

FULLERTON COLLEGE ACTING AND PERFORMANCE CERTIFICATE ADVISORY BOARD

Meeting Minutes Thursday 4/9/2020

Opening

The annual meeting of the Fullerton College Acting and Performance Certificate Advisory Board was called to order at 12:05pm on Thursday 4/9/2020 in a zoom virtual meeting by Michael Mueller.

Present

- Candice Clasby
- Dr. David Graybill
- Jason Heil
- Michael Mueller
- Miguel Paredes
- Steve Walker
- Lauren Weedman
- Carrie Wogaman

Approval of Minutes

As the first official meeting there were no prior minutes to approve.

New Business

Introductions/Purpose of the Board

After a general introduction of members, it was explained that the board would serve in an oversight function, aimed to support, challenge, and offer solutions toward enhancing the scope and function of the program.

Brief Overview of the Program

Introduction and Purpose

The purpose of the Acting and Performance Certificate Program is to establish a rigorous actor training program that is rooted in theatre and that recognizes the accomplishments of the students embarking upon the study of this craft.

At this time, the program is rooted in theatre because of the potential for an Acting For Camera Certificate is being discussed in within the department. Aspects of camera work will be addressed within the courses however it will not be the main focus.

Certificate Distinction

The program will be scaffolded so that students will have benchmarks along the way to completing the overall program. A Level 1 Certificate will focus on the foundational fundamentals of acting and performance for the stage and the Level 2 Certificate will focus on advanced training in styles and more focus on professional world engagement.

Certificate Breakdown

Acting and Performance Level 1 Certificate

Effective Date: Fall 2021

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Program Goals and Objectives

The Acting and Performance Level 1 Certificate is designed to prepare the students for transfer into Bachelor of Arts and Bachelor of Science programs as well as basic occupational competency as an actor in educational, community, resident, and other professional theatre venues as well as theme park, television and motion picture productions.

Catalog Description

The Acting and Performance Level 1 Certificate is designed to prepare students for entry-level performance competency and employment in regional theatre, television, film, theme parks and education. Students will integrate voice, mind, and body techniques toward character development, explore and engage with multiple professional training methodologies, generate a repertory of performance material for auditions, and produce professional grade resumes and headshots to forward career advancement. This certificate requires between 18.5 and 22.5 units. A minimum grade of C is required in each course taken.

Certificate Requirements

Requirements	Dept. / #	Name	Units	Sequence
Required Courses (16-18 units)	THEA 100 F	Introduction to Theatre	3	Yr 1 Fall, Spring, or Summer
	THEA 121 F	Movement for Actors	3	Yr 1 Fall
	THEA 129 F	Voice for the Actor	3	Yr 1 Spring
	THEA 180 F	Beginning Principles of Acting	3	Yr 1 Fall / Spring
	THEA 181 F	Intermediate Principles of Acting	3	Yr 1 Fall / Spring
	<i>And one (1) of the following</i>			
	THEA 108 F	Multicultural Perspectives in American Theatre	3	Spring
	THEA 109 F	Modern Dramatic Literature	3	Spring
	THEA 122 F	Improvisation for Television, Film and Theatre	2	Fall
	THEA 127 F	Oral Interpretation	3	Fall
	THEA 130 F	Acting Workshop	3	Fall / Spring
	THEA 131 F	Theatre Workshop	1 - 3	Fall / Spring

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	THEA 134 F	Beginning Theatre Practicum	1 - 2	Fall / Spring
	THEA 197 F	Introduction to Stage Combat	3	Fall
	THEA 222 F	Acting for the Camera	3	Fall / Spring

Concurrent Enrollment are courses that are directly tied in curriculum to required courses. In this case *THEA 153* must be taken at the same time as *THEA 180 Beginning Principles of Acting*. *THEA 181 Intermediate Principles of Acting* requires a student to enroll in their choice of one of the technical theatre courses listed below.

