

## CHANGE DOCTORAL DEGREE PROGRAM FORM

### GENERAL INFORMATION

College:	<u>Fine Arts</u>	Department:	<u>Music</u>
Current Major Name:	<u>Music Education</u>	Proposed Major Name:	<u>Music Education</u>
Current Degree Title:	<u>PhD</u>	Proposed Degree Title:	<u>same</u>
Current Formal Option(s):	<u>na</u>	Proposed Formal Option(s):	<u>na</u>
Current Specialty Fields w/in Formal Option:	<u>na</u>	Proposed Specialty Fields w/in Formal Option:	<u>na</u>
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :		<u>October 22, 2014</u>	
Bulletin (yr & pgs):	<u>Year 2013 Part B P.278-279</u>	CIP Code <sup>1</sup> :	<u>50.0902</u>
Today's Date:		<u>October 31, 2014</u>	
Accrediting agency (if applicable):	<u>na</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.		OR <input type="checkbox"/> Specific Date <sup>2</sup> : _____
Dept Contact Person:	<u>David Sogin</u>	Phone:	<u>859 257-1038</u>
Email:		<u>sogin@uky.edu</u>	

### CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed:	<u>9</u>	<u>9</u>
<i>(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)</i>		
2. Residence requirement:	<u>Minimum one year before and after Qualifying Exam</u>	<u>Same</u>
<i>(Minimum of one year before and after Qualifying Exams.)</i>		
3. Language(s) and/or skill(s) required:	<u>Computer competency &amp; statistics</u>	<u>Same</u>
4. Provisions for monitoring progress and termination criteria:	<u>2 C's in course grade</u>	<u>Same</u>
5. Total credit hours required:	<u>36</u>	<u>Same</u>
6. Required courses:	<u>See attached course chart</u>	<u>See attached course chart</u>
7. Required distribution of courses within program:	<u>See attached course chart</u>	<u>See attached course chart</u>
8. Minor area or courses outside program required:	<u>na</u>	<u>na</u>
9. Distribution of courses levels required (400G-500/600-700):	<u>No requirement</u>	<u>No requirement</u>
10. Qualifying examination	<u>Written Exam and Oral Exam</u>	<u>Research Papers and Oral Exam</u>

<sup>1</sup> Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

<sup>2</sup> Programs are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

## CHANGE DOCTORAL DEGREE PROGRAM FORM

requirements:		
11. Explain whether the proposed changes to the program (as described in numbers 1 through 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u>		
Some courses may be taken from existing courses at the College of Education. However they are mainly elective in nature. Different content will be recommended to individual students according to their research interests.		
12. Other requirements not covered above:		
A Music Therapy emphasis will be added to the Music Education major, please see curriculum chart. The two emphases have parallel program requirements but differ in some required courses. Students can choose only one emphasis, either music education or music therapy. <u>The effort to secure funding for an additional faculty member for the Music Therapy track is underway. This track will not be offered until a new faculty member is on board.</u>		
13. What is the rationale for the proposed changes? If the rationale involves accreditation requirements, please include specific references to those requirements.		
<u>The knowledge in the field of Music Education has changed significantly over the recent decades, with most changes in the use of technology, research-based instruction, and focus on career development. The new program will bring the content of the curriculum up-to-date in preparing our students for their career of professional music educators. Our current Masters of Music degree already includes a major choice of both Music Education and Music Therapy. There is great demand in the market for the doctoral program in the field of music therapy. The University of Kentucky is currently the only institution offering a graduate degree in Music Therapy in Kentucky. Adding the doctoral curriculum will bring UK to the forefront of training music therapists in the region. The study of Music Therapy has been receiving strong support from UK Medical Center and serves an important role in the UK HealthCare. To add a doctoral level requires only one additional faculty member, as per the guidelines of the American Music Therapy Association, our current accreditation organization. <u>Financial provision for this new faculty has been initiated and expected to receive favorable support.</u> Furthermore, the new offering will bring in additional students and thus new revenues to the University of Kentucky as well as enhancing the service to the UK Healthcare. At the current time, prospective students who wish to pursue a doctoral degree in Music Therapy have to go to another higher institution.</u>		

