

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

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**Sept 9, 2014**

Chairperson LaPorte called the September 9, 2014 meeting of the University Senate to order at 3:35 PM, in Eberly Auditorium.

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the September 9, 2014, meeting were **APPROVED**

Nominations were taken for the Vice Chairperson's position; Elijah Rosenthal was nominated and seconded. Nominations were closed. Elijah Rosenthal was then elected to the position of Vice Chairperson.

**REPORTS AND ANNOUNCEMENTS**

**Presidents Report**

- Welcome back for a new academic year
- We had a smooth move-in, freshmen convocation, opening week, great work to all involved.
- New Hires:
  - Valerie Mercado, University Compliance Officer, Office of Social Equity
  - Mike Brown, AVP Facilities Management
  - Craig Bickley, AVP Human Resources
  - Approximately 90 new faculty
- Enrollment:
  - Freeze is Sept 15<sup>th</sup>—now closing in on our target of 14,368
  - Down from last year but this is as expected after years of record enrollment
  - New freshmen are up over last year
  - Punxsutawney, Cook Honors College new freshmen are up
  - Northpointe numbers are holding solid
  - Increase in new Latino/Latina students—a growing demographic
  - Time to Lead work with students of color featured in Tribune Review yesterday
  - Sutton Scholars continues to have more demand
  - Retention is up; for Sutton Scholars it's significantly higher than average
  - Have started recruiting for next year; Add campaign starting in Lehigh Valley
  - Remember the declining demographic and the challenges others are facing—good work!!
- Budget:
  - We will know more after the freeze as we look at actual revenue; given enrollment numbers, should be close to our projections for FY14-15

- Staff are hard at work on the details of the new budget model targeted for following year; draft will go to UBAC soon
  - Adjusting allocations to actual expenditures
  - Setting college-level expectations and incentives for achieving institutional goals and generating revenue
- We also know that key decision makers will need to be provided with the right information to manage in the new systems –we’ll be doing some training and are working on tools.
- Unsponsored Celebratory Events
  - PEMA review led to a leadership committee of Borough, Township, County, and IUP. Have been meeting at least monthly
  - Better align and enhance efforts for communications, education , preventions, enforcement, consequences
  - Working on a number of next steps in Preparation for Homecoming on Oct 11<sup>th</sup>
  - IUP Magazine featured a number of IUP’s own experts; it’s been well received and is available on the web
- Strategic Vision Process
  - Great example of how we work together
  - The uniqueness of having our faculty and students help lead us and the good results is gaining national attention for IUP
  - Various presentations have been done—Dr. Papakie et al.
  - Recent appearance in the summer issue of Public Purpose magazine of the American Association of State Colleges and Universities
- Reminder:
  - The 9/11 Remembrance Ceremony will take place at 8:30 AM on Sept 11 in the Oak Grove. All are encouraged to attend.
- Looking forward to a great academic year.

## **Provost’s Report**

Good afternoon and welcome back.

My remarks today are all about good news and exemplary work done over the summer while Senate was not in session.

- I would like to give a shout out to our Middle States accreditation team, who have been hard at work over the summer. We begin the second year of the effort. Early this summer, we learned that our self-study plan was approved by the Middle States Commission. Not just approved, but praised for its inclusiveness, progress, and use of technology. The next event in our re-accreditation process is a survey that will be coming out at the end of October.
- A year and a half ago I was new to IUP and conducting the “what do I need to know” tour. One thing that I heard over and over, in practically every group, was the concern about our process for the review and approval of changes to the curriculum. The concern was, to paraphrase, that the parts just don’t fit well together and the process overall is overwhelmingly cumbersome and frustrating. So, another group that has been hard at

work over the summer is the Summer Curriculum Action Team. This is an ad hoc group, co-chaired by Mark Staszkievicz and David LaPorte. SCAT, as it's lovingly known, has been looking at the process we use to review and approve curriculum changes. Recommendations have been drafted, and the team is seeking feedback on the proposals. You can do this online, through the Academic Affairs page of the IUP website.

