

Proposal for an Enhancement/Change of a Degree

Please check all that apply:

- ☐ New Certificate
☐ New Licensure
☒ New Concentration
☐ New Minor
☐ Discontinuation of Existing Degree Program
☐ Change in Existing Degree Program
☐ Change in Existing Certificate, Licensure, Concentration, or Minor
☐ Other (Specify) _____

Procedures

1. The sponsoring department's faculty vote to approve the proposal for enhancement of change of a degree. Departmental approval is necessary for a proposal to be forwarded to the EPCC.
2. The department chair forwards the electronic copy of the proposal to the EPCC chair and the hard copy of the proposal with his/her advisory recommendation to the appropriate dean.
3. The dean forwards the hard copy of the proposal with his/her advisory recommendation to the EPCC chair.
4. The chair of the EPCC will then conduct a 5 working day campus-wide e-mail hearing with the electronic copy of the proposal attached to the e-mail announcing the open hearing.
5. If the EPCC approves the proposal, The EPCC chair will forward it, along with all e-mail hearing responses, to the UFS for approval.
6. Upon UFS approval the UFS president will forward the proposal to the provost.
7. The provost will maintain an electronic archive of all approved EPCC proposals that will be accessible to the registrar, the EPCC chair and the chairs of originating departments as necessary. Hard copies will be made available to faculty and staff upon request to the provost's office. The provost will forward proposals to the president and the BOT for review and action.

- In order to be considered by the EPCC in a given month, proposals must be submitted 2 weeks prior to the second Monday of that month. The EPCC will meet the second Monday of the month if there are enough proposals submitted to warrant a meeting and under the discretion of the EPCC chair.
- It is the responsibility of the initiator to incorporate the text of any approved friendly amendments to the original proposal, in both the paper and electronic forms of the proposal. The EPCC or UFS chair will review the revised proposal to verify that the text was altered accurately. The proposal will **NOT** be forwarded until both paper and electronic copies with appropriate revisions are received.

1. Initiator John Huston, Michael Barnhart, Greg Lyons Date January 23, 2012
2. Department Fine, Digital and Performing Arts
3. Degree Bachelor of Fine Arts
4. Identify Enhancement New Concentration in Musical Theater
5. Checklist (signatures required):

Department Chair* _____	Date _____
Dean of College* _____	Date _____
Graduate Council Chair _____	Date _____
EPCC Chair _____	Date _____
UFS _____	Date _____
Provost _____	Date _____

*The signatures of the department chair and dean merely indicate that they have reviewed the proposal. If any of these parties oppose the proposal or recommend changes, they should append a written statement to that affect before forwarding the proposal to the next level.

6. Reason(s) for the Enhancement: Recent communication with the Ohio Board of Regents has confirmed that Shawnee State does have the mandate to offer this concentration under our existing authority to grant the Bachelor of Fine Arts. The great majority of the courses required for this concentration have been taught successfully at SSU for decades as part of strong minors in both music and theater. 88% of the coursework required by the proposed concentration is already available at SSU. The curriculum closely parallels the structure of existing the B.F.A. concentrations we currently offer. The Musical Theater Concentration will help SSU to achieve several goals at both the departmental and institutional level.

Departmental: Though current students at SSU can pursue a B.F.A. none of the existing concentrations is in a performing arts discipline. A desire for this option to be available is constantly expressed. Consistently high quality, well-attended stage performances of drama, music and musical theater have been delivered by students who, until now have only had minors in music or theater available to them. These students are often forced to leave SSU for other institutions to pursue performance studies, placing some of our most talented students at a disadvantage both financially and in their class standing and time to degree completion after transfer.

USO: The University System of Ohio has established a number of goals for all public universities to achieve by 2017 including **graduating more students**. The B.F.A. concentration in Musical Theater will provide a desired option to SSU students by granting access to performing arts study at one of the only two open-enrollment bachelor's level institutions in the state. USO established accountability measures included **increasing total postsecondary enrollment by 230,000 students by 2017**. The Musical Theater concentration is likely to aid in increasing enrollment as well as student retention at SSU. **One third of all degrees awarded will go to first generation college students by 2017**. Evidenced by both our student demographics and our location within the state, any increase to enrollment at SSU is likely to also increase first generation college student enrollment.

Among the institutional goals established by the **Shawnee 20/20 Strategic Directions Plan** is: **To increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community, and by cultivation of a shared sense of purpose within the University**. This goal aims to improve opportunities for students to become involved within the campus community and in the larger community. Performing Arts programs do this by their very nature. The BFA concentration in Musical Theater will allow our students to focus on a formalized area of study while they contribute to achieving these goals.

7. Proposed Date for Enhancement FALL 2012
8. How will this enhancement affect other departments/programs/courses? Attach documentation.




