including Cultural Studies and American studies.

2. Students will demonstrate the ability to do detailed descriptions of cultural sites, cultural performances, practices, and arts in the multi-cultural and multi/inter-ethnic landscape of Los Angeles through descriptive qualitative methods.

3. Students will demonstrate their ability to read, critically analyze, and apply advanced theories of culture to disciplinary knowledge production in the natural sciences, the social sciences, and the humanities.
4. Students will demonstrate mastery of the modes of critical analysis proper to the humanities and fine arts as applied to a variety of different texts such as films, television shows, historical essays, novels, news reports, and archival materials.

5. Students will demonstrate understanding of difficult critical arguments as they are constructed through diverse disciplinary formations.

6. Students will construct and demonstrate the nature of critical arguments, how they are structured and what position they take in relation to the subject matter.

7. All students will complete a senior thesis: an extended well researched, critically written, coherent, and well developed piece of original scholarship.

**Department of Music**

**Learning Outcomes**

The Department of Music is committed to the following outcomes:

Students will demonstrate:

- The ability to perform on their instrument or voice with technical proficiency and sufficient artistry to perform a variety of appropriate repertoire.
- Rudimentary knowledge of the MIDI protocol and the ability to use basic computer technology for music notation, music example realization (sequencing), recording, and research.
- The ability to comprehend all aspects of music theory, including analysis, part-writing, ear-training, and sight-singing.
- The ability to comprehend all aspects of music history including all historical periods, genres, and styles.
- Knowledge of music literature from a variety of times and places representative of the western European tradition.
- Knowledge of the literature and stylistic characteristics of various world musics (i.e., music from diverse cultures and styles).
- The ability to play the keyboard with sufficient technique to perform scales, chord progressions, score reading, and simple accompaniments.
Department of Modern Languages and Literature

B.A. LEVEL

I. CHINESE/JAPANESE

Students obtaining the B.A. in Chinese or Japanese will at minimum:

(a) Demonstrate their ability to handle successfully a variety of predictable and concrete oral exchanges necessary for survival in the target culture (e.g., personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging).

(b) Demonstrate their ability to read and write short, simple communications, compositions, descriptions, and requests for information that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.

(c) Perform (a) and (b) in culturally appropriate ways.

(d) Demonstrate their understanding and ability to discuss cultural similarities and differences between Chinese or Japanese culture and the students' own or American culture.

(e) Be able to understand and analyze major literary works in the socio-historical contexts of the literary production, and to explain the authors of the texts.

(f) Be able to understand and explain basic linguistic terminology and socio-cultural aspects of the target language, as well as differences of sound and grammar structures between the target and English languages.

(g) Demonstrate familiarity with library and information technology as part of a well-rounded education in the humanities, and exploit such technology to find resources in the target language.

Students seeking the Single Subject Credential in Japanese will at minimum:

(a) Demonstrate their ability to handle successfully many uncomplicated tasks and social situations requiring an oral exchange of basic information related to work, school, recreation, particular interests and areas of competence, and orally to narrate and describe in major time frames using connected discourse of paragraph length.

(b) Be able to meet practical reading and writing needs such as understanding and producing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest, and to write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames using a limited number of cohesive devices.

(c) Perform (a) and (b) in culturally appropriate ways.

(d) Demonstrate their understanding and ability to discuss cultural similarities and differences between Chinese or Japanese culture and the students' own or American culture.
(e) Be able to understand and analyze major literary works in the socio-historical contexts of the literary production, and to explain the authors of the texts.
(f) Be able to understand and explain basic linguistic terminology and socio-cultural aspects of the target language, as well as differences of sound and grammar structures between the target and English languages.
(g) Demonstrate familiarity with library and information technology as part of a well-rounded education in the humanities, and exploit such technology to find resources in the target language.

