

Ph.D. in Music Education Advising Handbook

School of Music
The Pennsylvania State University

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Overview

Degree Description

The Ph.D. in Music Education is designed to provide opportunities for the highest level of scholarly study in the processes of teaching and learning music. Candidates are expected to develop and test new knowledge in the field of music education while preparing themselves for positions in higher education or other leadership roles within the profession. A qualifying exam, comprehensive exam, doctoral thesis, and final oral exam (dissertation defense) are required.

The Ph.D. in Music Education offers advanced study of the process of teaching and learning music with a research-based perspective. It is intended for experienced teachers seeking greater breadth and depth in the music education profession and careers in higher education, music administration, or other leadership positions. The Ph.D. program consists of courses, internships, research, and other experiences distributed among the following areas: Processes of Music Learning and Teaching, Contributions and Processes of Research, and Art of Music. Students complete a personalized cognate equivalent to at least 9 credits. The exact number of credits required in the program will vary according to a student's previous experience and degrees. At least one academic year of full-time residency is required (see the Graduate Programs Bulletin for specific information), although full-time enrollment is recommended for the entire degree program. A qualifying exam, evidence of consistent scholarly work, regular reviews, comprehensive written and oral examinations including a portfolio of work, and a doctoral thesis are required.

Statement of Diversity, Equity and Inclusion

The Pennsylvania State University School of Music is committed to **advancing diversity, equity, and inclusion** in all of its forms. We embrace individual uniqueness, foster a culture of inclusion that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusion as a core strength and an essential element of our public service mission.

- We will foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve.
- We will educate our faculty, staff, and students to be social justice advocates, creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness.
- We will ensure fair and inclusive access to our facilities, programs, resources, and services, and ensure that all of our policies and practices are inclusive and equitable.
- We will advance and build our workforce by assessing hiring practices and performance review procedures to attract, retain, and develop talented faculty and staff from diverse backgrounds.
- We will address intergroup disparities in areas such as representation, retention, learning outcomes, and graduation rates.

Pathways to Degree

There are two possible routes for the Ph.D. in Music Education. A typical Ph.D. candidate will follow Pathway 1 from entrance into the program to completion of the degree. Individual circumstances may require a Ph.D. candidate to follow Pathway 2, but the sequence remains consistent. It is the responsibility of the student to work with their academic adviser in scheduling each event. Note that the Graduate School publishes a calendar with each semester's deadlines for examinations, submission of theses, etc. Students are urged to consult this calendar.

In determining enrollment status, Penn State includes all credit courses offered through resident instruction and continuing education. Credits earned by credit-by-exam or credit-by-portfolio, and courses enrolled as "audit" are excluded from the calculation. For a graduate student to be considered full-time for any given semester, they must be enrolled in at least 9 credits. For more information, please visit the enrollment status page of the University Registrar.

Pathway 1

This path to degree completion requires three years of full-time residency including work toward completing a dissertation. This is the typical path taken by most doctoral students and is outlined in detail in the following pages.

Benchmarks:

- Qualifying Exam is taken in the spring of Year 1;
- Comprehensive Exam is taken at the end of the spring semester of Year 2.

Pathway 2

This path to degree completion allows for extended study beyond three years. This path has the same course requirements as Pathway 1, including dissertation, but makes the degree flexible for a candidate to be less than a full-time student. Students in this path must work closely with their academic adviser.

Benchmarks:

- All benchmarks occur at the discretion of the student and the academic adviser.