**CHANGE DOCTORAL DEGREE PROGRAM FORM**

**Signature Routing Log**

**General Information:**

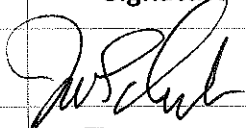
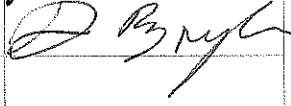
Proposal Name: Music Education PhD Program Change

Proposal Contact Person Name: David Sogin Phone: 7-1038 Email: sogin@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
School of Music	10/3/14	John Scheib / 7-4900 / john.scheib@uky.edu	
College of Fine Arts	11/21/14	Anna Brzyski / 7-2291 / anna.brzyski@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>3</sup>
Undergraduate Council			
Graduate Council		<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>3</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



College of Fine Arts  
Office of the Dean 202  
Fine Arts Building  
Lexington, KY 40506-0022

*administration* 859 257-1707  
*student affairs* 859 257-1709  
*integrated business unit* 859 257-8182  
*fax* 859 323-1050

<http://finearts.uky.edu>

February 3, 2015

Sheila Brothers  
Staff Representative to the Board of Trustees  
Office of the Senate Council  
203E Main Building

Dear Ms. Brothers:

Although I am philosophically in strong support of the School of Music's proposal for a program change (Ph.D. -- Music Education Concentration, Music Education or Music Therapy), the College of Fine Arts is unable to fund a new tenure track line at this time. In fact, it is my understanding from the Director of the School of Music that a new tenure track line in Music Education is actually not the number one priority, but a viola position.

Concerning the language in the attached proposal: "Financial provision for this new faculty has been initiated and expected to receive favorable support," this statement is accurate. I do support the program change and I would be delighted if the Provost Budget Office could fund a new position dedicated to Music Therapy.

I look forward to working with the School of Music as they shape their hiring priorities and also to discussing such opportunities with the new Provost.

Sincerely,

A handwritten signature in blue ink, appearing to be "Michael S. Tick". The signature is written in a cursive style and is positioned above the typed name.

Michael S. Tick, Ph.D.  
Dean,

- c: Dr. John Scheib, Director, School of Music  
Dr. David Sogin, Director of Graduate Studies, School of Music  
Lisa Wilson, Associate Provost for Finance and Operations  
Rachel Copeland, CFA CFO/Assistant Dean

seeblue.

An Equal Opportunity University

## PROPOSAL FOR PH.D PROGRAM CHANGE

### PhD in Music

#### Music Education Concentration

The current PhD in Music has been in existence for over thirty years. The concentration in Music Education must be updated to match new knowledge in the field, such as in the areas of scientific research methodology, use of technology, understanding of human behavior, musical cognition, and higher education. An emphasis for Music Therapy was added to the MM-Music Education degree in the fall of 2012. This curriculum has generated a large enrollment and there is an urgent demand for doctoral studies in Music Therapy. This proposal requests approval for an updated curriculum at the PhD level for music education studies, and to provide a new emphasis in music therapy at the doctoral level. The effort to secure funding for an additional faculty member for the Music Therapy track is underway. This track will not be offered until a new faculty member is on board.

This proposal is a result of collaboration among the music education and music therapy faculty, with input from recent PhD graduates, and guided by a national study titled “Doctoral Programs in Music education: A Continued Examination of Degrees, Curricula and Qualifying Examinations”, by Joanne Rutkowski, Peter Webster, and Jason Gossett (2012). In addition, we examined the offerings of several universities with the reputation of having good PhD programs. The list includes Florida State U, Penn State U, U of Iowa, U of Kansas, U of Miami, and U of Missouri-Kansas City. We lean heavily on the examples from the Florida State University and Penn State University because of the success of their graduates in the field of music therapy and music education respectively. These materials are included in the Supplement. Finally, we are mindful that our proposed PhD meets the UK Graduate School requirements as well as satisfying the mandates by National Association for School of Music (NASM) and the American Music Therapy Association.

## Description of the Program for the Graduate Bulletin

PH.D in MUSIC  
 Music Education Concentration  
 Music Education OR Music Therapy Emphasis

ADMISSION

- 3-5 years of clinical experience for Music Therapy track
- 3 years of music teaching experience for Music Education track
- Interview
- Writing sample of scholarly work or essay
- “Purpose and Philosophy” statement
- Video of teaching or music therapy clinical work and musical skills
- Masters degree or MT- Board Certified
- Entrance Exam—Music Therapy and Music Education (In use currently)
- Diagnostic Exam—Music Theory and Music History
- Transfer of 9 hours—Subject to Graduate School approval
- Decision for admission is based on approval by MEMT Faculty

CURRICULUMCourses (\*Proposed new course)

Courses will be offered as scheduling permits. Students can take courses from several components simultaneously. Some courses have pre-requisites. Consult with your advisor.