II. FRENCH/SPANISH

Students obtaining the B.A. in French or Spanish will at minimum:

(a) Demonstrate the ability to communicate successfully with native speakers of the target language in a large range of contexts, both personal and professional, and to present their point of view in a comprehensible, organized, and culturally appropriate manner.
(b) Be able to write clearly, coherently and accurately on a variety of subjects -- personal experience or reflection; cultural, linguistic, or literary analysis -- and to use a variety of discourse types, including expository and argumentative essays on academic topics.
(c) Be able to understand spoken and visual messages, live or in recordings or videos, and to summarize and discuss such messages or respond to them in an interactive context.
(d) Be able to read and discuss texts ranging from advertisements and newspapers to business correspondence and literary masterpieces, understanding both the explicit and implicit messages of such texts, and demonstrating the ability to discuss the ideas in these texts and their own interpretation of them.
(e) Demonstrate a familiarity with the main periods, authors, and developments in French and Francophone or Spanish and Spanish American literatures, and the ability to summarize and analyze literary texts.
(f) Demonstrate a familiarity with well-known historical figures and events, and understand and be able to explain basic cultural characteristics of the main world regions in which the target language is spoken.
(g) Be able to examine the larger question of how language functions as a communicative system and a social construct, and the role of the target language in the world.
(h) Demonstrate familiarity with library and information technology as part of a well-rounded education in the Humanities, and exploit such technology to find resources in the target language.

In addition to (a)-(h), students seeking the Single Subject Credential in French must demonstrate their understanding of:
(i) Principal concepts of phonetics and phonology, including an understanding of various phonetic and phonological aspects of French or Spanish dialectal processes and the ability to transcribe spoken French or Spanish discourse;

(j) Social and socio-historical factors that can affect language variation and change;

(k) Fundamental concepts of the theory of Second Language Acquisition;

(l) Analysis of structures that cause interference in target-language learners;

(m) Theories and methods of language proficiency evaluation; and

(n) Broad relationship between language, culture and society.

In addition to (a)-(h), students seeking the Single Subject Credential in Spanish must demonstrate their understanding of:

(i) Basic principles of linguistic analysis;

(j) Principal concepts of phonetics and phonology, including an understanding of various phonetic and phonological aspects of French or Spanish dialectal processes and the ability to transcribe spoken French or Spanish discourse;

(k) Major processes used to form words in French or Spanish (including the ability to identify and describe parts of speech) and major sentence structure rules and processes;

(l) Social and socio-historical factors that can affect language variation and change;

(m) Fundamental concepts of the theory of Second Language Acquisition;

(n) Analysis of structures that cause interference in target-language learners;

(o) Fundamental concepts of pragmatics and sociolinguistics;

(p) Theories and methods of language proficiency evaluation; and

(q) Broad relationship between language, culture and society.

III. ASSESSMENT

Assessment of student achievement in our programs includes individual evaluation in four areas: language proficiency and three content areas: linguistics, literature, and culture. In addition to course-based evaluation, summative evaluation is done through meetings with a mentor, an exit exam, and a portfolio submission requirement. All majors submit a portfolio that demonstrates their progress in language proficiency and in the major content areas.

The majority of our French and Spanish students graduate with the target language proficiency level of advanced, which is indicated by an evaluation of “outstanding” in the “language” subfields of the portfolio evaluation sheet. A “satisfactory” ranking in these areas means that a student’s oral and written language skills correspond to the intermediate high level of proficiency on the ACTFL scale. In the case of Chinese and Japanese, “outstanding” and “satisfactory” rankings mean that a student’s oral and written language skills are equivalent to the ACTFL intermediate high level or above and intermediate level, respectively.
In the linguistics, literature, and culture subfields, a “satisfactory” ranking indicates that the student has demonstrated basic competency in these areas, and the ability to present their statements, ideas, and conclusions about questions in these areas in a comprehensible manner. An “outstanding” ranking in these fields indicates that the student shows unusually strong insight, analytical ability, or articulateness on the issues involved in a given field.

The Modern Languages and Literatures portfolio must also include a reflective essay that articulates effectively and coherently the students’ assessment on his/her intellectual and personal growth throughout the various areas and courses taken. Essay/exam samples from all areas of study (also required by the portfolio) further demonstrate that students can express ideas around a main topic effectively and coherently.

**M.A. LEVEL**

I. FRENCH

Students graduating from the M.A. program in French should demonstrate that they:

(a) Are able to understand and use correctly a wide range of target-language vocabulary/terminology inherent to the study of literary works, literary analysis, and diachronic linguistics;
(b) Understand and are able to discuss main literary works in the target language as related to historical periods and key cultural issues in both France and the Francophone world;
(c) Understand and can discuss current cultural phenomena in the Francophone world;
(d) Understand and are able to explain linguistic processes as related to the target-language's historical development from Latin, using appropriate terminology and relevant examples.