- It's a real pleasure to recognize the terrific efforts to revise how introductory math is taught at IUP. People from the Department of Mathematics in the College of Natural Sciences and Mathematic and the Department of Developmental Studies in the College of Education and Educational Technology have been hard at work to bring adaptive instructional technology to these critically important courses, which can be a stumbling block for many students. Over the summer, they brought this to fruition. Students in these classes now have the benefit to both our superb faculty and state-of-the-art software to help them succeed.
- Over the summer, great progress was made towards establishing a coordinated presence that will represent the many programs that IUP has available to help our students succeed academically, and in life. In the coming semester, you might want to keep your eyes open for more information about our Academic Success Center – or ASC at IUP – as it continues to develop. A key part of this initiative will be a new ability at IUP to use years of accumulated student data to help chart the best way for them to move forward in their degrees. Again, you'll hear more about this as the semester progresses.
- And summer saw continued development of our next strategic plan. This extends the strategic vision efforts that many of you participated in last year. As we go forward, your input is, and will be, critically important. There will be opportunities for you to digest, reflect, and participate. Stay tuned.

### Curriculum Revisions

In response to the Senate recommendations from the April 28, 2014 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
  - ENGL 227 - Introduction to Legal Writing
  - PHIL 240 – Philosophy and the Good Life
  - PHIL 270 – Ethics and the Environment
  - PHIL 320 – Ethical Theory
  - PHIL 350 – The Human Experience of Time
  - PHIL 390 – Philosophy of Human Nature
  - COMM 420 – Media Portrayal of Crime
  - FSMR 258 – Fashion Brand Merchandising
  - FSMR 468 – Supply Chain Management in Textiles and Apparel
- B. Program revisions based on Biology Fast Track from:

- a. Professional Studies in Education department of the Bachelor of Science – Middle-Level Education Grades 4-8/Mathematics Specialization
  - b. Professional Studies in Education department of the Bachelor of Science – Middle-Level Education English/Language Arts Specialization
  - c. Professional Studies in Education department of the Bachelor of Science – Middle-Level Education Grades 4-8/Social Studies Specialization
  - d. Health and Physical Education department of the Bachelor of Science – Physical Education and Sport
  - e. Health and Physical Education department of the Bachelor of Science – Athletic Training
  - f. Health and Physical Education department of the Bachelor of Science in Education – Health and Physical Education
  - g. Biology department of the Bachelor of Arts – Biology
  - h. Biology department of the Bachelor of Science – Biochemistry
  - i. Biology department of the Minor – Biochemistry
  - j. Nursing and Allied Health Professions department of the Bachelor of Science – Clinical Laboratory Science
  - k. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science
  - l. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-chiropractic track
  - m. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-dentistry track
  - n. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-optometry track
  - o. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-pharmacy track
  - p. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-physical Therapy track
  - q. College of Natural Sciences and Mathematics of the Bachelor of Science – Natural Science/Pre-podiatry track
  - r. Geoscience department of the Bachelor of Science – Geology/Geology track
  - s. Geoscience department of the Bachelor of Science in Education – Earth and Space Science
- C. Program revision from the English department of the Bachelor of Science in Education – English Education.
- D. Program revision from the Philosophy department of the Bachelor of Arts – Philosophy and the Bachelor of Arts – Philosophy/Pre-law track.
- E. Program revision from the Mathematics department of the Bachelor of Science – Mathematics/Applied Mathematics and the Minor – Mathematics.

- F. Program revision from the History department of the Bachelor of Arts – History, the Bachelor of Arts – History/Pre-law track, and the Bachelor of Science in Education – Social Studies Education/History track.
- G. Program revision from the Anthropology department of the Minor - Anthropology.
- H. Program revision from the Management department of the Bachelor of Science – Management/Entrepreneurship and Small Business Management track.
- I. Program revision from the Management Information Systems and Decision Sciences department of the Bachelor of Science – Management Information Systems.
- J. Program revision from the College of Humanities and Social Sciences and Eberly College of Business and Information Technology of the Pre-law Interdisciplinary Minor.
- K. Revision of the UWUCC – Distance Education policy.