The effects on other departments should be nominal. Rehearsal spaces in the Vern Riffe Center will be required by performers more often, which may result in limited availability for some other programs.

9. Specify the effects on teaching load, institutional resources, and subsidy level.

The Department of Fine Digital and Performing Arts at SSU currently employs 1 full-service professor of Music with specialties in Theory and Musicianship and 1 full-service professor of Theater who also holds a music degree. Adjunct professors currently provide acting, dance, voice lessons, and additional directorial support. As enrollment in the concentration expands, one additional full-service (tenure-track) faculty will eventually be necessary whose specialty areas should include vocal coaching, performance techniques and directing.

No additional administrative or student support services will be needed. The Vern Riffe Center for the Arts at SSU is fully equipped with two modern theater spaces as well as a recital hall/dance studio, practice rooms with pianos, dressing rooms, a costume shop, a scene shop, and the necessary instructional supplies. An annuity established through the SSU Development Foundation already provides ample financial support for musical and theatrical production budgets.

10. Attach a list of the courses necessary to earn the enhanced degree.

Previously Authorized Curriculum BFA Studio Art Concentration	Credit Hours	Proposed Curriculum BFA Musical Theater Concentration	Credit Hours
General Education Program Core	34	General Education Program Core	34
3 Fine Arts		3 Fine Arts	
7 Natural Sciences		7 Natural Sciences	
6 English Composition		6 English Composition	
3 Math		3 Math	
6 Cultural Perspectives		6 Cultural Perspectives	
3 Social Sciences		3 Social Sciences	
3 Ethics		3 Ethics	
3 Capstone		3 Capstone	
Art Core Requirements	30	Musical Theater Core Requirements	30
3 Art History Survey 1		3 Music History 1	
3 Art History Survey 2		3 Music History 2	
6 Art History Electives		3 Theater History 1	
		3 Theater History 2	
3 Two-D Foundations		3 Music Theory 1	
3 Three-D Foundations		3 Music Theory 2	
3 Creative Process		3 Dance History	
3 Digital Foundations		3 Survey of the American Musical	
3 Senior Studio 1		6 Hours Theater Practicum	
3 Senior Studio 2			
Art Studio Concentration	21	Stage Concentration	21
7 courses from one area (Painting, Drawing or Photography)		3 Musical Theater Workshop I	
		3 Musical Theater Workshop II	
		3 Musical Theater Workshop III	
		3 Musical Theater Workshop IV	
		3 Directing	
		3 Theatrical Makeup	
		3 Costume Design	
Art Studio Electives	33	Performance Studies	33
11 art courses outside studio area		8 x 1 Applied Voice Lessons	
		7 x 1 Vocal Ensemble Electives	
Color Codes for New Concentration →		6 x 1 Dance Electives	
existing course = 		3 Acting I	
offered under special topics = 		3 Acting II	
needs to be created = 		3 Acting III	
		3 Acting Styles	
General Electives	6	General Electives	6
total	124	total	124

11. Attach a list of the courses necessary to earn the unenhanced degree.
Please see comparison table above.
12. For new Concentrations only:
 - A. Describe the assessment plan for this new concentration.
 - Include your goals for student outcomes and the instruments you plan to use to measure these goals.

We intend to provide a solid foundation in vocal performance, acting and dance so that our majors will be able to:

1. identify, summarize, discuss and perform repertory from major works of musical theater,
2. effectively and accurately research musical theatre in text and performance,
3. describe and identify the major ideas of key composers, choreographers and directors,
4. demonstrate proficiency with musical theater performance techniques,
5. demonstrate a solid basic technique in healthy voice production through the use of warm-ups, good practice habits, and an understanding of music and musical theatre terminology,
6. display competency with audition skills associated with the pursuit of a professional career in musical theater and/or post-graduate study,
7. evaluate individual strengths and weaknesses in performance and propose solutions for improvement.

Indicators of curricular effectiveness will include monitoring program enrollment, course evaluation responses, and results of student performance board evaluations, as well as post-program student success and graduate program acceptance. Surveys will document both student satisfaction and audience response.

- B. Data Analysis
 - How do you propose to interpret results/data from your assessments?

We will use a rubric that contains (a) program goals and (b) guidelines for evaluating the level of student success associated with each goal.

- How will the results of this interpretation be employed?

Faculty members and program advisors will conduct a focused program review after three years as well as a full review after 6 years along with ongoing self-study.

- C. How will the results of assessment be used for program review?

We will review our syllabi, performance surveys, course evaluation responses, repertoire and performance programming and our pedagogical methods to determine whether curriculum and learning opportunities are sufficient to meet our goals or where deficiency is indicated.