

**THE UNIVERSITY OF TEXAS AT SAN ANTONIO
DOCUMENTS AND PROCEEDINGS OF THE GRADUATE COUNCIL
ACTION MINUTES
ORDER OF BUSINESS**

May 3, 2005

John Peace Library 4.03.08

3:30 p.m.

Present: Ted Skekel, James Dykes, Dorothy Flannagan, Stuart Birnbaum, Adria Bodour, Youn-Min Chou, John Warren, Blanche Desjean-Perrota, Kolleen Guy, Jack Himelblau, Daniel Hogenauer, Fred Hudson, Eugene John, Palani-Rajan Kadapakkam, Kasandra Keeling, Michael Kelly, Laura Levi, Tina Lowrey, Mary McGehee, Bill Mullen, Alan Shoho, Judith Sobre, Raydel Tullous, Weining Zhang, Teressa Skeete, Kent Wilkinson

Absent: Stephen Amberg, Stephen Brown, Thomas Bylander, Paul Cotae, Mathew Gdovin, Larry Golden, James Groff, Neal Guentzel, Hai-Chao Han, Hyunsoo Han, Michael Karcher, Don Lien, Randall Manteufel, Neil Maurer (Ken Little), John McCarrey, Cynthia McCluskey, Francine Romero, Howard Smith, Jon Thompson, Armando Trujillo, Esther Wheeler, Raj Wilson, Mary Zey, Robert Ayoub, Shawn Crawford, Sandra Guerrero, Jamal Rhadbane, Sam Slocum, Lorraine Trevino.

Excused: Rosalind Horowitz, Stephen Brown, Mark Allen, Juanita Firestone, Lila Flory-Truett

Visitors: Gene Dowdy, Chair Department of Music
Diana G. Allan, Advisor Voice Performance
John Silantien, Advisor Choral Conducting

I. Call to order and taking of attendance.

The May 3, 2005 meeting of the Graduate Council was called to order at 3:36 pm.

II. Approval of Minutes (Ted Skekel)

Corrected versions of April 5, 2005 Attachments C and D were distributed at the meeting. As corrected, the Minutes of the April 5, 2005 meeting of the Graduate Council were approved.

III. Reports

A. Council Chair (Ted Skekel)

Dr. Ted Skekel reported that the one-year follow-ups to the program reviews performed last year are being scheduled and should be completed

by the end of June. The results will be reported at the September 2005 meeting of the Graduate Council.

Dr. Skekel noted that he wanted to help the student representatives to the 2005/2006 Graduate Council become more actively involved. He estimated that half of their one-year term is spent learning how the Graduate Council works. He asked for suggestions, including avoiding student committee assignments that might place them in an uncomfortable situation. He proposed having an orientation for new members of the Graduate Council (faculty and students) right after school starts next Fall.

Dr. Skekel reminded the Council that at least three members of each Graduate Council committee must be members of the Council. He asked for volunteers to serve on the Graduate Council committees next year and asked for recommendations of other faculty with the knowledge and commitment to actively serve. In response to a question by Dr. Tina Lowrey about the terms of committee membership, Dr. Michael Kelly explained that the members serve two-year, staggered terms; which may or may not coincide with their two-year terms on the Graduate Council. Dr. Dan Hogenaur suggested that the Chair of a committee (who must also be a member of the Graduate Council) should have previously served on the Committee for at least one year. Dr. Skekel agreed and suggested that two previous years might be preferable.

B. Dean of Graduate School (Dorothy Flannagan)

Dean Dorothy Flannagan provided updates on the status of programs. The MS and PhD in Physics programs were approved by the Coordinating Board for Fall 2005 implementation. The PhD in Applied Statistics / Demography proposal will be reviewed by the Board of Regents at its May meeting.

Dean Flannagan also informed the Council that President Romo had allocated \$25,000 to fund \$5,000 Presidential Dissertation Fellowships starting next Fall. They will be awarded to students registered for Dissertation hours and will be on top of any other monetary awards.