From the University-Wide Graduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
  - BLAW 441/541 – The Law of Property Oil & Gas Leasing I
  - BLAW 442/542 – The Law of Property Oil & Gas Leasing II
  - ECON 462/562 – Energy Economics
  - FIN 425/525 – Financial Derivatives
  - EDEX 751 – Instructional Interventions and Methods for Students with Autism Spectrum Disorder
- B. Program name change from Master of Education – Education of Exceptional Persons, to Master of Education – Special Education.
- C. A new Certificate of Recognition (post bachelorette) from the Special Education department in Special Education.
- D. A new Certificate of Recognition (post masters) from the Educational and School Psychology department in School Psychology.
- E. Program revision from Counseling department for the Master of Education in School Counseling.
- F. A new Certificate of Recognition (post bachelorette) from the English department in TESOL (Teaching English as a Second Language).
- G. Program revision from the Mathematics department of the Master of Education – Mathematics Education. The degree will change from Master of Education – Elementary and Middle School Mathematics to Master of Education – Mathematics Education. Also

the creation of two tracks: Elementary and Middle Level Mathematics and Secondary Mathematics.

- H. New track from the Professional Studies in Education department in the Ph.D. in Curriculum and Instruction – Community College track.
- I. Departmental name change. Health and Physical Education department will now be called the Kinesiology, Health and Sport Science department.
- J. Program revision from Nursing and Allied Health department for the Master of Science in Nursing.
- K. Revision of the UWGCC – Distance Education policy.

### **Chairperson's Report**

Let me add my “welcome back” to those of the President and Provost. A few business items; first, I'd like to introduce the Senate's new graduate assistant, Emily Vargo. She was selected by a process approved by the Senate last year and her application was truly outstanding. I feel fortunate that she will be the assistant for the year. Any committee that could use some help from Emily should contact Senator Korns or myself. She is eager to work, so please think about how your committee might utilize her talents.

Second, Senator Radell has graciously agreed to serve as the Senate representative to the university budget advisory committee. (Thank you Senator Radell). However, he is unable to attend the meetings on Thursday, September 25 or Thursday, December 11 from 10:30-12:00 due to a teaching conflict. We are looking for someone who could represent the Senate on those two dates; if you can, please email me.

Third, the President's Athletic Advisory Committee needs a new chair, chosen from the Senate. If you are interested please send me a brief statement about your interests and any background that you feel might relevantly qualify you for the position.

Fourth, last year a motion to establish an award for staff, much like we do for faculty, was passed by the Senate. It called for an *ad hoc* committee to be formed to formulate this. Please send me an email if you are willing to serve on this committee.

I also want to follow up on Provost Moerland's comments regarding the Summer Curriculum Action Team, AKA: SCAT. I should note parenthetically that despite being one of the co-chairs, I had nothing to do with the naming/acronym for the committee, the blame for which falls squarely on Provost Moerland's shoulders. Many of you here might recall Provost Moerland's first speech here in our Senate where he commented on our frequent, dizzying use of acronyms with a certain haughty air of “I will never descend to such low depths”. Well, it didn't take us long to break him, did it?

I contacted the newly elected president of local APSCUF a couple of years ago to set up a meeting. (For those of you not fluent in acronymese, APSCUF is the union that represents faculty on campus). I set up the meeting to discuss what I thought were pressing issues, so that our two organization could work together and not at cross-purposes. Each of us came with a list of items and it turns out that the top of both our lists was changes to the curricular process. As chair of the University-Wide Graduate Committee for many years, I heard many complaints about convoluted, time-intensive nature of the curricular process that was perceived as more gate-keeping of curriculum, rather than facilitating curriculum development. When I became chair of the Senate, those same complaints continued. The committee that met over the summer was comprised, with only a few exceptions, entirely of faculty. A draft document was produced that you can find a copy of on the Academic Affairs website. I invite you to take a look at it and encourage you to have faculty in your departments look it over as well. You have the ability to comment on the draft on that same website and I encourage you to make comments, favorable or critical.

My co-chair and I are meeting with various groups on campus to explain our proposal and answer questions. It is only a draft proposal and so we are not so much defending it, but seeking feedback and providing explanations. The comments we receive from all sources will then be brought back to the SCAT committee for a meeting in early October and a final document will be developed. This document will be a set of recommendations for changes to the curricular process. These recommendations will be forwarded to the UWUCC and the UWGC. I am calling upon those two committees to meet jointly to discuss the recommendations. It will be those two committees who will jointly bring the final recommendations to the floor of the Senate for discussion and vote. Our hope is that this will occur by the end of this semester, so that the curricular changes could be implemented by the Spring, 2015 semester.