Phases of the Degree

Phase 1

- Entrance
 - Take placement exams in music theory and/or history if you wish to take elective courses in those areas
 - Review curriculum
 - Identify graduate courses/experiences previously completed
 - If any required courses have already been taken at Penn State, you do not have to retake the course
 - If an equivalent course to any required course has been taken at another institution, a detailed narrative and a portfolio of work from the course must be submitted to your academic adviser to determine if the content is sufficient for the required course to be waived
 - Meet with academic adviser to plan initial course selection
- Qualification Process
 - Exam – written, prepared 4-hour exam
 - Materials – to be submitted two weeks before meeting
 - Professional goals
 - Teaching interests
 - Strengths and weaknesses
 - Areas of research interest
 - TA interests (if applicable) – What have you enjoyed? What would you like to do?
 - Internship (see Appendix E)
 - Course of study and timeline for degree completion
 - Cognate proposal and justification
 - Research paper for a completed or in-progress project
 - Meeting with Graduate Music Education faculty
 - Further discussion of responses to exam questions
 - Faculty decision to admit to Qualification
 - If admitted, discussion of course of study, cognate, and timeline

Phase 2

- Meet with academic adviser frequently to plan and review course schedule
- Program Review (every spring semester prior to Comprehensive Exam)
 - Revision of Cognate proposal, justification, and final approval (if needed)
 - Revision of goals
 - Additional items
 - Independently-prepared manuscript for a practitioner journal
- Complete courses, including internship

- Dissertation Committee Selection
 - Discuss Dissertation Committee Advisor selection with Graduate Chair
 - Meet with potential Dissertation Committee Advisor; if person agrees to serve, discuss potential committee members; do not discuss with potential committee members
 - Submit proposed committee to Graduate Chair (including three potential outside members), Graduate Chair takes to music education faculty for consultation
 - If revisions are requested, student may accept suggested revisions or revise and re-submit
 - Once the music education faculty approve the committee, student may approach committee members to request they join the committee and obtain signatures for Graduate School committee approval
- Comprehensive Exam ¹
 - Administered by committee
 - Meet with Dissertation Committee Chair about requirements and scheduling
 - Comprised of three parts
 - Part 1: Materials
 - Current CV
 - Verification of an in-service presentation proposal submission
 - Verification of a scholarly article submitted for publication
 - Video of teaching and/or performing
 - Sample syllabus for hypothetical course
 - Research article
 - Course of study indicating grades for courses, or in-progress
 - Timeframe for scheduling Part 2 and Part 3 of exam
 - Part 2: Written Exam
 - Answers to questions (one week to complete)
 - Dissertation proposal
 - Part 3: Oral Exam/Presentation
 - Two or three weeks after written exam submitted
 - Presentation
 - Questions for committee

Phase 3 ²

- Dissertation proposal final acceptance

¹ Students must be registered for credit in the semester in which exams are administered. If needed, students may enroll in MUED 600 (on campus) or MUED 610 (off campus) for research credits.

² Students must be registered for research credit each semester between completion of the comprehensive exam and completion of the dissertation. Students may enroll in MUED 601 (full time) or MUED 611 (part time), depending on which status is needed to satisfy assistantship, international, or loan requirements.

- Complete study and document
- Final oral exam (dissertation defense; this may be in person or fully remote)
- Submission of final document ³
- Awarding of degree ⁴

³ Arrangements for binding School of Music and personal copies of the final document can be made through the Administrative Assistant in the School of Music office.

⁴ Refer to the Graduate School calendar for submission deadlines.

Curriculum

Program Description

All doctoral students have an individualized course of study comprised of a core of required courses, a personalized cognate, and other courses of interest. The course of study is reviewed at the qualification meeting and approved by the music education graduate faculty. The core courses and description of the personalized cognate are listed below. Students may select additional courses, in consultation with their academic adviser and other music education faculty members, and are encouraged to continue their development as musicians, particularly as related to their career goals and interests.

The discipline of Music Education is concerned with the study of the process of teaching and learning music. At the doctoral level, this is extended to include Music Teacher Education. It is assumed that previous studies, as well as years of teaching experience, have provided doctoral students with a firm foundation in the theories of learning and that they have developed a repertoire of teaching strategies and management skills. Courses in the core of the Ph.D. Program are designed to build on these foundations.

