

**Program Report for the  
Preparation of Speech Communication/Theatre Teachers**  
National Association of Schools of Theatre (NAST)  
National Communication Association (NCA)

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER  
EDUCATION**

**C O V E R   S H E E T**

**Institution** William Carey University

**State** MS

**Date submitted** \_\_\_\_\_

**Name of Preparer** Charles Bosworth, Chair Theatre and Communications

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**Email**

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**Program documented in this report:**

**Name of institution's program (s)** Speech Communication and Theatre

**Grade levels for which candidates are being prepared** 9-12

**Degree or award level** Bachelor of Arts

**Is this program offered at more than one site?**  Yes  No

If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**

\_\_\_\_\_

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

**Yes**       **No**

## **SECTION I—CONTEXT**

## **Program of Study:**

Bachelor of Arts Core-Speech Communication and Theatre Requirements  
(47 hours)

English 101-Composition.....	3 hours
English 102-Research and Composition.....	3 hours
English 211-World Literature I.....	3 hours
English 212-World Literature II.....	3 hours
Theatre 235-Introduction to Theatre.....	3 hours
History 101.....	3 hours
History 102.....	3 hours
Lab Science.....	4 hours
Mathematics 131.....	3 hours
Psychology 201.....	3 hours
Psychology 203.....	3 hours
Communication 101.....	3 hours
Foreign Language.....	6 hours
History, Philosophy, or English elective.....	3 hours

Additional Core/Teacher Education Requirements  
(23 hours)

Religion 101.....	3 hours
Religion 102.....	3 hours
Business 102.....	3 hours
Physical Education.....	2 hours
Psychology 204.....	3 hours
Education 325.....	3 hours
English Proficiency Exam	

Speech/Theatre Specialty Course  
(34 hours)

Communication 230.....	3 hours
Communication 375.....	3 hours
Communication 300/205.....	3 hours
Theatre 240.....	3 hours
Theatre 435.....	3 hours
Theatre 436.....	3 hours
Forensics or Theatre Lab.....	1 hour

15 additional hours approved by the academic advisor in Theatre/Communication  
selected from the following:

Communication 202.....	3 hours
Communication 303.....	3 hours
Communication 340.....	3 hours
Communication 402.....	3 hours
Theatre 235.....	4 hours
Theatre 440.....	3 hours
Theatre 441.....	3 hours

Professional Education Courses  
(27 hours)

Education 300.....	3 hours
Education 300.1.....	0 hours
Education 372.....	3 hours
*Education 436.....	3 hours
*Education 446.....	3 hours
*Education 450.....	3 hours
**Education 484.....	12 hours

\*Admission to Teacher Education required

\*\* Admission to Teacher Education and passing scores on PRAXIS II required

ATTACHMENT A  
**Candidate Information**

<b>Program: Speech Communication and Theatre</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers<sup>1</sup></b>
2006-2007	1	0
2007-2008	0	0

## ATTACHMENT B Faculty Information

Faculty Member Name	Highest Degree, Field, & University <sup>2</sup>	Assignment: Indicate the role of the faculty member <sup>3</sup>	Faculty Rank <sup>4</sup>	Tenure Track (Yes/No)	Scholarship, <sup>5</sup> Leadership in Professional Associations, and Service: <sup>6</sup> List up to 3 major contributions in the past 3 years <sup>7</sup>	Teaching or other professional experience in P-12 schools <sup>8</sup>
Charles Bosworth	MFA, Acting/Directing University of Southern Mississippi	Chair	Associate Professor	Yes	SETC Chair, College/University Division-Mississippi Theatre Association 2004-present Coordinator, MS Kennedy Ctr. Am. College Theatre Festival 2004-present Adjudicator, MS School of the Arts-Theatre 2003-present	5 Years Grades 10, 11, 12 Theatre I, II Speech
Dewey Douglass	MFA, Technical Theatre University of Southern Mississippi	Theatre Design Faculty	Assistant Professor	Yes	Playwright-Plays produced at University of Mississippi and Northern Arizona University	N/A
Daniel Schabot	Post M.A. Speech Communication University of Southern Mississippi	Speech Communication Faculty	Assistant Professor	Yes	NCA, SSCA, PKD <b>Chair</b> , Southern Forensics Association (Division of SSCA), ( <b>Vice-Chair</b> , Southern Forensics Association (Division of SSCA), (4/04 to 04/05) <b>Vice-Chair Elect</b> , Southern Forensics Association (Division of SSCA), (4/03 to 4/04) <b>District Representative</b> , National Christian College Forensic Invitational, (3/03 to present) <b>Immediate Past President</b> , Kentucky Forensic Association, (2/03 to 2/04)	N/A
Dana Coleman	ABD, Mass Communication University of Southern Mississippi	Mass Communication Faculty	Instructor	Yes	Technology Committee Member 2006 Curriculum Committee Member 2006 Adviser for The Cobbler and The Crusader 2005 – Present	N/A