Requirements	Dept. / #	Name	Units	Sequence
Concurrent Enrollment (2.5 – 4.5 units)	THEA 153 F	Introduction to Stage Crew	.5 - 3	Yr 1 Fall / Spring
	<i>And one (1) of the following</i>			
	THEA 141 F	Introduction to Technical Theatre	4	Fall / Spring / Fall / Not offered (4 Semester Rotation)
	THEA 143 F	Stagecraft	4	Fall / Not Offered / Fall / Spring (4 Semester Rotation)
	THEA 146 F	Scene Painting	3	Every other Spring (Rotates with 151)
	THEA 148 F	Intro to Theatre Crafts Lab	2	Fall / Spring
	THEA 151 F	Scene Painting	3	Every other Spring (Rotates with 146)
	THEA 152 F	Beginning Theatre Crafts Lab	2	Fall / Spring
	THEA 160 F	Introduction to Sound Technology	3	Fall
	THEA 161 F	Sound Reinforcement Techniques	2	Spring
	THEA 162 F	Sound Design for the Theatre	2	Fall
	THEA 170 F	Beginning Theatrical Lighting	3	Fall / Spring
	THEA 171 F	Beginning Theatrical Costuming and Design	3	Fall / Spring

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	THEA 172 F	Stage Make Up	3	Fall / Spring
	THEA 244 F	Intermediate Theatrical Lighting	2	Fall / Spring
	THEA 246 F	Intermediate Theatrical Costuming and Design	3	Spring
	THEA 252 F	Intermediate Theatre Crafts Lab	2	Fall / Spring
	THEA 253 F	Advanced Theatre Crafts Lab	2	Fall / Spring
	THEA 256 F	16-18th Century Theatrical Costume Construction	3	Offered when in demand
	THEA 257 F	19th Century Theatrical Costume Construction	3	Offered when in demand
	THEA 258 F	20th Century Theatrical Costume Construction	3	Offered when in demand
	THEA 259 F	Pre-16th Century Theatrical Costume Construction	3	Offered when in demand
	THEA 265 F	Theatre Management	2	Spring
	THEA 266 F	Stage Management	3	Spring

Total Required Certificate Units	18.5-22.5
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Acting and Performance Level 2 Certificate

Effective Date: Currently in development (est. Fall 2022)

Program Goals and Objectives

The Acting and Performance Level 2 Certificate is designed to prepare the students for direct integration as an actor in educational, community, resident, and other professional theatre venues as well as theme park, television and motion picture productions.

Statistical Data

Occupational Demand

The stated goals and objectives for this Certificate will fulfill the college's mission and curriculum offerings. This program meets the objectives of the district master plan by providing training and jobs to our student population. Based on statewide employment data, a need exists for this certificate and courses contained within.

Los Angeles and Orange Counties

Geography	2018 Jobs	2023 Jobs	2018-2023 Change	2018-2023 % Change	Annual Openings

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Los Angeles	12,828	12,602	(226)	(2%)	1,567
Orange	939	1,019	80	9%	132

Demand and Wage Data

Los Angeles County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Actors (27-2011)	12,828	12,602	(226)	(2%)	1,567	\$14.17	\$22.75	\$40.93

Orange County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Actors (27-2011)	939	1,019	80	9%	132	\$13.64	\$22.15	\$43.10

Los Angeles and Orange Counties

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Actors (27-2011)	13,766	13,622	(144)	(1%)	1,699	\$14.23	\$22.71	\$40.75

Similar Programs at Other Colleges in Service Area

There are a number of colleges in Southern California that offer various degrees and certificates in Theatre Arts and some with focus on Acting and Performance. Most include an all-inclusive track consisting of performance-based classes. East LA College, LA City College, and Long Beach City College are the main three colleges offering certificates that either scaffold or address different areas of acting and performance.