Students’ success in mastering the subject and critical thinking will be measured by passing four of the five parts of the three types of the comprehensive examination within three attempts: (a) “Specialist” exams in two periods chosen by the student (from among Middle Ages, Renaissance, Seventeenth, Eighteenth, Nineteenth, and Twentieth/Twenty-first Centuries), where the student is expected to demonstrate a deep knowledge of the literature of the period and the ability to analyze it intertextually, intratextually, and in its historical and cultural context (receiving a “B” or better grade); (b) “Non-specialist” exams in the remaining periods, where the student is expected to demonstrate a familiarity with the major authors and texts of the period and its relevance to the culture and politics of that time (receiving at least 75 out of 100 points); (c) Historical linguistics (development of French from Latin until modern times) (receiving a “B” or better grade).

In each area, M.A. candidates must be able to produce a series of reasoned essays that directly answer the questions being asked by: (a) coherently articulating correct statements around a main topic (the question being answered); (b) demonstrating
command of the appropriate literary or linguistic terminology and awareness of the relevant cultural considerations needed to answer the question correctly; (c) coherently establishing connections between various works/authors, or linguistic structures and uses as required by the question.

The linguistic accuracy of each essay must correspond to, at the minimum, the advanced level for writing on the ACTFL scale. This means that each student must demonstrate an ability to express her/himself effectively “in most formal and informal writing on practical, social and professional topics.” The comprehensive examination should show that the student is proficient in writing position statements in several specific, but interrelated fields (literary and cultural theory, literary history, textual interpretation, evolution of the target language, etc.), while demonstrating firm control of a full range of target-language linguistic structures, spelling and punctuation.

A passing grade on each section of the M.A. Comprehensive examination is earned by: essays that show use of a wide general vocabulary that the writer uses to hypothesize and present arguments or points of view accurately and effectively. All passing essays produced within the context of the comprehensive examination must also contain evidence of an underlying organization (chronological and/or logical ordering, cause and effect, comparison, and thematic development) and sensitivity to differences in formal and informal style.

II. SPANISH

Students graduating from the M.A. program in Spanish should demonstrate that they:

(a) Are able to understand and use correctly a wide range of target-language vocabulary/terminology inherent to the study of literary works, literary analysis, and linguistic theory;
(b) Understand and are able to discuss main literary works in the target language as related to historical periods and key cultural issues in both Spain and Latin America;
(c) Have acquired a global view of the foundations of Hispanic literary history and its development;
(d) Understand and are able to explain linguistic processes as related to the target-language variation at the regional, social and stylistic level, as well as its historical development from Latin, using appropriate terminology and relevant examples.

Students’ success will be measured by passing (receiving a “B” or better grade) six specific areas of the comprehensive examination within three attempts: (a) Peninsular literature: origins to 1700s (Medieval and Golden Age literature and culture); (b) Peninsular literature: 1700s to the present (Enlightenment and modern literature and culture); (c) Latin American literature: beginnings to 1910 (Pre-Colombian and Colonial literatures and civilizations); (d) Latin American literature: 1910 to present (modern and contemporary literature from the Mexican Revolution until the 21st century); (e)
Synchronic linguistics (sociolinguistic aspects of the Spanish-speaking world); and (f) Historical linguistics (development of Spanish from Latin until modern times).

In each area, M.A. candidates must be able to produce a series of reasoned essays that directly answer the questions being asked by: (a) coherently articulating correct statements around a main topic (the question being answered); (b) demonstrating command of the appropriate literary or linguistic terminology and awareness of the relevant cultural considerations needed to answer the question correctly; (c) coherently establishing connections between various works/authors, or linguistic structures and uses as required by the question.

The linguistic accuracy of each essay must correspond to, at the minimum, the advanced level for writing on the ACTFL scale. This means that each student must demonstrate an ability to express her/himself effectively “in most formal and informal writing on practical, social and professional topics.” The comprehensive examination should show that the student is proficient in writing position statements in several specific, but interrelated fields (literary and cultural theory, literary history, textual interpretation, linguistic variation and evolution of the target language, etc.), while demonstrating firm control of a full range of target-language linguistic structures, spelling and punctuation.

A passing grade on each section of the M.A. Comprehensive examination is earned by: essays that show use of a wide general vocabulary that the writer uses to hypothesize and present arguments or points of view accurately and effectively. All passing essays produced within the context of the comprehensive examination must also contain evidence of an underlying organization (chronological and/or logical ordering, cause and effect, comparison, and thematic development) and sensitivity to differences in formal and informal style.