Finally, as you read in the email that was sent by the Senate Secretary, I am proposing that curriculum be presented in Senate in a manner different than has been the case to date. This is not part of the curriculum revision process, rather it is an attempt to make Senate meetings more engaging, focused and in certain cases, less rushed. It has been disheartening over the past several years to watch a bunch of very intelligent individuals be turned into grunting zombies like a bad grade B sci-fi flick. There will no doubt be objections to this change. I propose to implement this with today's meeting, and give it a try for the next several meetings, judging its effectiveness. Again, if you have something to say about a particular item, you can simply make a motion to Divide the Question. The motion is non-debatable and so it can quickly be done. I have reviewed Robert's Rules and I feel confident that this is within the Chair's prerogative to do. That said, let me now provide a roadmap for those who do not agree with what I propose. For Robert's Rules does not grant omnipotence to the chair.

First, anyone can ask the Senate Parliamentarian to rule on the validity of my decision. The Parliamentarian is advisory to the Chair, and so I can decide contrary to their advice. The recourse following such a situation is to Appeal the decision. This requires a motion and a second to appeal the Chair's decision. This motion is debatable and at that time the basis for the objections can be voiced. A majority vote overturns the Chair's decision. Should that not occur, it is my intention to poll the senate in the November or December meeting to gauge whether to continue to present curriculum in this manner or not. I'd also like to add that each of the

curriculum committee chairs is free to separate out a particular item or items from the agenda for separate consideration if they wish.

Speaking of Robert's Rules, here to make sense of them is the Senate Parliamentarian Senator Smith-Sherwood.

*Prior to the Parliamentarian's Tip of the month, there was much discussion regarding the proposed changes to the presentation and voting on curricula during the Senate meetings. A motion was made and seconded to commit to the Rules Committee the proposed changes in the presentation of curricula. The motion was approved.*

### **Parliamentarian Smith-Sherwood**

#### **Robert's Rules 'Tip of the Month'**

New year! 'Old Business?' **No!**

#### **Unfinished Business**

- Items carried over from the previous meeting, not considered or only partially considered, due to adjournment
- Items brought back automatically, by the Chair, following reports
- Items considered in the order of the original agenda

Chair: "Under unfinished business, the first item is the motion to ..."

ASSEMBLY DISPOSES OF THE MOTION

Chair: "The next item of business is the motion to ..."

ASSEMBLY DISPOSES OF THE MOTION

Chair: "Is there any new business?"

Senator: "I make a motion to ..."

Chair: "Is there a second?"

Senator 2: "I second the motion to ..."

Chair: "Is there any discussion?"

ASSEMBLY DISPOSES OF THE MOTION

NB: It is best, when

considering the proposal of an item under **New Business**, to state the item as a motion. In that



way, as long as there is a second, the item may be debated and then disposed of using parliamentary procedure.

Robert’s Rules of Order Newly Revised (In Brief) (2011)

**Vice Chairperson’s Report**

I would like to welcome all back to campus for another academic year. We are working to increase the participation of student senators. Committee membership is being worked on and should be available by the end of the day tomorrow.

**Rules Committee (Senator Korns)**

Welcome back to the University Senate and welcome to all the new senators.

- I. Senate Orientation - Tuesday, September 23, 2014 at 3:30 PM location TBA.
- II. There are several committees with vacancies. I will be contacting senators not currently serving on a committee to fill test vacancies.

**University-Wide Undergraduate Curriculum Committee (Senator Sechrist)**

**FOR INFORMATION:**

The following courses were approved by the UWUCC to be offered as distance education courses: Note that the provost is the final signature on these proposals.

- HIST 320 History of England to 1688
- JAPN 201 Intermediate Japanese
- HPED 175 Prevention and Care of Injuries to the Physically Active
- HPED 333 Psychology of Coaching
- HPED 335 Athletic Coaching
- HPED 337 Coaching Disability Sport

**FOR ACTION:**

**1 Corrections from March and April Senate Minutes:**

- a. Department of Theater and Dance—Incorrect course number **APPROVED**

Minor—Theater 18	Minor—Theater 18
One Course From the Following 3	One Course From the Following 3

THTR 120 Stagecraft	3cr	THTR 120 Stagecraft	3cr
THTR 121 Costume Workshop	3cr	THTR 122 Costume Workshop	3cr
THTR 221 Basic Stage Lighting	3cr	THTR 221 Basic Stage Lighting	3cr
THTR 486 Practicum in Production (2)	0-3 var.	THTR 486 Practicum in Production (2)	0-3 var.