East LA and Long Beach City colleges both address specific niche disciplines in the area of theatre performance, which also allows their units to be lower than this proposal. Our approach with this certificate is to scaffold an overall comprehensive approach to the craft of acting on stage and in front of the camera.

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LA City College is the most similar to our proposed certificate in their scaffolding model of Professional Actor Training Level 1 and Theatre Academy – Advanced Acting. The difference between this proposal and their Level 1 training is that ours holds more focus on performance than technical theatre. We do have technical theatre requirements; however, our certificate is focused on the craft of the actor specifically, through acting, voice, and movement.

The following is a summary of area colleges and the offerings they have in Theatre Arts, Acting and/or Performance. Links have been included in the hyperlinks under the degree offerings.

College Name	Theatre Degree Programs (Number of units required for a degree)	Performance Based Certificates (Number of units required)	Program Links
Cerritos College	AA - Acting or Technical (35.5-37 units) AAT - Theatre Arts (18.5-19 units)	0	(19/20 Catalogue p. 178)
Chaffey College	AA – Theatre Arts (22-24 units) AAT - Theatre Arts (18 units)	0	(Degrees and Certs)
Citrus College	AA – Theatre Arts (18 units) AA – Theatre Arts, Acting (21 units) AAT - Theatre Arts (18 units)	0	(19/20 Catalogue)
Coastline College	0	0	(Program Filter)
Crafton Hills College	AA – Theatre Arts (20-26 units) AAT - Theatre Arts (18 units)	0	(Degrees)
Cypress College	AA – Theatre Performance (22-24 units) AS – Theater Arts Production (22-24 units) AAT – Theatre Arts (18 units)	Acting & Film Cert. (20-21 units) MT Certificate (20-22 units)	(Degree/Certs)
East LA College	AA – Theater (20 units) AAT – Theater (21 units)	Acting (10 units) Language & Dialect for Performance (11 units) Script Analysis (9 units) Shakespearean Acting (11 units)	(19/20 Catalogue p. 346-356)
El Camino	AA – Theatre (26-27 units) AAT – Theatre (18 units)	0	(19/20 Catalogue)
Glendale	AA – Theatre Arts, General (25 units) AA – Theatre Arts, Acting (28-29 units) AAT – Theatre Arts (18 units)	0	(Degree Index)
Golden West College	AA – Theatre Arts (18-23 units) AAT – Theatre Arts (19-20 units)	0	(Degree Requirements)
Irvine Valley College	AA – Theatre Arts (19-24 units) AA – Theatre Arts, Acting (18 units) AAT – Theatre Arts (18 units)	0	(Catalog & Handbook)
LA City College	AA – Theatre, Acting (62 units) AA – Theatre Arts, General (18-19 units) AAT – Theatre Arts (19 units)	Professional Actor Training Level 1 (17 units) Theatre Academy – Adv Acting (23 units)	(19/20 Catalogue p 171-173)
LA Harbor College	0	0	(Degrees and Certs)
LA Southwest	AA – Theatre Arts (23 units) AAT – Theatre Arts (18 units)	0	(Areas of Study)
LA Trade Tech	0	0	(Degrees and Certs)