## 1. Research component (12-15 hours)

- |         |  |
|---------|--|
| MUS 600 | Research I (Pre-requisite if not already taken)  |
| MUS 705 | Research II                                      |
| MUS 706 | Music Learning and Behavior                      |
| MUS 766 | Qualitative Research Method (required for ME)    |
| MUS 760 | *Research III, Cap Stone (new) (required for MT) |
| EPE --- | Statistics class in lieu of Language             |

## 2. Music in Higher Education (6-9 hours)

- |            |   |
|------------|---|
| MUS 762    | Music in Higher Education                                   |
| MUS 633    | Graduate Clinical Placement (MT only, if not already taken) |
| MUS 648    | *Music Software Technology (new)                            |
| Electives: |   |

- Graduate Certificate (optional)
- GS Preparing Future Faculty
- GS Practicum in College

## 3. Foundations (9-12 hours)

MUS 601	Foundations (ME only, Pre-requisite if not taken at MM)
MUS 770	Psychology of Music (Pre-requisite: completion of Research I)
MUS 731	*Music Perception and Cognition (new)
MUS 707	Tests and Measurements in Music
Electives:	
MUS 766	Seminar in ME: Current Trends in Music Education
MUS 766	Seminar in ME: Sociology of Music Education
MUS 730	Independent work in Music Therapy
MUS 732	Seminar: Topics in Music Therapy

## 4. Musical Arts (3-6 hours)

MUS 693	World Music for Teachers
Electives:	Various topics (Popular Music, Orff, Dalcroze, Ensembles, World Music, Theory, Composition, Music History and Literature, Class Guitar, Class Voice, Applied Lessons)

## 5. Professional Practice (6-9 hours)

MUS 664	Music & special Learners
Electives:	
MUS ---	Advanced Pedagogy (String, Instrumental, Vocal, etc.)(for ME) Experiential Education (Social Work, Marriage & Family, Public Health, Rehabilitation Science) Non-music electives as appropriate for clinical practice in music therapy

QUALIFYING EXAMWritten

Three projects:

1. A prospectus for the dissertation (3 chapters)
2. Presentation of research at a professional conference
3. Paper submittable to a journal

Oral (2 hours)

Minimum 4 members

Three members from MEMT and one outside music

DISSERTATION

Original Research Project and Report

Defense: Oral Exam (2 hours or more)

## COMPARISON OF THE CURRENT CURRICULUM TO THE PROPOSED REVISION

<b>Current</b>	<b>Proposed</b>
PhD in Music	PhD in Music
Music Education Concentration	Music Education Concentration
Emphasis in Music Education	Emphasis in Music Education or Music Therapy
Admission Entrance Exam GRE required	Admission Entrance Exam and Diagnostic Exam GRE optional
<b>Courses [credit hours]</b>	
* Music Education emphasis, ** Music Therapy emphasis All courses are MUS xxx unless given otherwise; <i>Courses in italics may be completed at the Master's level</i>	
<b>Research Component [6]</b> <i>Research I (600)</i> <i>Research Methods (618)</i> Statistics	<b>Research Component [12-15]</b> <i>Research I &amp; II (600, 705)</i> Music Learning and Behavior (706) Statistics Research III**(760 new) Qualitative Research Method (766)*
<b>Music in Higher Education Component [3]</b> Music in Higher Ed (762)	<b>Music in Higher Education Component [6-9]</b> Music in Higher Ed (762) <i>Graduate Clinical Placement (633)**</i> Music Software Technology (648 new) College Teaching (EPE 672) Electives
<b>Foundations Component [3]</b> <i>Foundations (601)</i> Psychology of Music (770)	<b>Foundations Component [9-12]</b> <i>Foundations (601)</i> Psychology of Music (770) Tests and Measurements in Music (707) Music Perception and Cognition (731 new) Electives
<b>Musical Arts [15]</b> Music Theory [6] Musicology [9]	<b>Musical Arts [3-6]</b> World Music for Teachers (693) Electives (Theory, History, Education, Applied)
<b>Seminar in Music Education [9]</b> Various topics (772, 707, 705)	<b>Professional Practice [6-9]</b> Music & Special Learners (664) Electives (Adv. Pedagogy, Experiential Ed., etc.)
Qualifying Exam Written (12 hours closed book exam) Oral (2 hours) Committee (3 music education, 1 musicologist, 1 theory, 1 outside music)	Qualifying Exam Written (3 projects) Oral (2 hours) Committee (3 from MEMT, one outside music)
Dissertation Original Research Project and Report Defense: Oral Exam (2 hours or more)	Dissertation Original Research Project and Report Defense: Oral Exam (2 hours or more)
<b>Total Hours: 36 plus MUS 767</b>	<b>Total Hours: 36 minimum plus MUS 767</b>