**Rationale:** In the March agenda the incorrect course number was listed for Costume Workshop.

**b. Department of History—Incorrect credit numbers for Free Electives**

**APPROVED**

**Current Program:**

**Proposed Program:**

**Bachelor of Arts—History**

**Bachelor of Arts—History**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **46-47**  
**Humanities-History:** Fulfilled by required courses in major  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **46-47**  
**Humanities-History:** Fulfilled by required courses in major  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:** **0-6**  
 Foreign Language Intermediate Level (1)

**College:** **0-6**  
 Foreign Language Intermediate Level (1)

**Major:** **39**  
**Required Courses:**

**Major:** **39**  
**Required Courses:**

HIST 295 Introduction to Historical Studies 3cr  
 HIST 395 Introduction to Historical Methods 3cr

HIST 295 Introduction to Historical Studies 3cr  
 HIST 395 Introduction to Historical Methods 3cr

**Controlled Electives:**  
 At least three foundation courses from the following: 9cr  
 (2)

**Controlled Electives:**  
 Three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization before 1600  
 HIST 202 Western Civilization since 1600  
 HIST 204 United States History to 1877  
 HIST 205 United States History since 1877  
 HIST 206 History of East Asia  
 HIST 208 Survey of Latin American History

HIST 201 Western Civilization before 1600  
 HIST 202 Western Civilization since 1600  
 HIST 204 United States History to 1877  
 HIST 205 United States History since 1877  
 HIST 206 History of East Asia  
 HIST 207 History of the Middle East  
 HIST 208 Survey of Latin American History

Two courses from HIST 401-404 (topics) (3) 6cr  
 One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level 3cr  
 Five additional history courses (4) 15cr

Two courses from HIST 494-498 (Topics) (3) 6cr  
 One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level 3cr  
 Four additional upper-division history courses 300-498 (4) 12cr  
 One additional history course 200, 300, or 400 level 3cr

**Free Electives:** **12-20**

**Free Electives:** **28-35**

**Total Degree Requirements:** **120**

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|--|---|
| <ul style="list-style-type: none"> <li>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</li> <li>(2) No more than 12cr in foundation courses may be counted toward the major.</li> <li>(3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers.</li> <li>(4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least six 300-400 level HIST courses in addition to topics courses. Those with four foundation courses need take only five 300-400 level HIST courses in addition to topics courses.</li> </ul> | <ul style="list-style-type: none"> <li>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</li> <li>(2) No more than 12cr in foundation courses may be counted toward the major.</li> <li>(3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers.</li> <li>(4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective.</li> </ul> |
|--|---|

**Rationale:** In the April Senate Agenda the incorrect number of free electives was listed.

**2 Department of Developmental Studies—Course Title Change APPROVED**

**Current Title:** DVST 095 Introduction to College Math II

**Proposed Title:** DVST 095 Introduction to College Math

**Rationale:** The Department no longer offers DVST 090 Introduction to College Math I. It is confusing and inaccurate to have a course labeled “II” if there is no “I”.

**3 Department of Computer Science—New Course APPROVED**

**COSC 465 Distributed Processing and Web Services 3c-01-3cr**

**Prerequisites:** COSC 365 or 310 and permission of instructor

Provides advanced study into architecture of Internet systems and the process of developing distributed computer applications running on the Internet and/or other networks. Presents an in-depth understanding of distributed processing technologies including socket programming, RPC, RMI, EJB’s, DCOM, .NET, SOAP, and Web Services. Emphasis is placed on the use of XML to support multi-party heterogeneous distributed applications and includes XML fundamentals (e.g., DTD’s, XML schemas, XPath, XSLT, SAX, and DOM) and web services (e.g., SOAP, WSDL, UDDI, and ebXML). Students will complete hands-on projects utilizing mentioned technologies.

**Rationale:** This course is an upper level elective that presents other aspects of Internet architecture and programming that cannot be covered in COSC 365 Web Architecture and Application Development. It is an upper level elective for all tracks in Computer Science. This course is not intended to be a Liberal Studies course.