Information is available at the Graduate School website:

[www.utsa.edu/graduate/forms/forms-doc/
RESIDENTIAL%20DISSERTATION%20FELLOWSHIPS.doc](http://www.utsa.edu/graduate/forms/forms-doc/RESIDENTIAL%20DISSERTATION%20FELLOWSHIPS.doc)

Dean Flannagan also informed the Council that she is working with the doctoral program Chairs on meeting the accountability requirements of the Coordinating Board and Board of Regents. She supplied the Chairs with a modified version of the report form used by UT Dallas to track the progress of their doctoral students. Each doctoral program at UTSA will need to report the progress of their students (using that or a similar form) to the Graduate School by August 1st. Dean Flannagan anticipates that the Coordinating Board will want more detailed information about our

doctoral students and will also want progress reports on our master's students.

Dr. Skekel reminded the Graduate Council that he and Dean Flannagan had sent a letter informing the UTSA community of the change to a single thesis deadline. He offered to make an electronic version available to anyone needing it. In response to a question by Dr. Alan Shoho, Dean Flannagan said that Olga Mata would send out the new deadline for Fall in about a month.

IV. Secretary (Jim Dykes)

Dr. Jim Dykes noted that an election is being held to elect the representatives for the recently approved MS in Physics and PhD in Physics programs. The summary 2004/2005 Minutes for the Graduate Council will be distributed in June and will include the results of those elections. The proposed change in the Bylaws to streamline membership on the Graduate Council was distributed at the meeting (Attachment A). In order to allow the 30 day waiting period prior to a vote to change the Bylaws, the vote will be held electronically using Survey Monkey. The deadline will be Friday June 17th (the Friday of the second week of the first Summer term). The results will be posted in the summary Minutes

V. Committee on Graduate Programs and Courses (Fred Hudson)

Dr. Ted Skekel noted that three guests were present to provide information pertinent to the Doctor of Musical Arts proposal: Drs. Gene Dowdy, Diana G. Allan, and John Silantien. The Graduate Council unanimously approved these invited visitors to attend and answer any questions about their proposal.

Dr. Fred Hudson distributed the executive summary of the Doctor of Musical Arts in Performance and Pedagogy, Choral Conducting proposal (Attachment B) and delivered a PowerPoint presentation of the executive summary as his committee's recommendation. He explained that the goal of the program is to integrate three areas (choral conducting, vocal pedagogy, and voice science) while developing four specific skills. The first (advanced musical skills) will be developed in an 11-hour Music Core and a 19-hour Conducting Core that build on skills learned in the master's degree of music. The second (solo voice) will be developed in 9 hours of vocal pedagogy. The third (knowledge and evaluation of current choral singing research) will be developed in 9 hours of choral pedagogy seminars. The fourth (advanced research skills in choral singing) will be developed in a 6-hour Research Core and 6 hours of dissertation. He noted that the hybrid nature of the program and the skills developed will attract a wide variety of students who will be employed as conductors at all levels of musical education (K-12 and University) as well as professional symphony, community, and church choruses and choirs.

Dr. Weining Zhang asked about the uniqueness of the proposed program. Dr. Allan explained that the numbers of required hours in voice, pedagogy, and lab-

based research are unique, but meet current demands. Dr. Dowdy added that the integration with voice science is also unique. In response to a question by Dr. Zhang about the necessity of the MA, Drs. Allan and Dowdy explained that the students benefited from work experience as conductors and researchers.

Dr. Palani-Rajan Kadapakkam asked about student enrollments. Dr. Allan expects that initially 4 full-time and 3 part-time students will enroll, with some of the part-time students conducting. She also expects that an additional 2-3 full-time and 3-5 part-time students will enroll each year of the first five years of the program. Dr. Dowdy reported that there are published data for similar doctoral degrees awarded by four public, Texas institutions in 2003- 2004: Texas Tech (6), University of Houston (6), North Texas (11), and UT Austin (5). Drs. Allan and Dowdy also noted that the new nature of vocal pedagogy and the collaboration with the UTHSCSA will really attract a number of good students. In response to a question by Dr. Eugene John about the DMA and PhD degrees, Dr. Dowdy explained that the DMA is common for programs focusing on performance and that it would qualify the student to become University faculty. Dr. Kent Wilkinson asked about the distribution of course work between the UTSA and the UTHSCSA. Dr. Allan answered that most of the course work would be at UTSA (with some UTHSCSA faculty teaching at UTSA), but that some UTSA students would go to the UTHSCSA.