**Department of Philosophy**

**Expected Outcomes for the Undergraduate Program**

Expected learning outcomes for undergraduate programs focus on (a) knowledge of philosophy, and (b) acquisition of the interpretive, analytic and critical skills of philosophical inquiry, including the ability to construct and evaluate arguments.

Knowledge Outcomes:

1. Knowledge of some of the major philosophical texts in the history of Western philosophy.

2. Knowledge of contemporary philosophical methods.

3. Knowledge of some of the main currents and issues in contemporary philosophy for example, in metaphysics, epistemology, logic, philosophy of language, philosophy of
mind, philosophy of science, philosophy of law, ethics, political philosophy, and aesthetics.

4. Knowledge of the fundamentals of logic and critical thinking.
   Ability Outcomes:

5. The ability to understand, analyze, and critically evaluate complex arguments and theories.

6. The ability to identify and critically evaluate the underlying presuppositions of methodologies, theories, and arguments in various areas, e.g., science, law, religion, and public policy.

7. The ability to develop reasoned support for one's own opinions on theoretical and practical matters.

8. The ability to interpret and explicate texts from different cultural and intellectual contexts.

9. The ability to explain, both orally and in writing, difficult ideas in a clear, informed, effective, and coherent manner.

10. The ability to write an essay satisfying the terms of the assignment, with a recognizable thesis and a coherent supporting argument.

11. The ability to apply the above philosophical skills in new contexts.

12. The ability to apply some of the philosophical skills listed above to one's own life, in self-reflection and life-long learning.

Department of Theatre Arts and Dance

Learning outcomes of each program

**BA Theatre option:** At the completion of the BA Theatre option students will be able to:

1. Improve oral, written, and critical thinking skills.
2. Improve computer literacy through the required design classes.
3. Improve library skills by learning how to conduct research in theatre and performance.
4. Learn how to write about performances
5. Learn how to put performance in a cultural, historical, and theoretical context
6. Learn the history of theatre and performance in major western and non-western cultures.
Areas of interest within this option

Acting/Directing:

1. Learn to be aware of and to perform and/or direct in at least six of the following major genres of western performances: Greek, Roman, Medieval, Renaissance (Italian, Elizabethan, Jacobean), Spanish Golden Age, German Enlightenment, Neo-Classical, Restoration, Romantic, Melodramatic, Modern, Naturalism, Realism, Constructivism, Surrealism, Expressionism, Dadaism, Avant-Garde, Poetic Realism, Happenings, Experimental, Contemporary, Postmodern, and Current Trends in Performance Art.

2. Learn to be aware and to perform and/or direct in at least three of the following cultural artistic traditions: African, Japanese Kabuki/Noh/Bunraku/Butoh, Korean Folk Art, Chinese Opera (Xiqu), Shadow Puppetry, Latin American Theatre, and other designated cultural forms of theatrical expression.

3. Learn to be aware and to perform and/or direct in at least three of the following acting theoretical traditions: Aristotelian/Platonic Dialectical (Greek), Classical (text based), Denis Diderot, Stanislavky (Realism), Meyerhold (Bio-Mechanics), Michael Chekov (Poetic Realism), Antonin Artaud (Theatre of Cruelty), Bertolt Brecht (Didactic), Group Theatre/Strasberg (Method) Federal Theatre Project/Living Newspaper (Political), Peter Brook (Cultural Innovation), Jerzy Grotowski (Poor Theatre), Eugenio Barba (Reconstruction), Augusto Boal (Theatre of the Oppressed), Anne Bogart (Viewpoints), Richard Foreman (Ontological-Hysteric Theatre), Robert Wilson (Minimalist), Julie Tabor (Interculturalist), Lee Breuer (Eclectic Synthesis), Peter Sellers (auteur), and Liviu Ciulei (Visual Structuralist).

4. Learn to select, analyze, incrementally organize, and prepare to rehearse a scene or play.

5. Learn to block a script on paper and communicate effectively the directorial design to actors.

6. Learn (as an actor) how to audition competently within the professional marketplace: theatre, TV, film or dance.

Technical

1. Learning outcomes in Scenic, Costume, and Lighting design courses have been developed to allow the student to acquire skills related to design and technical production.
2. Learn the basic tools and techniques of scenery construction. Learn basic drafting techniques.