**4 Department of Theater and Dance—New Program and New Courses**

**a. New Courses: APPROVED**

- i. THTR 371 Musical Theater History 3c-01-3cr**  
Surveys the development of musical theater as a performing art form in America.

Examines the ways musicals both reflect and embody values, tastes, and trends from their respective historical eras. Explores musical theater from historical, political, social, and aesthetic perspectives. Focuses on the beginnings of musical theater to the present with emphasis on the cultural development and impact of the art form.

**Rationale:** This course is designed for majors in the BA in Musical Theater Program. This course offering is being created as part of a strategic review of the Department's curriculum. There are currently no other courses in the department curriculum designed specifically for majors to gain a comprehensive knowledge of the history of musical theater. This required course will survey the history of musical theater from its beginnings as an entertainment and art form through the present day.

- ii. **THTR 372 Musical Theater Auditioning** **3c-01-3cr**  
**Prerequisites:** THTR 240 or permission of instructor  
Designed to introduce the study of audition techniques for musical theater, music, scene, and lyric analysis, and characterizations addressed. Enhances and improves audition and performance skills as well as the ability to find and choose appropriate audition material.
  
- iii. **THTR 373 Musical Theater Scene Study** **3c-01-3cr**  
**Prerequisites:** THTR 240 or permission of instructor  
An intensive text and score analysis in relation to the process of characterization for the actor, singer, dancer in musical theater focused through musical scene work into song performance. In addition, basic insights and strategies for a professional career in theater will be presented.
  
- iv. **THTR 471 Musical Theater Performance** **3c-01-3cr**  
**Prerequisites:** THTR 240 or permission of instructor  
Designed for more advanced acting and musical theater students interested in developing musical theater skills in a rehearsal/production format. Using a contemporary American musical chosen by the instructor, students will be taught to apply acting, singing, and dance techniques to bring characters to life on stage. Class culminates in a final performance but will focus more on the text, the music, and the fullness of the characterizations as opposed to the technical elements of the production.

**Rationale:** These courses are designed for majors in the BA in Musical Theater program. These course offerings are being created as part of a strategic review of the Department's Curriculum. There are currently no other courses in the department curriculum designed for majors to gain a comprehensive knowledge of musical theater.

**b New Program:****APPROVED****Bachelor of Arts—Musical Theater**

**Liberal Studies:** As outlined in Liberal Studies section 49-50  
with the following specifications:

**Fine Arts:** MUHI 101 or DANC 102

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with THTR prefix

**Major: (1)** 42

**Foundation Studies Courses:** 12cr

MUSC 115 Theory I (2) 3cr

THTR 111 Foundations of Theater 3cr

THTR 211 History and Literature: Classical *or* 3cr

THTR 212 History and Literature: Renaissance

THTR 371 Musical Theater History 3cr

**Core Skills Courses:**

APMU 105 Private Voice I 1cr

APMU 155 Private Voice II 1cr

APMU 205 Private Voice III 1cr

APMU 255 Private Voice IV 1cr

DANC 260 Beginning Jazz Dance *or* 3cr

DANC 485 Dance Studio (Jazz) (3)

DANC 280 Beginning Ballet *or* 3cr

DANC 485 Dance Studio (Ballet) (3)

MUSC 111 Theory Skills I (2) 2cr

THTR 116 Fundamentals of Theatrical Design *or* 3cr

THTR 120 Stagecraft *or*

THTR 122 Costume Workshop *or*

THTR 221 Basic Stage Lighting

THTR 240 Acting I (1) 3cr

THTR 373 Musical Theater Scene Study 3cr

**Experiential Learning: (5)** 5cr

MUSC 126 Music Theater Ensemble (4) 0-3cr

MUSC 128 Opera/Musical in Production (4) 0-3cr

THTR 486 Practicum in Production (4) .5-3cr

THTR 493 Internship 1-3cr

**Electives:** 3cr

DANC 270 Beginning Ballroom and Tap Dance 3cr

DANC 485 Dance Studio (Ballroom and Tap)(3) 3cr

MUSC 153 Class Piano I 1cr

THTR 340	Acting II	3cr	
THTR 350	Directing	3cr	
THTR 372	Musical Theater Auditioning	3cr	
THTR 471	Musical Theater Performance	3cr	
<b>Capstone:</b>		1cr	
THTR 480	Theater Seminar	1cr	
<b>Free Electives:</b>			28-
		29	
<b>Total Degree Requirements:</b>			120