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LA Valley College	AA – Theatre, Acting (36 units) AA – Theatre Arts, General (18-20 units) AAT – Theatre Arts (18-20 units)	Theatrical Performance (14-15 units) Musical Theatre (16-17 units)	(Programs)
Long Beach City	AA – Theatre, Acting (51-52.5 units) AA – Theatre Arts, General (26.5-27 units) AAT – Theatre Arts (18-18.5 units)	Commercials (13 units) Film Acting (13 units) Voice Over (13 units)	(Degree and Certs)
Moreno College	0	0	(Degree and Certs)
Mt. San Antonio	AAT – Theatre Arts (18 units)	0	(Degrees and Certs)
Norco College	0	0	(Academic Programs)
Orange Coast College	AA – Theatre Arts (18 units) AAT – Theatre Arts (18 units)	0	(Catalogue p 155-156)
Pasadena City	AAT – Theatre Arts (18-19 units)	0	(Degrees and Certs)
Rio Hondo	AS – Theatre Arts (27 units)	0	(Academics)
Riverside City College	AAT – Theatre Arts (22 units)	0	(Instructional Pathway)
Saddleback	AA – Performance and Acting (26.5-28 units) AAT – Theatre Arts (18-19 units)	Theatre Arts Entertainment and Theatre Technology Certificate (26.5 – 29.5 units)	(Dept of Theatre Arts)
San Bernardino Valley College	AAT – Theatre Arts (18-19 units)	0	(Degrees and Certs)
Santa Ana College	AA – Performance (23-28 units) AAT – Theatre Arts (27 units)	Screen Performance (30 units)	(Theatre Programs)
Santa Monica College	AA – Theatre (22 units) AAT – Theatre Arts (18 units)	0	(Program Reqs)
Santiago College	0	0	(18/19 Catalogue)
West LA College	AAT – Theatre Arts (18 units)	0	(18/20 Catalogue p 140-141)

Questions and Recommendations from the Board

Program Assessment

Question posed to the board: What would be the best method of assessing success for these certificates? My initial impulse would be to say, "employment of alumni" but since we have transfer students as well, I'm not sure how well that measurement can represent overall achievement of the program.

Dave: A key element to keep in mind is the quantitative vs qualitative data. The approach being taken seems to be addressing the qualitative instruction of student/actors rather than quantitative results that are desired by the state in assessing a program. Perhaps by clearly stating the approach and recognizing the difficulty finding that balance with this discipline could help to address the issue.

Miguel: Part of the quantitative data from technical theatre comes from the smaller skill certifications being achieved through the course (i.e. training and experience on different equipment = qualified applicant for employment opportunities).

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Dave: Are there opportunities for students to obtain certifications or proficiencies in training methodologies being studied (Meisner, Chekhov, Laban, etc)?

Michael: The challenge is only having one year and needing to support the board study approach to methods doesn't offer the opportunity for any certification in a specific discipline. Moving in that direction would impact other student trajectories in degree tracks.

Dave (recommendation): If employment is only part of the intended outcome of the program and placement into further study is an alternative, then perhaps partnering with studios/programs that do provide further training toward specific certification can be used to assess student success through matriculation. Studio recommendations of Fullerton College's program could be emblematic of successful base training for students and provide next step opportunities and demonstrates student success.

Student matriculation also ties into professional development if each course has larger options attached. If specific studios, master teachers, etc. are brought in to share their work with students during specific course units, then the "larger idea" being presented is that further study is possible and that this certificate training is opening the doors to more focused study.

Also, making clear that this program is a place to start training, rather than an "end" can make a powerful statement in terms of a broader understanding and reception of the program to students, administrators, professionals, studios, etc.

Carrie: As a foundational program that attracts a lot of diverse students with vastly different learning objectives, the Level 1 certificate may, out of necessity, be a bit "checking the box" type of approach, but it does create focus for those moving through the program and the specialization that could come from the Level 2, matched with professional outreach and opportunity certainly make the program strong as a foundational education/training opportunity.

Action Item: Michael will begin to reach out to establish connections with studios and perhaps establish Masterclass opportunities so that students can be introduced and work with people from various outside training institutions to create potential training pipelines for students to pursue.

Creating certificates also enable more focused funding models from which Masterclasses and Guest Artists can be funded more regularly.

Diversity and Inclusion

Question posed to the board: How can the language, structuring, or other elements of these proposed certificates enhance inclusivity and diversity? How might a certificate of this nature better serve diverse and marginalized populations?

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Jason: *THEA 108 Multicultural Perspectives in American Theatre* is a great effort toward furthering inclusion, diversity, and representation, however the curriculum of other courses such as *THEA 109 Modern Dramatic Literature* should be reviewed to further support multicultural understanding and integration in the theatre curriculum. As it stands, *THEA 108* seems to be “stand alone” course that “check’s a box” rather than a part of a broader curricular approach.