The discussion moved to resources. Answering a question by Dr. Tina Lowrey about the need for new faculty, Dr. Dowdy explained that the Department is currently conducting hiring searches for two new faculty: one in choral conducting and one in voice science. They have also received an endowed faculty position. Dr. Silantien added that there has been international interest in their advertised positions. Dr. Bill Mullen asked about fellowships and teaching assistantships. Dr. Allan reported that teaching assistantships and stipends would be provided by the Provost. Dr. Stuart Birnbaum asked about resources needed for labs and about funding sources. Dr. Allan explained that Dean Gelo had provided \$10,000 for the purchase of equipment for a speech lab this Summer. She further explained that they are seeking additional funding from grants, NIH, private sources, and the UTHSCSA sources.

With regard to curriculum, Dr. Birnbaum asked about the dissertation. Dr. Allan reported that it would include two parts: a performance and a scholarly paper. Dr. Alan Shoho asked about the nature of the research and the required number of hours. Dr. Allan explained that the research will include both qualitative and quantitative analyses and that, in addition to the 6-hour Research Core, there are 9 hours of pedagogy and 6 hours of dissertation. In response to a question by Dr. Zhang, Dr. Allan noted that there are a total of 60 hours of required course work past the MA. Dr. Birnbaum asked about the need for new courses. Dr. Allan indicated that many courses will be offered to both MA and DMA students. Dr. Birnbaum asked what would happen if the student had already taken a required DMA course as a Master's student and whether there would be any courses just

for DMA students. Dr. Dowdy explained that private instruction courses can be repeated for credit. Dean Flannagan noted that there were enough options to preclude any problem with overlapping requirements at the MA and DMA levels. She further noted that designation of courses for DMA students would be negotiated with Dean Gelo. In response to a question by Dr. Skekel about deficiencies from the MA, Dr. Allan informed the Graduate Council that there would be an entrance exam to demonstrate proficiency. If it was necessary to overcome a deficiency, then the student would need to take more than the 60 hours.

Dr. Skekel called the vote. The Doctor of Musical Arts in Performance and Pedagogy, Choral Conducting proposal was unanimously approved.

VI. Committee on Academic Policy and Requirements (Stephen Brown)

No report.

VII. Membership Committee (Jon Thompson)

No report.

VIII. Committee on Graduate Program Evaluation

No report.

IX. Unfinished Business

None.

X. New Business

None.

VI. Adjournment

The meeting was adjourned at 4:30 pm.

Attachment A

ARTICLE III

MEMBERSHIP ON THE GRADUATE COUNCIL

1. The Graduate Council shall be composed as follows:
 - a. A Member shall be elected from the Members of each Graduate Program Committee for each graduate program having ten percent (or fraction thereof) of the total University graduate enrollment. One additional Member for each additional ten percent (or fraction thereof) of the total University graduate enrollment registered in a program shall be elected by the Members of the Graduate Faculty of the programs' Graduate Program Committee. Deans, Associate and Assistant Deans and Department Chairs are not eligible to be members of the Graduate Council.
 - b. The Dean of the Graduate School shall be an Ex Officio Member without vote. Other Ex Officio Members may be appointed by the Council.
 - c. At least one graduate student with vote from each College shall be elected by the Members of the Graduate Faculty of that College. Colleges with both doctoral and masters programs may choose to elect a second member so that students from both the masters and doctoral programs are represented.
2. **Terms of Office**
 The term of office of elected members of the Graduate Council shall be two years and shall begin on September 1. Student members shall serve one-year terms. Any vacated positions shall be filled for the remainder of the term by conducting an election by the appropriate Graduate Faculty. The meaning of "vacated position" includes a member of the Council on leave of absence.