- (1) Proficiency in acting studio fundamentals is prerequisite.  
Students who do not demonstrate proficiency at audition will be required to take THTR 140 Fundamentals of Performance.
- (2) Proficiency in music theory is prerequisite. Students who do not demonstrate proficiency at audition will be required to take MUSC 110 Fundamentals of Theory.
- (3) Level of dance studio competence will determine placement by faculty.
- (4) Repeated for credit.
- (5) Completion of 8 different production experiences required.  
Four must have MUSC prefix. Four must have THTR prefix.
- (6) Students must achieve a “C” or better in all major courses.

**Rationale:** The Department of Theater and Dance at IUP seeks to replace its Interdisciplinary Fine Arts Degree (INFA)—Musical Theater Track, with a BA in Musical Theater, discontinuing the Musical Theater Track of the INFA that has been offered since 2007. The need for change was initiated by our accrediting agency, the National Association of Schools of Theater (NAST). The new Bachelor of Arts in Musical Theater will provide comprehensive learning through study and practice of musical theater. It provides a complementary synthesis between two very strong programs at IUP that have achieved regional and national recognition for student outcomes: Voice in the Music Department and the performance programs in the Theater and Dance Department.

The BA in Musical Theater will prepare students for entry-level work, or post-baccalaureate training toward a career in theater, musical theater, and other related occupations in the entertainment industry. This highly focused and demanding degree is enhanced by appropriate courses in the liberal arts. These are of particular importance to the theatre artist, who’s creative endeavors comment on the human condition. The effectiveness of that commentary is dependent upon a sincere commitment to excellence in liberal arts.

The proposed program will develop the currently offered curriculum of theater, music and dance courses in a more integrated way, to concentrate and synthesize learning outcomes by adding four new courses specific to the genre of musical theater: History, Scene Study, Auditioning, and Performance. These have been successfully piloted as Special Topics courses over the past four years within the current resources of the department. It will be a unique academic program that

blends key elements of a traditional musical theatre curriculum with the department's forward-thinking commitment to preparing students to create their own work.

The Department of Theater and Dance has requested that the Musical Theater Track of the undergraduate Interdisciplinary Fine Arts degree be placed in moratorium.

**Student Affairs Committee (Senator Luckey)**

**FOR INFORMATION**



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INFORMATION.pdf

This policy was approved at the April 29<sup>th</sup> meeting on the same day that the White House Task Force issues a guidance document with further clarification that required immediate review of these policies. The chancellor of the State System directed all institutions to make changes to that policies were in compliance.

After much discussion as to whether a policy such as this could be presented for information under new business. A motion was made and seconded to commit to the Rules Committee the handling of business that requires immediate action when Senate is not in session. The motion was approved.

**University Development and Finance Committee (Senator Wick)** The next meeting will be Sept 16<sup>th</sup> at 3:30 PM in Stabley 302

**Academic Affairs (Senator Dugan)** The next meeting will be Sept 16<sup>th</sup> at 3:30 PM in the Conemaugh Room in the HUB. Emerita nominations are due Oct 14<sup>th</sup>.

**Awards Committee**—No Report

**Non-credit Committee**—No Report

**Library and Educational Services Committee (Senator Ford)**—The next meeting will be Sept 16<sup>th</sup> at 3:40 in Room 203 Stabley.

**Research Committee (Senator Bonach)**

**The USRC met on May 6, 2014. A General Business Meeting preceded the review of Small Grant Proposals.**

The committee discussed updating the guidelines and came to a consensus on six changes to the Small Grant Guidelines. The committee agreed that Dr. Creely and Dr. Bonach would develop the language over the summer for the six changes to the USRC guidelines to be effective Academic Year 2014 – 2015. The committee agreed to review the guideline language prior to distribution. That process did occur over the summer. An email was sent to all faculty and administration July 24, 2014 announcing the following updates and the updates were placed on the USRC website at <http://www.iup.edu/research/senateresearchgrants/default.aspx>.