Systematic inquiry forms the basis of Ph.D. study in Music Education. Opportunity to develop skills in the collection and analysis of data are seldom part of baccalaureate or master's level study within the profession. Therefore, studies in this critical area comprise a substantial portion of Ph.D. study. Doctoral students are expected to conduct research projects throughout their program. They are required to complete at least one research project, write the manuscript reporting the project, and submit it for presentation and publication prior to the comprehensive exam.

All Ph.D. candidates are expected to be skilled and sensitive musicians, as well as having a passion for the art. These lead to continuing and ever-deepening experiences in music and it is suggested that such experiences will continue throughout doctoral study. Students may elect to take courses in conducting, literature, performance, music theory, and music history. Students must pass placement exams in music theory and history, or receive permission of the instructor, prior to enrollment in upper-level courses.

Personalized Cognate

The Ph.D. in Music Education is a highly specialized program building on the unique strengths and interests of each student, preparing them for a singular leadership position within the profession. This is accomplished through the selection of a personalized grouping of courses that have a clear, but unique, focus. Typically, several of these courses are taken in fields outside of Music Education and Music. However, it is unusual to include a research design or data analysis course as part of the cognate. Prior to the qualifying examination, the student, working closely with the academic adviser, will develop a selection of courses that have a clear relationship to the student's career goals and research interests. This selection should comprise at least 9 credits, or equivalent, and will be submitted to the Graduate Music Education Faculty for consideration at the Qualification Meeting in Phase 1 of the degree. The faculty within this meeting may recommend revisions to the list of courses. Once approved, the cognate becomes an official part of the student's Ph.D. program.

Ph.D. Minor

If interested in pursuing a declared minor area of study, students should discuss possible options with their Graduate Advisor and consult the Graduate Degree Programs Bulletin for specific information.

<https://bulletins.psu.edu/graduate/programs/minors/>

Required Courses

The Processes of Music Learning and Teaching (12 credits)

*MUED core classes (*available on a four-semester rotation*)

- MUED 545 – Musical Behavior: Creativity, Psychology, & Learning – 3 credits
- MUED 556 – Musical Engagement: Social and Cultural Issues in Music Education – 3 credits
- MUED 557 – Historical Research in American Music Education – 3 credits
- MUED 558 – Philosophical Issues in Music Education – 3 credits

The Contributions and Processes of Research (9 credits + Doctoral Seminar)

Research Design and Methodologies

- MUED 540 – Quantitative Research Design – 3 credits (*offered fall only*)
 - Introduction to Research and Quantitative Design
 - Ordinal, discrete, and continuous: descriptive and inferential, parametric and non-parametric, software for statistics, sample size calculations, and power analysis
- MUED 550 – Qualitative Research Design – 3 credits (*offered spring only*)
 - Continued Study of Research and Qualitative Design
 - Ethnography, phenomenology, grounded theory, narrative, and case study: consent, material culture, interviews, observations, coding, triangulation, and constructs

Application of Research

- MUED 555 – Doctoral Seminar in Music Education – 1 credit (each semester until the semester following the passing of the comprehensive exam)

Elective research and statistics courses (not limited to those listed below):

- EDPSY 406 – Applied Statistical Inference for the Behavioral Sciences – 3 credits
 - *Offered in the fall and spring*
- EDPSY 450 – Principles of Measurement – 3 credits (*pre-requisite: EDPSY 406*)
 - *Offered in the spring only*
- EDPSY 475 – Introduction to Educational Research – 3 credits (*pre-req: EDPSY 406*)
 - *Offered in the fall only*
- ^EDTHP 586 – Qualitative Methods in Educational Research – 3 credits
 - *Offered in the fall and spring, as well as most summers*

Pedagogical Techniques

Curriculum

- MUS 495 – Internship in Higher Education – 1-4 credits; 3 credits recommended (*taken during final year of coursework*)
- MUED 547 – Mentoring Novice Teachers – 1 credit (*optional*)

Strategies for Music Teaching and Learning (*optional; if on assistantship*)