PROPOSAL FOR PH.D PROGRAM CHANGE  
MUSIC EDUCATION

Required Core Courses—36 Hours (\*Proposed new course)

Students choose one track to major in Music Education or in Music Therapy.

1. Research component (12 hours)

Music Education	Music Therapy
MUS 705 Research II	MUS 705 Research II
MUS 706 Music Learning and Behavior	MUS 706 Music Learning and Behavior
MUS 766 Seminar in ME: Qualitative Research	MUS 760 Research III* (Capstone)
Appropriate Statistics Course	Appropriate Statistics Course

2. Music in Higher Education (6 hours)

Music Education	Music Therapy
MUS 762 Music in Higher Education	MUS 633 Graduate Clinical Placement
MUS 648 Music Software Technology*	MUS 648 Music Software Technology*

3. Foundations (9 hours)

Music Education	Music Therapy
MUS 731 Music Perception & Cognition*	MUS 731 Music Perception & Cognition*
MUS 770 Psychology of Music	MUS 770 Psychology of Music
MUS 707 Tests & Measurements in Music	Elective

4. Musical Arts (3 hours)

Music Education	Music Therapy
MUS 693 World Music for Teachers	Elective

5. Professional Practice (6 hours)

Music Education	Music Therapy
MUS 664 Music & Special Learners	MUS 664 Music & Special Learners
MUS 766 Seminar in Music Education	Elective

## Supplement I

### Summary of Research Study

#### *Doctoral Programs in Music education: A Continued Examination of Degrees, Curricula and Qualifying Examinations*

Presentation at the SMTE conference, 2012, at St. Louis  
Researchers: Joanne Rutkowski, Peter Webster, Jason Gossett

#### **Data:**

Number of Degrees: 64 Degrees

- 51 Ph.D (38 housed in music; 9 in C&I or Ed.)
- 6 D.M.A. (All housed in music)
- 5 Ed.D (1 housed in music; 4 in C&I or Ed.)
- 1 D.M.E. (housed in music)
- 2 D.A. (housed in music)

#### **Admission Requirements:**

Previous Degrees:

- 9 programs require Bachelors Degree
- 52 programs require Masters Degree
- 36 Require one degree in Music Education
- 3 Specify no Music Education Degree Needed

Teaching Experience

- 2-3 years on average
- 5 had no requirements
- 8 had variable requirements
- 58% require video of teaching

Test Requirements

- 72% require GRE or MAT

Music Entrance Exams

- 27% require one, most are theory/history related
- 73% do not require

Music Diagnostic exams

- 70% require diagnostic exams
- 1 institution accepts MME coursework in lieu of diagnostic exam
- 25% don't require any diagnostic exams
- 6% require a music education exam

#### **Curricular Issues:**

Required curriculum

- Almost all have electives
- In most programs, students typically choose an emphasis area, minor, or cognate

Credits:

Typical beyond masters degree, 41-75 credits, mode=60

Credits Required in Music Education:

“All” have a required core in music education

Much variability; Range is 12-48 semester credits; Mean = 23.96

Required Courses in Music Education:

Course	Required	Elective	Combined – Required?	Combined – Elective?	# (%) Programs
Assessment	19	18	4	0	41 (64)
History	13	7	17	2	39 (61)
Learning Theories	13	10	6	0	29 (45)
Philosophy	20	14	15	2	51 (80)
Psychology of Music	29	17	0	0	46 (72)
Sociology	9	15	1	1	26 (41)
Teaching in Higher Education	25	18	3	0	46 (72)