**FOR INFORMATION ONLY**

The Small Grants program provides awards of up to \$1000 for conference travel and up to \$2000 for research, scholarship, creative activity, and innovative teaching via eight competitions throughout the year. All applications must be submitted electronically by the appropriate competition deadline to [USRC-submissions@iup.edu](mailto:USRC-submissions@iup.edu). The six noteworthy updates to the Small Grants include:

- All conference travel, regardless of destination (domestic or international), is eligible for one funding amount: \$1000 (rather than \$750 domestic, \$2000 international).  
Rationale: This change increases the amount applicants can request for domestic travel and improves fairness (conferences in Toronto or Montreal and conferences in Anchorage or Honolulu are all eligible for the same level of funding).
- All conference travel, regardless of destination (domestic or international), requires a 1:1 (dollar-for-dollar) match. This match can come from other university funds, external grants, personal funds, honoraria, etc  
Rationale: This change makes match requirements uniform for all conference travel regardless of destination (previously, only domestic travel required a 1:1 (dollar-for-dollar) match).
- Applicants may receive funding for one conference travel request per academic year.  
Rationale: This change helps ensure that the USRC can support as many faculty members as possible. Last year, USRC funds were depleted by the April/May competitions and many meritorious applicants were denied funding while other applicants received funding for 2-3 trips over the course of the year. Faculty may still receive small grants totaling up to \$4000 per year or \$7000 in a three-year period but these totals may be comprised of only one conference travel grant per year.
- All applicants for both, conference travel and research/scholarship/creative activity/innovative teaching must briefly describe future publication/dissemination plans, collaboration plans, and/or funding plans.  
Rationale: This change helps the committee better understand the impact and longer-term viability of the project.
- The USRC will now accept electronic signatures on all small grants application materials.  
Rationale: This change is per the request of faculty, especially those who work away from the Indiana campus. If you intend to use electronic signatures, please use the PDF



version of the Small grants competition guidelines. All others should continue to use the Word version of the guidelines. Both versions are available on the USRC website.

- The USRC will no longer accept any paper applications or documents. All materials must be submitted as a single PDF.

Rationale: This change streamlines committee procedures and makes all applications consistent. If you do not have access to a scanner in your office or department (many campus photocopiers have scanning capabilities), there are eight multimedia pods available in the library. If you need to concatenate multiple PDFs into a single file, you can use Adobe Acrobat Pro (available on any university computer and in the library's multimedia pods). Please Note: We suggest that you anticipate potential electronic glitches and encourage you to submit your proposals in advance of the deadline. The USRC will not accept late proposals for any reason.

The Senate Fellowship program is a once yearly grant competition that provides up to \$3500 per investigator (or \$7000 for two or more investigators) to fund research, scholarly activity and creative teaching projects. The Guidelines for the Senate Fellowship program are unchanged from last year and can be found at

<http://www.iup.edu/research/senateresearchgrants/default.aspx>.

**\*\*Additional note from the USRC Chair for those Senators interested:** USRC financial and award information can be found on the website in the USRC Annual Reports. The “USRC Funding Rates 2002 - 2014” can be found at

<http://www.iup.edu/research/senateresearchgrants/default.aspx>;

and the “USRC Awards Summary 2005 – 2014” can be found at:

<http://www.iup.edu/research/senateresearchgrants/default.aspx> .

**The remainder of the May 6, 2014 USRC meeting was devoted to reviewing the University Senate Research Committee proposals.**

Overall, there were 25 USRC Small Grant proposals and the decision was made to fund 11 proposals totaling \$9,060.00 for fiscal year funding 2014-2015. The next USRC meeting is September 16, 2014 at 3:30 pm in Stright 301.

- Dr. Ben Ford
- Dr. Todd Thompson
- Dr. Holly Travis
- Dr. Susan Zimny
- Dr. Susan Boser
- Dr. Timothy Flowers
- Dr. Krys Kaniasty
- Dr. Kelli Jo Kerry-Moran
- Dr. Werner D. Lippert
- Dr. Joan E. Van Dyke
- Dr. Michael T. Williamson

[Senate Representative Reports](#)

**University Planning Council** (Senator Reilly)—No Report

**Presidential Athletic Advisory Council**—No Report

**Academic Computing Policy Advisory Committee** (Senator Ford) The next meeting is Sept 17<sup>th</sup> at 3:30PM in Stouffer 138.

**University Budget Advisory Committee** (Senator Radell)—No report.

The meeting was adjourned at 5:01 PM.

Respectfully submitted by  
Edel Reilly  
University Senate Secretary