3. Learn costume paint and dye techniques as well as wardrobe plotting.

4. Learn the basic principles of costume design and construction as well as understanding the historical nature of costume from ancient to modern times.

5. Learn costume rendering layout and construction techniques.

6. Learn scenery design including working drawings model making and perspective rendering.

7. Learn the theory and practice of lighting design, including basic electricity, optics, color, light plots, the use of lighting equipment and its control systems.

**Arts Management**

1. Learn the history of arts management.
2. Learn the various functions of management in the arts.
3. Learn to be familiar with and how to create, utilize, or access incorporation of non-profit and profit organizations.

**Stage Management**

1. Learn to create an understanding and appreciation for the practical function of theatre stage managers.
2. Develop a working knowledge of the research and tools used by professional stage manager.
3. Learn about unions, associations, contracts, and rules that govern the professional theatre.
4. Learn how to use the technology available to the professional stage manager.

**BA Dance Option**

1. Improve oral, written, and critical thinking skills
2. Learn how to conduct research in dance and performance
3. Learn how to write about performances
4. Learn how to put performance in a cultural, historical, or theoretical context

Dance majors are expected to demonstrate proficiency in dance at an advanced level in the following domains:
**Technique/Artistic Perception**

1. Learn to process, analyze and respond to sensory information through the language and skills unique to dance.
2. Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
3. Learn to discriminate and use a wide range in the used of time, space, and energy.
4. Learn to memorize and reproduce long movement sequences.

**Choreography/Creative Expression**

1. Learn to use choreographic principles and processes to express perceptions, feelings, images, and thoughts through dance, working alone, with a partner, or in small groups.
2. Learn to manipulate the elements of dance, shape, space, time and energy, to create short studies that demonstrate development as well as a beginning, middle and end.
3. Learn to create and perform dance works of art showing proficiency in investigating complex thematic materials, universal themes, and incorporate simple dance performances, e.g.: music, lighting, scenic design, costuming and analyzing how these will affect the performance of the work.

**Multicultural Context**

1. Gain understanding of historical and cultural dimensions of the dance arts.
2. Students will be able to analyze, discuss and write about the role and development of dance in past and present cultures throughout the world noting human diversity as it relates to dance and dancers.
3. Understand, articulate and write about artist/work of art/different dance forms and the effects of society on artwork and of artwork on society.

**Verbal and Written Aesthetic Evaluation**

1. Learn to respond to, analyze, articulate and make judgments about artwork.
2. Students will critically assess the meaning of works of dance and performance of dancers based on the cultural and historical contexts of the dance and their aesthetic principles.

**Community Outreach**

1. Students will have a heightened sense of community, cultural sensitivity and respect through community-based performances and teaching dance.
2. Students will have a heightened sense of commitment towards civic duty/community involvement as future teachers, performers, or workers in community agencies.

3. Students will have a heightened sense of the impact of their performing on community audience members.

It is the firm belief of the Department of Theatre Arts and Dance, that students in the BA degree program, with theatre emphasis, will learn to move on stage via their dance activity and dance emphasis students will learn to act their theatre activity, thus becoming more well-rounded and better prepared actors and dancers.

**Theatre Arts and Dance Minor**

The Theatre Arts and Dance Minor is designed to develop student skills in using theatre and/or dance as it relates to their performing careers, technical theatre, history/theory, teaching or related fields.

1. Improve oral, written, and critical thinking skills.

2. Develop a vocabulary for describing diverse forms of theatre and dance performance.

3. Learn how to write about performance.

4. Learn the relationship between theatre & performance and society and how to put performance in a cultural, historical, or theoretical context.

5. Develop advanced skills one or more areas of theatre and/or dance: dance techniques, acting, playwriting, choreography, directing, producing, stage management, arts management, dance or theatre history, theory, or education.

**Master of Arts in Theatre**

1. Improve oral, written, and critical thinking skills.

2. Learn how to conduct advanced research in theatre and performance ranging from fieldwork to databases and web sites.

3. Learn the criteria and process of submitting articles for publication.

4. Learn the contemporary theorists, critics, and practitioners in theatre and performance.

5. Develop a vocabulary for describing diverse forms of theatre and performance.

6. Gain an understanding of the relationship between contemporary theatre and performance to that of other eras and cultures.

7. Learn how to contextualize theatre and performances.
8. Demonstrate the relationship of theory to practice in performance criticism.
10. Gain a clear knowledge of Asian performance.