

MEMORANDUM

TO: Buddy Lyle
FROM: Patricia R. Koski
DATE: May 6, 2002May 6, 2002
SUBJECT: Items for Faculty Senate Agenda

I have enclosed the following items which are referred to the Faculty Senate for review and action:

1. Approved by the Graduate Council:
Graduate Certificate in Gerontology (approved on 4/18/02)
2. Approved by the Graduate Council:
Graduate Certificate in Advanced Instrumental Performance (approved on 4/18/02)
3. Approved by the Graduate Council Curriculum Committee:
Course listing (approved on 04/18/02).
4. Approved by the Undergraduate Curriculum Committee:
Course listings (approved on 04/09/02).

PRK/mb

cc: Nancy Ellen Talburt
Course files

Enclosures

FORM P-1

CRITICAL ELEMENTS OF PROPOSAL FOR NEW ACADEMIC PROGRAM

1. PROPOSED PROGRAM TITLE

Graduate Certificate in Gerontology

2. CIP CODE REQUESTED

3. CONTACT PERSON

Collis Geren, Vice Provost and Dean of the Graduate School
University of Arkansas, Fayetteville
119 Ozark Hall
Fayetteville, Arkansas 72701
cgeren@uark.edu
(479) 575-7762

4. PROPOSED STARTING DATE

Fall semester, 2002

5. PROGRAM SUMMARY:

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

We are proposing an interdisciplinary graduate certificate program in Gerontology consisting of 18 hours of coursework, described below. The program will bring together faculty from across the university whose teaching and research interests are in gerontology and aging studies. To the extent possible, we will use existing courses for the program, but we will propose the addition of two new courses: GERO 5003, Field Experience in Gerontology, and GERO 5013, Critical Issues in Aging, the final seminar or capstone course. Because faculty will be asked to take on additional duties, the primary costs of the program will be those borne by the faculty. Additional costs will be discussed below.

The nature of a graduate certificate program is to target a need specific to the immediate region for a limited period of time. With the rapid growth in the aging population of Northwest Arkansas, a certificate aimed at those professionals working with this population should be particularly popular. In addition, while not of immediate benefit to

these students, this certificate will serve as a vehicle for bringing faculty together for grant writing and collaborative research. We anticipate that this will ultimately improve the quality of the offerings in this area.

The existing Office for Studies on Aging, in the College of Education and Health Professions, will contribute toward the costs of this program in two ways: a) the director of the Center will also serve as the director of the certificate program; b) the Center will provide a budget for copying, postage, mailing and similar small charges. In addition, the Center (together with the School of Social Work) has received endowment funds from the Schmieding Center to support Research Fellowships for field work at the Center. We will request that certificate students be eligible for these fellowships.

The certificate program will interface with the interdisciplinary Ph.D. program in Public Policy and could serve as a concentration for students in the Ph.D. who hope to pursue careers in policies related to aging and the elderly.

6. NEED FOR THE PROGRAM

Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Currently, faculty across campus offer a variety of courses in gerontology and aging studies, without any coherence or coordination to the offerings. This certificate will bring those courses and those faculty together, provide a focus for their efforts, and engender some cooperative research, teaching, and service activities.

In terms of local needs, as appropriate for a certificate program, a focused program requiring no more than one year to complete should be popular. Please see the needs assessment presented in the Appendices. (The survey instrument is in Appendix A and the results of the survey are in Appendix B). Of particular interest is the response to the question, "What percent of your clientele fall into the 'aging' category?" For clients aged 55-65, the average was 18.94%; for clients aged 65-75, the average was 35.61%; and for clients aged 75 and older, the average was 51.32%. When asked if it was important for agency employees to have some level of knowledge of the aging process or experience with the elderly, 80% responded that it was "very important," and 53.3% of the agencies responding said they would pay more to hire an employee who possessed a Certificate in Gerontology.