Required Courses in Research:

Course	Required	Elective	Combined – Required	Combined – Elective	# (%) Programs
Statistics	30	11	2	0	43 (67)
Quantitative Design	33	14	1	0	48 (75)
Qualitative Design	32	11	0	0	43 (67)
Psychometric Theory	2	8	2	0	12 (19)

Required Courses in Music:

Course	Required	Elective	# (%) Programs
Music Theory	24	25	49 (77)
Music History	25	25	50 (78)
Applied or Conducting	6	35	41 (64)
Ensembles	3	33	36 (56)

### **Exams in the Program:**

Some have an early candidacy or preliminary exam  
Others only have an exam at the end of coursework  
Some programs have both  
Very little consistency for what these exams are labeled

### **Nature of “Exit” Exams:**

Much specific information not in data  
Most have a written component followed by an oral exam  
Quite a few are “take home”; some are “sit and write”  
For some the dissertation proposal is part of exam  
A few have a “music” component

### **Other Requirements:**

A few programs require publishable project or professional presentation and dissertation  
5 degree programs require foreign language  
(A few consider statistics and/or research writing as the “foreign language”)  
Teaching demonstration or portfolio  
Additional projects

### **Dissertation Required/Proposal/Panel:**

All programs require some sort of dissertation and proposal  
Number of professors on committee varied from 2-5 with 3 and 4 being the most frequent  
Members represented either just music ed, music ed and other music faculty, or a combination of music faculty and faculty outside of the music unit -- very little consistency  
Oral defense of dissertation almost always required

### **Positive Reflections from the Researchers:**

Exams that involve student engagement in design (studentgenerated questions, projects, portfolios of achievements)  
Internships in college teaching (not only TA work)  
“Secondary” areas of study within music (music technology, ethno, music history) as a fundamental part of degree  
Cognate area outside the field of music (learning sciences, psychology, sociology, theatre, etc.)  
Center/colloquium/seminar idea – engaging students each week or regularly in important topics/projects  
Encouragement and even requirement of submitted works for publication/presentation  
Colleagues were very willing to share; no defensiveness; eager for results; find own way to approach degree  
(Many institutions are looking into changing their PhD requirements.)

Supplement II

PhD Programs in Music Therapy

University	Degree	Curriculum	Credit hours	Diss. hours	Examinations
Florida State University	PhD in Music Education, Music Therapy track	<p><b>Major area: (34)</b> Music Ed or Therapy courses</p> <p><b>Other studies in music: (11)</b> Musicology, theory/composition, technology, education, psychology, or related fields (choose from any two areas) (9)</p> <p>Music bibliography or substitute (2)</p> <p><b>Electives: (29)</b> May include up to 6 credits of non-music courses</p>	94 (64 beyond master's)	24	<p>Diagnostic (first semester; written and oral)</p> <p>Comprehensive (last semester of coursework; oral defense of three research projects)</p> <p>Final (oral defense of dissertation)</p>
University of Iowa	PhD in Music Education	<p><b>Music core: (9)</b> Adv. Theory (3) Adv. History (3) Adv. Perform/Ped (3)</p> <p><b>Music Ed (11)</b> Research (3) Foundations in curricula (3) Psych of Mus (3) Adv. Research (3)</p> <p><b>Seminars (12)</b></p> <p><b>Stats/Research (16)</b> Quant/Qual</p> <p><b>Electives (12)</b></p>	72 (42 beyond master's)	12	<p>Comprehensive (20 hour written test and two orally presented research projects, final semester of coursework)</p> <p>Final (oral defense of dissertation)</p>
University of Kansas	PhD in Music Education with Music Therapy Emphasis	<p>College teaching (3)</p> <p>Research (4)</p> <p>Music Therapy coursework (varies)</p> <p>Music coursework (varies)</p> <p>Minor coursework (12)</p>	Varies	15-18	<p>Diagnostic (first semester)</p> <p>Oral comprehensive exam (3 research projects: descriptive, experimental, and historical)</p> <p>Final dissertation defense</p>

