

COLLEGE OF ARTS AND SCIENCES ASSEMBLY

Minutes

Meeting of 7 December 2004

Gold Room C, Oakland Center

Attendance

Present: *Wallis Andersen, Dikka Berven, Keith Berven, Ferman Chavez, Curt Chipman, Mary Eberly, Jane Eberwein, Dick Goody, Jerrold Grossman, Jeffrey Insko, Abdi Kuso, Jennifer Law-Sullivan, Lawrence Lilliston, Emmett Lombard, George Martins, Don Matthews, Jude Nixon, Carl Osthaus, Jo Reger, Mark Rigstad, Sam Rosenthal, Richard Stamps, Joe Shively*

Absent: *Linda Benson, Peter Binkert, Arik Dvir, Irwin Schochetman, Linda Schweitzer, Susan Wood*

Ex Officio Present: *David Downing, Kathy Moore, Michelle Piskulich*

Guests present: Jackie Wiggins

1. Call to Order

Dean Downing convened the meeting at 3:35.

2. Approval of Minutes from the meeting of November 16, 2004.

Moved to approve the minutes from November 16, 2004 (Jane Eberwein). Supported.

Correction: in attendance list, Serge Kruk attended as a guest; he is not a member.

Approved unanimously as corrected.

3. First Reading of the Proposal for a Program Leading to a Doctor of Philosophy Degree in Music Education

Moved to approve the proposal for the Ph.D. in Music Education (Jane Eberwein).

Supported. First reading (second reading waived; see below). Approved unanimously.

Program information: Jackie Wiggins provided an overview of the proposal, which essentially provides a new home for the degree in the CAS. Currently it is housed in SEHS as a Music Education cognate of the Ph.D. in Education with a Major in Educational Leadership. The biggest changes from the current program will be: jurisdiction, more opportunities for students to take electives (the leadership core will be eliminated), and a name that better reflects program intent. Traditionally, approximately 50% of the coursework for a Ph.D. in Music Education is from education and 50% from music. Six students are currently in the program.

The OU program takes a constructivist approach to Music Education and is known nationally and internationally for its application of accepted behaviorist principles of education, specifically that for students to learn they have to construct their own knowledge. Traditional music education is still tremendously teacher-centered, using a master-apprentice approach.

The budget is fairly good at present. Staffing of 3-4 is typical (Joe Shively, a newly hired assistant professor, has instrumental and choral expertise). Library materials are adequate: most of what is needed is in education journals OU students have access to.

Students will come mostly from outside rather than M.M. students moving on, though the Ph.D. can be an add-on to the Master's. Students can do the Master's with the Ph.D. in mind.

The two TAs will have teaching responsibility primarily for MTD 201, a service course for SEHS which requires some 350 seats annually (in sections of 25) for elementary education majors. Right now MTD 201 is taught largely by part-time faculty—the TAs would in fact be more highly qualified. At the recent World Conference for International Society for Music Education, four of the current doctoral students presented; OU was the only institution at this international conference with graduate students on the program.

Graduate Studies and Executive Committees: The Graduate Studies Committee's discussion in October and November recognized, first, the detailed review of the 2001-02 GSC where concerns were raised about resources, both people and money, and about the willingness of SEHS to work with the College/MTD. In addition to being concerned about whether students would be prepared for the changes, the GSC noted the need to revise the catalog description into CAS style, to clarify the residency requirement, to provide more detail on the thesis, and to resolve the supplies and services budget. After its Fall 2004 review, the GSC "enthusiastically approved" the proposal.

Dean Downing noted that the Executive Committee discussed the differences in intent between the SEHS Leadership program (which primarily prepares administrators) and the Music Education program (which prepares teacher-educators for Music Education programs, i.e., higher education faculty).

Concern: Is SEHS supportive? Response: Yes. A letter in Appendix A from the department chair Duane Moore is very supportive, and Dean Downing noted that Dean Otto is supportive also.

Concern: Are there any external funding possibilities? Response: It's rare to find such support. Dean Downing added that clarifying the structure by aligning the degree fully with MTD and the College might open avenues to approach funding sources.

CAS rationale: Bringing the Ph.D. in Music Education into the CAS fold is appropriate because the College's vision will undergird it more effectively than SEHS's. It will be the first humanities Ph.D. in the College, fitting in with Vision 2010 (graduate research and Ph.D. in humanities area). It will also support the CAS Performing Arts initiative.

Governance process: Once approved by the Assembly, the proposal goes to the Graduate Council; after Graduate Council approval, it goes to the Senate Steering Committee, which requests reviews from the Budget Review, Planning Review, and Assessment Committees before sending it to the Senate.

Moved to waive the second reading (Jane Eberwein). Supported. Approved unanimously.

4. Informational Items:

General Education: Dean Downing and Associate Deans Piskulich and Moore have held various discussions with the chairs and Susan Awbrey articulating concerns about process, communication, and people's ability to have meaningful input on subcommittee decisions. They will meet next week with Susan Awbrey, Madelyn Kissock (next term's General Education Committee chair), and Dagmar Cronn (current GEC chair) to improve communication and keep the implementation more on track.

Assessment: All programs received letters from the Provost expressing his pleasure/lack thereof on their assessment status: the four levels of comment ranged from completely satisfactory to unacceptable. Some departments were surprised, as they thought they were doing all right and weren't. Associate Deans Piskulich and Moore have been analyzing the situation, and their chart will be posted on the Web. The Assessment Committee made the recommendations to the Provost. Overall, the College did well: only a few programs had major problems. Assessment is being pushed outward, driven externally. The criteria used to evaluate programs' assessment status were:

- having an approved plan (approved by the AC, not just the department)
- submitting reports when due
- responding to recommendations from the AC
- documenting program improvement activities (resulting from assessment results; can be substantiated by departmental discussion of results, possibly program revisions—a curriculum committee report in departmental minutes would suffice)
- involving all faculty—not assigned to one person in department as service

Reminder: The College needs to get copies of reports to the AC and of program reviews sent to UCUI. Some departments have sent copies to the College, other have not. For CAS to help, the dean needs to be “in the loop.”

Concern: Where do external bodies such as North Central Association stand on resource allocations based on quality of assessment? If “making current programs better” were a focus for resources, faculty would support assessment more heartily.

5. Good and Welfare

No items were offered.

6. The meeting was adjourned at 5:40.