7. CURRICULUM OUTLINE

The program will require 18 hours of courses:

1. GERO/HESC 4443, Gerontology [existing course]
2. One course in each of the following categories, from an approved list of courses and with approval of the advisory committee:
 - a. Psychosocial Aspects of Aging
 - b. Physiological/Health Aspects of Aging
 - c. Practice/Policy Aspects of Aging
3. GERO 5003, Field Experience in Gerontology [new course]

4. GERO 5013, Critical Issues in Aging [new course]

The following existing courses can fulfill the requirement of #2, above:

Psychosocial Aspects of Aging:

- CDIS 4273, Communication and Aging
- CNED 699V, Gero-Counseling
- EDFD 5573, Life Span Human Development
- HESC 4423, Adult Development
- RECR 4853, Leisure Behavior
- RECR 560V, Leisure and Aging

Physiological/Health Aspects of Aging:

- HESC 4243, Community Nutrition
- HLSC 6733, Health and the Aging Process

Practice/Policy Aspects of Aging:

- HESC 3823, Human Factors in Interior Design [course number will change to 4823]

During the Fall semester 2001, gerontology faculty worked with faculty in Educational Technology to create a web-based core of information which can be used as pre-requisite material for gerontology-related courses in the Colleges of Agricultural, Food, and Life Sciences (HESC 4443); Arts and Sciences (SWCK 3183); and Education and Health Professions (CDIS 4273). With this common core of basic information, faculty will ensure that they do not cover over-lapping information in their courses.

Identify new courses:

- GERO 5003, Field Experience in Gerontology
- GERO 5013, Critical Issues in Aging, the final seminar or capstone course

State program admission requirements (Certificate):

Students must be admissible to the Graduate School.

8. FACULTY

List the names and credentials of all faculty (including rank for associate degree and above) teaching courses in the proposed program. (For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)

- Ro DiBrezza, Professor, Kinesiology, Ph.D., 1983, Texas Woman's University
- Marjorie Fitch-Hilgenberg, Assistant Professor, Human Environmental Sciences, Ph.D., 1988, University of Wisconsin
- Marie Gentry, Associate Professor, Human Environmental Sciences, Ph.D., 1986, Texas Tech University
- Tim Killian, Assistant Professor, Human Environmental Sciences, Ph.D., 2001, University of Missouri
- Stephen Langsner, Associate Professor, Recreation, Re.D., 1986, Indiana University
- Catherine Roland, Associate Professor, Counselor Education, Ed.D., 1977, University of Cincinnati
- Barbara Shadden, Professor, Communication Disorders, Ph.D., 1979, University of Tennessee
- Lori Turner, Assistant Professor, Health Sciences, Ph.D., 1997, University of Alabama
- Jean Turner, Associate Professor, Human Environmental Sciences, Ph.D., 1989, Texas Tech University

9. DESCRIPTION OF RESOURCES P-1

Present library resources including relevant holdings: The Office for Studies on Aging has received a \$2,000 Baum grant to purchase videos and other instructional media in support of gerontology course work across campus. In addition, the Office received a grant from the university libraries to purchase texts in aging, particularly in areas that would be useful to a diverse group of disciplines. Existing material in a variety of fields will be appropriate for this certificate. The library characterizes current holdings as adequate.

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable): Existing university instructional facilities are sufficient for this program.

10. NEW PROGRAM COSTS

New administrative costs: release time or ½ salary for program director (Note: the Program Director will be the Director of the Office for Studies on Aging.)

Number of new faculty (full-time and part-time) and costs: none; existing faculty will teach additional courses.

New library resources and costs: \$1,000/year

New/renovated facilities and costs: none

New instructional equipment and costs: none

Distance delivery costs (if applicable): none

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.): salary for ½ time administrative assistant; release time for faculty to advise and teach in the program; small maintenance budget for copying, brochures, stationery, etc.