### PhD Programs in Music Therapy

University	Degree	Curriculum	Credit hours	Diss. hours	Examinations
University of Miami	PhD in Music Education with Music Therapy Emphasis	<p><b>Major Area: (13)</b> Psych of music, research, history &amp; philosophy, seminar</p> <p><b>Other studies in music: (11)</b> Musicology (6) Theory (3) Performance (2)</p> <p><b>Electives: (24)</b> Music Education (8) Research/Professional education (9) Other (7)</p>	90 (60 beyond master's)	18-24	?
University of Missouri-Kansas City	Interdisciplinary PhD (Music therapy plus a co-discipline, such as psychology)	<p><b>60% music education/therapy</b></p> <p><b>15-40% co-discipline</b></p> <p><b>25% other areas</b></p>	35-45, plus dissertation	?	<p>Comprehensive (last semester of courses): 18-24 hours written/oral</p> <p>Final: Oral dissertation defense</p>

## Program Overview - Checklist

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	Art of Music	Music Learning & Teaching	Research
Remedial or review requirements – depending on student's background and experience	<p>Music Theory Review Courses (or pass placement exams)</p> <p>Music History Review Courses (or pass placement exams)</p>	<p>MU ED 541 - Curriculum Development in Music</p> <p>MU ED 546 - Assessment of Music Learning</p> <p>Music 44_W - Methods and Materials in a specific music teaching setting</p> <p>EDPSY 421 – Learning Processes in Relation to Educational Practices</p>	<p>MU ED 540 - Reflective Practice I</p> <p>MU ED 550 - Reflective Practice II</p> <p>Statistics: EDPSY 400 (3) – Introduction to Statistics in Educational Research</p>
Core Requirement 42-56 credits	<p>One advanced level course with a music theory professor</p> <p>One advanced level course with a music history professor</p> <p>One advanced level experience in making music</p>	<p>MU ED 547 - Mentoring Novice Teachers (1)</p> <p>Music 5xx - Music Learning Theory (3)</p> <p>MU ED 557 - History of Music Education (3)</p> <p>Music 5xx - Philosophy of Music Education (3)</p> <p>MU ED 545 - Psychology of Music (3)</p> <p>EDPSY 450 - Principles of Measurement (3)</p> <p>Music 595B - Internship in College Teaching (2)</p>	<p>MU ED 555 - Ph.D. Seminar (2-6) (Required each semester of residency)</p> <p>Statistics: EDPSY 406 - Applied Statistical Inference for the Behavioral Sciences (3)</p> <p>Research Design: EDPSY 475 - Introduction to Educational Research (Quantitative) (3)</p> <p>CI 502 - Qualitative Research (3) [or equivalent course]</p>
Personalized Cognate	Selection of courses (examples below) to comprise an area of expertise consistent with individual career goals and research interests.		
Minimum of 12 credits	<p>Advanced Theory</p> <p>Advanced History</p> <p>Advanced Literature</p> <p>Advanced Conducting</p> <p>Graduate Ensembles</p> <p>Applied Study</p> <p>Composition</p>	<p>Curriculum Development</p> <p>Learning Theory</p> <p>Human Development</p> <p>Assessment</p> <p>Instructional Systems</p> <p>Teaching in Higher Ed</p> <p>Early Childhood</p> <p>Sociology</p>	<p>Advanced Statistics</p> <p>Advanced Research Design</p>

## PhD at UK

**Wang, Cecilia** <cecilia.wang@uky.edu> Aug 13 (1 day ago)

to Gregory, Todd, John, Nicola, Christine

Dear UK Grads,

I am writing to solicit your feedback regarding our PhD curriculum in music education. After many years of using the same curriculum, it is definitely time to update it for the 21st Century. Since you have been in the program within the last few years, your input would be most appreciated for helping the music education faculty decide what changes to make.

In our updating the requirements, we want our courses to include courses that provide knowledge most useful for professional music educators, and to eliminate courses that are not essential. Kindly share your reflection regarding course requirements, experiences related to the program, and other mandates such as qualifying exam, etc.

Thank you for taking time to do this.

**Gregory Springer** 7:05 PM (1 hour ago)

to Cecilia

Dr. Wang,

Thank you for soliciting feedback from me regarding the Ph.D. degree in music education at UK. I had a wonderful experience during my years at UK, and I am proud to be an alumnus of the program. So, I will provide my thoughts and suggestions below, but I just want to emphasize that, although I am happy to offer suggestions to improve the degree program, I did have a wonderful experience.