- MUED 602 – Supervised Experience in College Teaching
 - *Optional if on assistantship and needed to reach the minimum credit load of 9 credits to remain full time student status.*
 - ¼-time assistantship – 1 credit each semester (*or fall of a UGF*)
 - ½-time assistantship – 2 credits each semester (*or spring of a UGF*)

Personal Cognate – Individually selected, specialized courses that have been approved by the graduate faculty – 9 credits (minimum)

The Art of Music (*optional*)

- Electives – any ensembles or other courses you wish to take that do not fall within the scope of the requirements set forth in this handbook

Minor (*optional*) – If interested in pursuing a declared minor area of study, discuss possible options with your Graduate Adviser.

+Research Credit (*optional*)

- MUED 600 – Thesis Research
 - *For on-campus students who need credit to be full or part time & are not ABD.*⁵
- MUED 610 – Thesis Research Off Campus
 - *For off-campus students who need credit to be full or part time & are not ABD.*
- MUED 601 – PhD Dissertation Full Time
 - *For ABD students who need to be considered full time for assistantship, international, or student loan requirements.*
- MUED 611 – PhD Dissertation Part Time
 - *For ABD students who do not need to be considered full time.*

⁵ All but dissertation (ABD) refers to the status of a student who has successfully completed all parts of the Comprehensive Exam, but has not yet met the requirements to have the degree conferred.

Pathway 1 Example Course Schedule

Year 1 – Fall

Course Details	Credits
*MUED core class 545/556/557/558 (<i>see list above for details</i>)	3
MUED 555 Doctoral Seminar in Music Education	1
MUED 540 Quantitative Research Design	3
Potential Cognate course (<i>opt.</i>)	3
EDPSY 406 Applied Statistical Inference for the Behavioral Sciences (<i>opt.</i>)	3
MUED 602 Supervised Experience in College Teaching (<i>opt. if an assistant</i>)	1 – 2
Total Credits	9 – 11

Year 1 – Spring

Course Details	Credits
*MUED core class 545/556/557/558 (<i>see list above for details</i>)	3
MUED 555 Doctoral Seminar in Music Education	1
MUED 550 Qualitative Research Design	3
Potential Cognate course (<i>opt.</i>)	3
EDPSY 450 Principles of Measurement (<i>optional</i>) or Elective	3
MUED 602 Supervised Experience in College Teaching (<i>opt. if an assistant</i>)	1 – 2
Total Credits	9 – 10
Additional Responsibility: Qualification (<i>see Phase 1 (Entrance through Qualification)</i>)	

Year 1 – Summer (*optional*)

Course Details	Credits
Electives (<i>if desired</i>) – possible choices:	
• Cognate Course (<i>opt.</i>)	3
• ^EDTHP 586 Qual. Methods in Ed Research (<i>opt.; most summers</i>)	3
•	

Year 2 – Fall

Course Details	Credits
*MUED core class 545/557/558 (<i>see list above for details</i>)	3
MUED 555 Doctoral Seminar in Music Education	1
MUS 495 Internship in Higher Education (Fall or Spring)	3
EDPSY 475 Introduction to Educational Research (<i>optional</i>) or Cognate	3
^EDTHP 586 (<i>optional; see list above for course details</i>) or Cognate	3
MUED 602 Supervised Experience in College Teaching (<i>opt. if an assistant</i>)	1 – 2

Total Credits	9 - 10
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Year 2 - Spring

Course Details	Credits
*MUED core class 545/557/558 (<i>see list above for details</i>)	3
MUED 555 Doctoral Seminar in Music Education	1
MUS 495 Internship in Higher Education (Fall or Spring)	3
^EDTHP 586 (<i>optional; see list above for course details</i>) and/or Cognate	3 - 6
MUED 602 Supervised Experience in College Teaching (<i>opt. if an assistant</i>)	1 - 2
Total Credits	9 - 10
Additional Responsibility: Establish Committee (<i>see Selection of Committee</i>)	
Additional Responsibility: Comprehensive Exam and possible proposal meeting	