## Section II-List of Assessments

Name of Assessment <sup>9</sup>		Type or Form of Assessment <sup>10</sup>	When the Assessment Is Administered <sup>11</sup>
1	<b>Praxis II</b>	Licensure	
2	<b>Directing Assignment</b>	<b>Project/Writing Intensive</b>	<b>Directing I-THE 435 Directing II- THE 436</b>
3	<b>[Assessment of candidate ability to plan instruction]</b>		
4	<b>Assessment of Student Teaching</b>		
5	<b>Assessment of candidate effect on student learning</b>		
6	<b>Exit Exam</b>	<b>Comprehensive</b>	<b>Last Trimester of Senior year</b>
7	<b>Graduate follow-up report</b>	<b>Survey</b>	<b>Annually after graduation</b>
8	<b>Senior Seminar</b>	<b>Project/Portfolio</b>	<b>Senior year</b>

## Section III-Relationship of Assessments to Standards

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<b>1.0 Structure of the Basic Program</b>	
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service Speech Communication and Theatre teachers.	Information is provided in Section I, Program of Study.
<b>2.0 Attitudes for Speech Communication and Theatre Teachers</b>	
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by Speech Communication and Theatre.	
<b>2.1</b> Candidates inspire and stimulate student learning fostering respect for theatre, theatre experiences, communication, and communication events.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<b>2.2</b> Candidates use Speech Communication and Theatre to help their students become familiar with their own and others' cultures.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.3</b> Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p><b>2.4</b> Candidate use practices designed to assist students in developing habits of critical thinking and judgment.</p>	<input type="checkbox"/> #1   X#2   X#3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>2.5</b> Candidates make meaningful connections between the Speech Communication and Theatre curriculum and developments in culture, society, and education.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>2.6</b> Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>3.0 Knowledge of Speech Communication and Theatre</b></p>	
<p>Candidates are knowledgeable about Speech Communication and Theatre; literature; presentation skills, communication and performance/design theories, technical aspects of theatre, technology, and research theory and findings.</p>	
<p><b>3.1</b> Candidates demonstrate knowledge of, and skills in, speech preparation and delivery.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7   X#8
<p><b>3.2</b> Candidates demonstrate knowledge of basic acting skills.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5   X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>3.3</b> Candidates demonstrate their knowledge of communication theories and processes.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5   X#6 <input type="checkbox"/> #7   X#8
<p><b>3.4</b> Candidates demonstrate knowledge of the safe and efficient use of scene shop tools/equipment.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5   X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>3.5</b> Candidates demonstrate knowledge of basic design principles.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5   X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>3.6</b> Candidates demonstrate knowledge of the uses of technology in Speech Communication/Theatre..</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>3.7</b> Candidates demonstrate knowledge of research theory and findings in Speech Communication and Theatre.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3   X#4 <input type="checkbox"/> #5   X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.0 Pedagogy for Speech Communication and Theatre</b></p>	
<p>Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of Speech Communication and Theatre, students, and teaching.</p>	
<p><b>4.1</b> Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of Speech Communication and Theatre.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.2</b> Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p><b>4.3</b> Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.4</b> Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.5</b> Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.6</b> Candidates engage students in critical analysis of different media and communications technologies.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.7</b> Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for speech communication and theatre.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.8</b> Candidates engage students in making meaning of texts through personal response.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.9</b> Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p><b>4.10</b> Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