In terms of coursework, I had the best experience in courses taught by music education and music therapy faculty. My experiences in music theory and music history coursework, while valuable in a global musical sense, were not as valuable in terms of professional preparation for an academic career in music education. I also found those courses to be of mixed quality—many were quite good, but others were not as effective. So, if it is possible to remove the graduate coursework in music theory and music history (with the exception of Graduate History Review and Graduate Theory Review), I think it would improve the program by allowing more room in the degree program for courses specifically designed for professional preparation in music education and music therapy. I believe this change would make the program more closely aligned with other Ph.D. programs in music education around the country.

Currently, the degree requires completion of 3 courses in music history, plus the MUS 618 (Research Methods) course. Also, the degree requires completion of 2 courses in music theory (above the review class). These 6 classes could be substituted with other coursework in music education and music therapy that would better prepare graduate students for successful careers in higher education. I will list some suggested substitutes below.

The existing required courses—MUS 762 (Music in Higher Education) and MUS 770 (Psychology of Music)—are wonderful and should be kept in the degree program as required courses. All Ph.D. students in music education will benefit from these courses in preparation for careers in higher education.

Some possible substitutes for the music history and music theory courses could be:

- MUS 705, Research II, would be an excellent substitute for MUS 618, Research Methods. There was a bit of crossover between content of MUS 618 and MUS 600 (related to library/database searching), so I think the MUS 618 course could be effectively substituted without sacrificing the academic integrity of the content.



- MUS 706, Music Learning & Behavior is one of the most useful classes that I took—one that I found to be transformative. I would support it being included as a required, core course for the Ph.D. degree
- 
- MUS 707, Tests & Measurements in Music should also be required of all Ph.D. students in music education. Its content is necessary for all doctoral students who might complete survey research projects or create various types of measurement instruments.
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- MUS 7XX, Research III, could be a nice addition to the degree program as a new course. This course could be taught by rotating music education or music therapy faculty each semester, or it could be treated like an independent study. I think that it would give students another valuable opportunity to complete an empirical research project under the guidance of a professor.
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- MUS 7XX, Music Perception and Cognition, could be another nice addition to the degree program if there is room for scheduling and faculty load. I think a stand-alone course in music perception and cognition would benefit Ph.D. students and be a great complement to the MUS 770 (Psychology of Music) course.
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- MUS 7XX, Sociology of Music Education, would be another excellent course for doctoral students if there is room for scheduling and faculty load. I think that it is currently being taught as a 766 seminar course, but it would be a great core course for music education doctoral students.

If these courses were substituted for the music history and music theory courses as core requirements for the Ph.D. degree in music education, then these courses would give Ph.D. students a wide-lens perspective of music education. Certainly, faculty load would have to be considered, as it might not be possible to implement all of these courses in a 4-semester rotation. If the additional classes cannot be added, the MUS 600 and 601 course could be listed as required courses, although some will have completed them as part of their master's requirements.

I think the requirement to complete one graduate course in statistics is a good requirement and should be kept. All that remains in the degree program currently is three seminar courses. It might be interesting to modify that requirement to give students the option of pursuing an additional graduate course in statistics (e.g., EDP 660, Regression Analysis—sometimes called Research Design and Analysis in Education) or qualitative research.

(I personally took the EDP 660 course, and I found it to be really helpful. For some reason, the study of regression helped me understand ANOVA better, so it might be a good course for those students who want an extra statistics class. I don't think it should be a requirement, but it could be an option from which students choose)

These are only ideas that occurred to me through brainstorming. The “bottom line” for me is that I had a wonderful experience in the music education and music therapy coursework and would support finding ways to make them required, core components of the Ph.D. degree. Limiting (or removing) the music theory and music history requirements beyond the review classes would give the faculty a lot of flexibility in modifying the degree program to better prepare students for successful professional careers. Also, it could allow for students to have room in the degree program to pursue additional study in statistics, measurement, qualitative research, or perhaps some cognate area outside of the department—based on the individual needs and interests of each student.