No new costs (Explain)

11. SOURCES OF FUNDING

Reallocation from: academic and graduate deans' budgets (see supporting memoranda)

Tuition and fees

Other: UA Office for Studies on Aging; also possibly the Schmieding Center

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Certificate Program Faculty -> Program Director -> Coordinating Committee ->
Graduate School -> Provost

13. SPECIALIZED REQUIREMENTS

Specialized accreditation requirements for program: None

Licensure/certification requirements for student entry into the field:
None

14. BOARD OF TRUSTEES APPROVAL

Provide the date the Board approved the proposed program

15. SIMILAR PROGRAMS IN ARKANSAS AND IN ADJOINING STATES (BACCALAUREATE AND ABOVE)

Within the state, UALR and Arkansas State University offer similar programs. We have identified other similar programs at the following institutions outside of the state of Arkansas: University of Georgia; University of North Carolina, Greensboro; University of Iowa; University of Kentucky; University of Nebraska, Omaha; Western Michigan University; Eastern Michigan University; Cleveland State University; Portland State University; Wayne State University; University of Kansas; Virginia Commonwealth University; Virginia Tech; Penn State; University of Southern California; Washington State University at Spokane; the University of Alabama, Birmingham; Baylor University, and the University of Washington.

16. DESEGREGATION

**Describe black student recruitment and retention strategies
State the percentage of black students enrolled in institution and
projected percentage in new program.**

Currently, 5.76% of our graduate students, across all programs, are African-American. We will identify and recruit graduate students of color for this program as part of our larger efforts to increase minority enrollment on campus.

ADHE STAFF MAY REQUEST ADDITIONAL INFORMATION

GRADUATE CERTIFICATE

IN ADVANCED INSTRUMENTAL PERFORMANCE

Duration: One Year, two semesters

Prerequisite: Masters Degree or equivalent professional degree

Emphasis: Advanced study in instrumental performance (including the piano)

Prerequisites to Certificate: To enter this program, students must be admitted by the graduate school and should apply to the Director of Graduate Studies in Music for the specific instrument in which they are interested.

The Department Chair and the Director of Graduate Studies in Music, in consultation with the faculty of the specific area, determine acceptance, provisional acceptance contingent on the making up of specific deficiencies, or rejection of the student for admission to the program in the specific area of concentration.

Requirements for the Post Graduate Certificate: In addition to the general requirements of the Graduate School the following must be met:

1. All students seeking admission to the program for the Graduate Certificate must show evidence of outstanding performance aptitude and proficiency, and demonstrate clear potential for a career as a professional musician.
2. All applicants must present an audition with advanced repertoire encompassing four different style periods and not lasting less than thirty minutes.
3. All applicants must display proficiency in Music theory and history at the MM level or equivalent through transcripts or an entry examination.
4. At the end of the program the student must present a full length recital (ca. 70 min.).

The programs of study are listed below. All course selections to be subject to approval of the graduate adviser in consultation with applied teacher.

Post Graduate Certificate in Performance, Applied Instrument: 16 hours

I. APPLIED MUSIC - 10 hours:

- 1) MUAP 5104/5 for 2 semesters, total 9
- 2) MUAP 5201 (solo recital) 1

II. ELECTIVES – 6 hours

To be selected from music courses at the 4000-6000 level with the consent of the adviser. Possible areas of study include composition, conducting, chamber music, music theory, and music history.

FORM P-1

CRITICAL ELEMENTS OF PROPOSAL FOR NEW ACADEMIC PROGRAM

1. PROPOSED PROGRAM TITLE

GRADUATE CERTIFICATE IN ADVANCED INSTRUMENTAL PERFORMANCE

2. CIP CODE REQUESTED

3. CONTACT PERSON

Dr. Collis R. Geren
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Dr. Patricia R. Koski
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Stephen G. Gates, D.M.A.
Professor and Chair
Music Department
University of Arkansas
Phone: (479) 575-4701
FAX: (479) 575-5409
sgates@uark.edu

4. PROPOSED STARTING DATE

Fall 2002

5. PROGRAM SUMMARY:

The Graduate Certificate in Advanced Instrumental Performance will be a performance-intensive program for students who already possess the M.M. or its equivalent. It is designed for all applied instruments including the piano. It is intended for the serious, advanced performer who already possesses a graduate degree in music and wants to continue his/her intensive instrumental studies, but does not want to enter a doctoral program where the emphasis is on academic coursework and a written dissertation.