Year 2 - Summer (*optional, if Comprehensive Exam is not complete*)

Course Details	Credits
Cognate Courses (<i>if offered</i>)	3 - 9
Electives (<i>if desired</i>) - possible choices:	
• ^EDTHP 586 Qual. Methods in Ed Research (<i>opt.; most summers</i>)	3
•	

Year 3 - Fall

Course Details	Credits
MUED 555 Doctoral Seminar in Music Education (if Comprehensive Exam is not complete)	1
+Research Credit (<i>as needed to remain full-time</i>) (if Comprehensive Exam is complete)	3-9
MUED 602 Supervised Experience in College Teaching (<i>opt. if an assistant and Comprehensive Exam is not complete</i>)	1 - 2
Additional Responsibility: Comprehensive Exam and proposal meeting (if not yet complete)	
Total Credits	9 - 10

Year 3 - Spring

Course Details	Credits
+Research Credit (<i>as needed to remain full-time</i>)	6-9
Total Credits	9
Additional Responsibility: Final Oral Exam (Dissertation Defense; in person or remote)	

Year 4 & Beyond (if needed)

+Dissertation: Students must be registered for research credit each semester between completion of the comprehensive exam and completion of the dissertation.
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Main Responsibility: Complete study, defense, & document (<i>see Phase 3 (Dissertation)</i>)

Program Checklists

Course Requirements

Semester Completed	Grade Received	Required Course
		MUED 545 Musical Behavior
		MUED 556 Musical Engagement
		MUED 557 Historical Research
		MUED 558 Philosophical Issues
		MUED 540 Quantitative Research Design
		MUED 547 Mentoring Novice Teachers (<i>opt.</i>)
		MUED 550 Qualitative Research Design
-----	-----	MUED 555 Doctoral Seminar
		1. Fall Year 1
		2. Spring Year 1
		3. Fall Year 2
		4. Spring Year 2
		5. Fall Year 3 (if Comprehensive Exam not passed)
		6. Spring Year 3 (if Comprehensive Exam not passed)
		MUED 595 Internship in Higher Education
		EDPSY 406 Applied Statistic Inference (<i>opt.</i>)
		EDPSY 475 Intro Educational Research (<i>opt.</i>)
		EDPSY 450 Principles of Measurement (<i>opt.</i>)
		EDTHP 586 Qual Methods Ed Research (<i>opt.</i>)
-----	-----	Cognate – 9 credits minimum
		1. Course: _____ Credits: ____
		2. Course: _____ Credits: ____
		3. Course: _____ Credits: ____
		4. Course: _____ Credits: ____
		5. Course: _____ Credits: ____
		6. Course: _____ Credits: ____
-----	-----	MUED 602 Supervised Exp. College Teaching
		1. Fall Year 1 (<i>opt. if on assistantship</i>)
		2. Spring Year 1 (<i>opt. if on assistantship</i>)
		3. Fall Year 2 (<i>opt. if on assistantship</i>)
		4. Spring Year 2 (<i>opt. if on assistantship</i>)
		5. Fall Year 3 (<i>opt. if on assistantship</i>)
		6. Spring Year 3 (<i>opt. if on assistantship</i>)

Entrance Exams (if upper-level Music Theory or Music History courses are desired)

Date(s) Attempted	Date Passed/Completed	Requirement
		Placement Exams (optional)

Qualification

Date(s) Attempted	Date Passed/Completed	Requirement
		Submit Materials
		Written Exam
		Meeting with Faculty^
		Cognate Approval

Program Review (if Cognate Exam not completed prior to Fall of year 3)

Date(s) Attempted	Date Passed/Completed	Requirement
		Revised Cognate Final Approval (if needed)
		Revision of Goals

Comprehensive Exam

Date(s) Attempted	Date Passed/Completed	Requirement
		Submit Portfolio Materials
		Written Exam
		Oral Presentation/Exam#^