Action Item: Michael will look into the curriculum for all the courses to seek ways of enhancing focus on more diverse perspectives.

Concurrent Enrollment

Jason: Requested further clarification on the purpose of “concurrent enrollment.”

Action Item: Michael will add the following text to the program description:

Concurrent Enrollment are courses that are directly tied in curriculum to required courses. In this case *THEA 153* must be taken at the same time as *THEA 180 Beginning Principles of Acting*. *THEA 181 Intermediate Principles of Acting* requires a student to enroll in their choice of one of the technical theatre courses listed below.

Professional Development

Steve: It is imperative that programs teach the “business” of acting from day one of instruction or to at least get students to understand that a huge part of their education should be on how to reach out to obtain work. His biggest pet peeve is when a young actor just out of school sits in front of him and has actually NO idea on how to do anything professionally, no five-year plan, nor focus on specific areas of the business they are pursuing.

Michael: The current curriculum spreads out the professional development over the acting courses so that resumes are addressed in *THEA 180*, headshots in *THEA 181*, websites and social media presence in *THEA 182*, and agents, managers, casting communication and application toward finding employment opportunities in *THEA 183*.

Steve (recommendation): Students who might audition for *Dear Evan Hansen* will already have missed the opportunity by the time they get through the program, so preparing them for the business early will better prepare them to seize opportunities as they arise rather than needing to wait until after they complete the program.

Websites are not as important as getting yourself out and seen. Creating a web-series enables actors to star in something simple and list the credit on their resume. Creating a series of 90 second spots called *90 Seconds of Josh* gives “Josh” a series regular credit and something an agent/manager/casting director might watch vs inviting them to a play they don’t have time to attend.

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1. Can students be put on tape in the first class and learn how to tape themselves so they can be better prepared earlier in the process? It also sets the tone that this is a business they are pursuing and should treat it as such.
2. Typing should be addressed in the first semester so that students have a better understanding of roles they are right for?
3. They should also think about a five-year plan.
4. You can set up an internship for the second semester.
 - a. This is a business and actors need to be out there trying to make it as soon as possible. As with the studio training option for Program Assessment, connections for interning with various professional guilds/unions (Actors' Equity, Director's Guild, etc.) and theatres (Segerstrom, CTG, Geffen, etc.) provide connections to the profession and practical learning opportunities. Some institutions already have these kinds of programs set up for high schools.

Miguel (recommendation): Creating a professional pipeline is crucial to student success and finding a way to provide credit for studying at another institution might be helpful. This option might be more for the Level 2 certificate but using a course (Independent Study or something else) for students to get credit for training in another studio, theatre, talent/casting office might help increase the connection and provide academic and professional incentive.

Action Item: Michael will review curriculum to further integrate professional practice and add THEA 199 as optional units to select from that might be related to internship opportunities. He will also reach out to guilds, unions, theatres, and other talent/casting offices to inquire about master classes and internships.

Creating certificates also enable more focused funding models from which Master Classes and Guest Artists can be funded more regularly.

Vote of Approval to Proceed with Certificates (Action Item)

Motion: To approve the continued processing of both the Acting and Performance Level 1 Certificate as well as the further development and processing of the Acting and Performance Level 2 Certificate.

Vote: unanimously approved

Agenda for Next Meeting (Spring 2021)

1. Updates on curriculum to address recommendations of the Board
2. Updates on outreach efforts to studios and training for further certification
3. Updates on outreach to industry professional masterclass opportunities
4. Finalization of Acting and Performance Level 2 Certificate

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Adjournment

Meeting was adjourned at 12:57pm by Michael Mueller. The next meeting will be in February 2021. The rationale for an early spring meeting date/time is due to the advancement of the next certificate through the curriculum process.

Minutes submitted by: Michael Mueller