Changed to:

1. The Graduate Council shall be composed as follows:
 - a. A Member of the Graduate Faculty in each Department with at least one graduate program shall be elected to represent the graduate program(s) in that Department and any graduate program jointly offered by the Department. Deans, Associate and Assistant Deans, and Department Chairs are not eligible to be members of the Graduate Council.
 - b. The Dean of the Graduate School shall be an Ex Officio Member without vote. Other Ex Officio Members may be appointed by the Council.

- c. A graduate student with vote from each College shall be elected by the Members of the Graduate Faculty of that College

2. Terms of Office

Following a transition period required to implement a change in these Bylaws, the term of office of elected members of the Graduate Council shall be two years and shall begin on September 1. Student members shall serve one-year terms. Any vacated positions shall be filled for the remainder of the term by conducting an election by the appropriate Graduate Faculty. The meaning of "vacated position" includes a member of the Council on leave of absence.

Attachment B

Doctor of Musical Arts in Performance and Pedagogy, Choral Conducting Executive Summary

The primary educational objective of the D.M.A. in Performance and Pedagogy, Choral Conducting is to prepare a new generation of scholar conductors, ones who will fully integrate the areas of choral conducting, and vocal pedagogy, and voice science— topics that are often taught as disparate elements in other programs. By formally integrating these studies, choral conductors will not only be equipped with advanced theoretical and historical knowledge of music, style, and the ability to conduct skillfully, but will also be able to inform this advanced knowledge and skill with the ability to discern acoustically and functionally how the solo voices may be instructed to accomplish the desired choral sound.

Specific educational objectives include the development of:

Advanced musical skills

This objective is met through the successful completion of the 11-hour Music Core and the rigorous 19-hour Conducting Core.

Entering students will possess a master's degree in music and will demonstrate a theoretical and historical foundation of music. The Music Core will build on this foundation by providing advanced work in conducting, voice, theory, and corporate musical performance.

A broad understanding of the function of the solo voice with special attention given to the effects on function when singing in a choir

This objective is met by the successful completion of the 9-hour Vocal Pedagogy Component.

Because healthy vocal function is at the center of any artistic singing endeavor, it is vital for all conductors to have an intimate knowledge of the anatomy and function of the singing voice. Special attention is given to integrating the study of solo vocal pedagogy with the study of how the solo voice functions in a choral setting. This will include research in the field of general acoustics and the acoustics of the singing voice. Through work in the vocal arts research lab, students will study lab-based instructional techniques that will be used in basic research and research with direct educational application.

Familiarity with current research in choral singing, along with keen critical skills in evaluating this literature

This objective is met through the completion of 9 hours of the Seminar in Choral Pedagogy; rotating topics will focus on related areas of research each semester.

There are many topics that affect the choral conductor on a daily basis that are often not addressed in a traditional choral conducting degree. Students need to be familiar with the current literature of the field and to develop critical skills in evaluating related research.

Topics will include, but will not be limited to the study of voices of all ages—children’s, changing voices, pre-adult, and the aging voice, vocal health, the pathological voice, the psychology of music, the philosophy of music education, and an overview of current choral/vocal research.

Advanced research skills in the study of choral singing

This objective is met by completion of a 6-hour Research Core and the Dissertation (6 hours).

Current research investigating singing behavior is similar to much of the research done in the behavioral sciences. Students will study research design and statistical analysis. Through the use of a vocal arts research lab, our graduates will acquire skills that will enable them to postulate and answer questions that have yet to be addressed in the literature of the field.

As science and medicine have been revolutionizing sports training and competition, educating choral musicians to use similar methods will revolutionize the training of artists whose body is also their instrument. Graduates of this D.M.A. program will be among a new generation of choral conductors who will be equipped with advanced knowledge of vocal function and the most current research in the field—research that they and many of their fellow UTSA candidates will have conducted in collaboration with UTSA and UTHSCSA faculty.

Because of its hybrid nature, a wide variety of students—those holding degrees in music education, choral conducting, vocal performance, and vocal pedagogy—will be attracted to this program. Although this is an emerging field, there are positions currently open for these uniquely qualified individuals.

Graduates of the D.M.A. in Performance and Pedagogy, Choral Conducting will be employed as conductors at every level of music education—public and private, K-12 and university. Graduates will also be in demand for conducting positions with professional symphony choruses, church choirs, and community choruses.