Over the course of its one year (two semester) duration, students will be required to present one full-length solo recital. The largest number of course hours in the program will be concentrated in private instrumental lessons in which the student will rigorously train and prepare for the performance.

The existing instrumental faculty will handle the focal points of the program – the private lessons and supervision and grading of the recital. Students will also be required to take three hours per semester (for a total of six hours over the course of the program) of other graduate level classes in music. To fulfill this requirement students may choose from any of the currently offered graduate courses in composition, conducting, chamber music, music theory, music history, piano literature and piano pedagogy.

This program can be implemented without any significant new costs. Since serious music students regularly purchase their own scores, no new library purchases will be necessary.

Many different branches of the music department will benefit from the implementation of this program. For example: highly skilled piano students will serve as much-needed accompanists for other instrumentalists and for singers in the opera program. Each student in the program will play a full recital to which other music students can come and gain exposure to repertoire and inspiration from peer accomplishment. Students in this program will make the music department a livelier place, filling its practice rooms and halls with dedicated, serious musicians who will interact with and enthuse students in all degree programs.

6. NEED FOR THE PROGRAM

No institution in Arkansas currently offers a postgraduate program in advanced instrumental performance. The program's stringent admission requirements ensure that its students will be of a high caliber. Some of these students, having traveled to and spent a year in Fayetteville learning and meeting members of the arts community here, may choose to stay in Arkansas and teach in its various universities, community colleges, and schools, thereby enriching the cultural life of the state. Without an advanced performance degree such as the one proposed here, exceptional students cannot be drawn to the area at a point near enough to the end of their studies to begin to think about staying on a more permanent basis.

Jobs for these students exist throughout Arkansas – at its institutions of higher learning and community music studios, as well as in various cities that could use an excellent private teacher for elementary and high school students. Jobs exist for staff accompanists at such educational institutions as well. While some students will likely continue to teaching jobs, others will likely continue to a performance career of some sort, giving concerts throughout the region, nation, or even world, bringing name recognition to the University of Arkansas and ultimately attracting even more future students.

7. CURRICULUM OUTLINE

There are no new courses.

Areas of Concentration for the Graduate Certificate in Advanced Instrumental Performance: The Graduate Certificate in Advanced Instrumental Performance will be a performance-intensive program for students who already possess the M.A. or its equivalent. It is designed for all applied instruments including the piano. It is intended for the serious, advanced performer who already possesses a graduate degree in music and wants to continue his/her intensive instrumental studies, but does not want to enter a doctoral program where the emphasis is on academic coursework and a written dissertation.

Prerequisites to the Graduate Certificate in Advanced Instrumental Performance:

To enter this program, students must be admitted by the graduate school and should apply to the Director of Graduate Studies in Music for the specific instrument in which they are interested. The Department Chair and the Director of Graduate Studies in Music, in consultation with the faculty of the specific area, determine acceptance, provisional acceptance contingent on the making up of specific deficiencies, or rejection of the student for admission to the program in the specific area of concentration.

Requirements for the Graduate Certificate in Advanced Instrumental Performance:

In addition to the general requirements of the Graduate School the following must be met:

1. All students seeking admission to the program for the Graduate Certificate must show evidence of outstanding performance aptitude and proficiency, and demonstrate clear potential for a career as a professional musician.

2. All applicants must present an audition with advanced repertoire encompassing four different style periods and not lasting less than thirty minutes.
3. All applicants must display proficiency in Music theory and history at the MM level or equivalent through transcripts or an entry examination.
4. At the end of the program the student must present a full length recital (ca. 70 min.).

The programs of study are listed below. All course selections to be subject to approval of the graduate adviser in consultation with applied teacher.