Again, thank you for soliciting feedback regarding the Ph.D. degree. If you have any questions, I am happy to discuss these ideas with you in greater detail. Many thanks

All best,

Greg

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D. Gregory Springer, Ph.D.  
 Director of Music Education  
 Assistant Professor of Music  
 Boise State University  
 1910 University Drive, Boise, ID, 83725-1560  
 Voice: [\(208\) 426-1813](tel:2084261813)  
 Fax: [\(208\) 426-1771](tel:2084261771)

**Todd Anderson** 11:28 PM (9 hours ago)

to Cecilia

Hi Dr. Wang,

I'll include some thoughts below, though I was generally very happy with the program. However, I am also aware that I was lucky enough to be able to tailor my program very much to my needs/wants, so I may not be a representative sample of the typical PhD student at UK.

Course Requirements: I think that two theory courses are good for students to take, and I especially think Schenkerian Analysis is good for music educators to have taken. Three courses for music history is a bit much; however, if more courses are offered in the ethnomusicology program, it might be feasible to keep three courses, keeping one or two of them as ethnomusicology courses. Many music history courses emphasize things that aren't immediately applicable to music educators. Nonetheless, if courses with world music overviews, or courses that emphasize literature for educators were more readily available, then the three courses could be a reasonable option. In terms of music education courses, I feel that the coursework was very good. I would have enjoyed having been exposed to more qualitative research methods, including new computer software used for analysis of qualitative research data. Additionally, I wish there had been a more explicit focus on technical writing (in APA 6 style) -- though this could probably be accomplished by using the University Writing Center. Incorporating more emphasis on writing could easily be included in the existing coursework. The existing feedback encouraged clarity of thought, but did not emphasize technical details of APA writing explicitly. I greatly appreciated the psychology of music course, as well as the research courses.

Qualifying Exam: I felt the music education questions to be fair and thorough. I also thought my theory questions were fair. Music history was the most difficult aspect of this exam for me, and I wish that I had been given more structure so as to know what to expect and how much depth I needed to go into as I prepared for the exam.

Dissertation: Though I enjoyed writing my dissertation, I wonder if having the option of writing perhaps three meaningful, published research studies could be used in lieu of a single study. I believe some other universities are beginning to offer this option. I would not want the rigor of the process to be lessened, though I wonder if three studies would likely be as rigorous -- especially if they are published in pre-selected, high-quality journals.

I hope this helps!

Todd

Wednesday, August 20, 2014 10:34 AM

Dr. Wang,

I feel confident in stating that the rigorous demands of the PhD curriculum at UK equipped me with the skills to significantly impact student learning, the confidence to interact with colleagues on a high academic level, and the motivation to pursue a reputation of quality scholarship.

But as prompted, here are my thoughts on the curriculum:

1. Require a qualitative research course
2. Require a course within the College of Education (other than statistics)
3. Require submission to a peer reviewed journal during the course of study
4. Include constructivism in Foundation course (along with praxial, aesthetic, and other approaches to music education)

Things that prepared me the most during my PhD:

1. Dissertation and qualifying exam defense (I am constantly required to present, defend, and convince colleagues about various issues and constantly draw from the preparation and experience of my defenses)
2. Courses that have the most impact on my career preparations: Statistics course in College of Ed & Current Trends, Psychology of Music

Thank you for constantly seeking new innovative ways to inspire us.

Hope your Fall semester is going well

Nicola

**Carucci, Christine** 8:54 PM (10 hours ago)

to Cecilia

Hello Dr. Wang,

Sorry for the overdue reply to your inquiry for feedback on the PhD program. Like Nicola has already expressed, I feel that the program left me well-prepared to enter the field, and I also believe that there is a good amount of rigor involved in the expectations for music ed graduates. A couple of things that I think might have helped me would include:

1. Involving students as research assistants at some point within the program - even if for a small project. It would be helpful to see how the pros approach the process of research and to gain strategies on how to tackle data, writing, etc.
2. Redirect the emphasis on qualifying exams to include the preparation of three journal ready submissions. One paper with a quantitative emphasis, one with qualitative, and one with a philosophical/historical/ or position-type paper. My understanding is that ASU does something like this, and it is quite impressive how many of their grads have publications ready to go right "out of the gate"
3. Allow for one course outside of the field of music to apply toward the degree, provided it is within a field that is applicable and relatable to a research area of interest.
4. More statistics, please!

If I can provide any additional information or clarification, just let me know. Hope your school year is off to a great start!

Christine