	Hours
Graduate Certificate in Advanced Instrumental Performance (including piano)	16
I. APPLIED MUSIC	10
1) MUAP 5104/5 for 2 semesters, total 9	
2) MUAP 5201 (solo recital) 1	
II. ELECTIVES	6

To be selected from music courses at the 4000-6000 level with the consent of the advisor. Possible areas of study include composition, conducting, chamber music, music theory, and music history.

8. FACULTY

Stephen Gates, Cello , Chair

Bachelor of Arts - Harvard College
 Master of Music - Yale School of Music
 Doctor ate of Musical Arts - University of Texas

Ronda Mains, Flute, Associate Chair

Bachelor of Music - Boise State University
 Master of Music - Boise State University
 Doctorate of Music - University of Oregon

Jura Margulis, Piano

Bachelor of Arts - Musikhochschule Freiburg, Germany
 Master of Music- Musikhochschule Freiburg, Germany
 Artist Diploma - Peabody Conservatory, Baltimore
 Graduate Performance Diploma - Peabody Conservatory

Nophachai Cholthitchanta, Clarinet

Bachelor of Arts - Chulalongkorn University, Thailand
 Master of Music - University of Northern Colorado
 Performer Diploma - Indiana University
 Professional Diploma - Hong Kong Academy for Performing Arts

Theresa Delaplain, Oboe

Doctor of Musical Arts in Oboe Performance - University of Cincinnati
Master of Music in Oboe Performance - Bowling Green State University
Bachelor of Music in Oboe Performance - University of Michigan

Timothy Thompson, Horn

Bachelor of Music - University of North Carolina
Master of Music - University of Wisconsin
Doctor of Musical Arts - University of Wisconsin

James Greeson, Guitar, Double Bass

Bachelor of Arts - University of Utah
Master of Music - University of Utah
Doctorate of Musical Arts - University of Wisconsin

Rico McNeela, Viola, Violin

Bachelor of Music - University of Michigan
Master of Music - University of Michigan

Carolyn Hickson, Piano

Bachelor of Music - University of Arkansas
Master of Music - University of Arkansas

Stanley Morris, Saxophone

Bachelor of Science in Education - University of Arkansas
Master of Fine Arts - University of Georgia

Richard Ramey, Bassoon

Bachelor of Arts
Master of Music

Gerald Sloan, Trombone

Bachelor of Music - Arkansas Tech University
Master of Music - Northwestern University

Wiff Rudd, Trumpet

Bachelor of Arts - Baylor University
Master of Music - University of Northern Colorado

9. DESCRIPTION OF RESOURCES P-1

The music department occupies its own building on the Fayetteville campus. It possesses a concert hall with two Steinway D grand pianos, two piano teaching studios with Steinway B

grand pianos, instrumental faculty studios with keyboard instruments of excellent quality, and numerous practice rooms with upright and grand pianos.

The library currently possesses a solid collection of instrumental literature, LPs and some CDs, as well as music reference books.

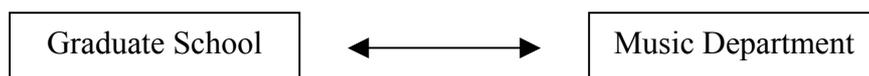
10. NEW PROGRAM COSTS

The proposed program will require no additional administrative costs, no new faculty, no new or renovated facilities, and no new instructional or instrumental equipment. It eventually will require funding for new graduate assistantships.

11. SOURCES OF FUNDING

Tuition
Graduate Assistantships
Graduate School
Music Department

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM



13. SPECIALIZED REQUIREMENTS

14. BOARD OF TRUSTEES APPROVAL

15. SIMILAR PROGRAMS IN ARKANSAS AND IN ADJOINING STATES (BACCALAUREATE AND ABOVE)

No commensurate program currently exists in the state. The Graduate Certificate however is a regular institution of the graduate school.

16. DESEGREGATION

The music department will participate in the graduate school's efforts to increase enrollment of under-represented groups.

ADHE STAFF MAY REQUEST ADDITIONAL INFORMATION