Dissertation Committee

Name of Member Selected	Date of Member Acceptance	Requirement
		Dissertation Committee Chair
		Co-Chair (optional)
		Dissertation Adviser (if different than Chair)*
		Committee Member
		Committee Member
		Committee Member
		Committee Member
		Committee Member

Dissertation Process

Date(s) Attempted	Date Passed/Completed	Requirement
		Committee Members selected/accepted [^]
		Dissertation Proposal
		Dissertation Acceptance
		Dissertation Defense# [^]
		Submit Final Document

*=Requires permission of the Graduate School

[^]=Form must be completed and sent to Graduate School after this step is complete

#=Form must be completed and sent to Graduate School 3-4 weeks prior to the event

Residency

Purpose

The residency provides an opportunity for a focused period of formal study to permit immersion into study and research. At the same time, the residency offers a sustained period for informal learning as a part of a community of scholars. It is recognized that much important learning occurs outside of organized classes. Informal conversations with colleagues and faculty, browsing materials in the library, and observing faculty interacting with one another and engaging in daily routines are some of the learning opportunities that are available only through a sustained and unencumbered time on campus. Furthermore, since most Ph.D. students in Music Education desire careers as Teacher Educators at the collegiate level, it is crucial they have opportunities to be mentored in this role.

Expectations

One full year of residency (two consecutive semesters, excluding summer, of 9 credits of course work each semester) is required as part of the degree requirements for the Ph.D. in Music Education. However, we strongly recommend that students be in residence for their entire doctoral program. Summer session is not considered part of a residency since it is considerably shorter than the academic year semesters and the full “community of scholars” is seldom present. In addition, any semesters in which remedial coursework comprises the majority of the course load may not be considered part of the residency. During residency, a student is expected to be:

1. A full-time student (enrolled in 9-12 credits of coursework);
2. Present on campus daily (we recommend the student plan to live in the State College area);
3. A participant in the Graduate Colloquium;
4. In attendance at the weekly Ph.D. Seminar;
5. An active and collegial member of the community of scholars (faculty and other graduate students);
6. An attendee or participant at the national or regional NAFME conference, the annual BTAA Music Education conference, and the annual PMEA conference.

In addition, a student “in residence” may:

1. Fulfill duties of a ½-time assistantship (or a ¼-time assistantship during the first year of a University Graduate Fellowship);
2. Accept limited part-time employment as a teacher, conductor, accompanist, etc., with the concurrence of their Academic Adviser.

It is recognized that the residency requires considerable sacrifice on the part of the student, but it is also considered a vital part of doctoral study. The following recommendations are made for residency (although they are not requirements):

1. A residency of more than 1 year should be seriously considered. Nine months is a very short time in which to build strong collegial relationships and develop the discipline required for scholarship and research. Doctoral students who are in residence for their entire program are generally more successful and are more likely to complete their programs.
2. If the student is unable to be in residence for the entire degree program, then residency should be planned to coincide with the final stages of course work so that the Comprehensive Exam can be scheduled during the immersion in scholarship that occurs during residency.
3. Residents should live in close proximity to campus. The need for access to the library, the schedule of lectures, seminars, and recitals, and the time demands on a student in residence make long commutes impractical.

Phase 1 (Entrance through Qualification)

Academic Adviser

Upon matriculation, students are appointed an Academic Adviser to assist in all aspects of the Ph.D. Program. Students are expected to take the initiative toward developing a strong and positive working relationship with the Academic Adviser. The Adviser should be considered the primary source of program information and the student should be able to express academic and/or personal concerns with them. Typically, the Music Education Graduate Program Chair serves as the Academic Adviser for doctoral students. The Academic Adviser will assist in many things, including:

1. Working with the student prior to arrival in preparation for initial course registration;
2. Guiding the student in appropriate course selection throughout the degree program;
3. Assisting the student in preparation for the qualifying exam, including developing the Personal Cognate, preparing materials, and scheduling the exam;
4. Informing the student of results of the qualification meeting, petitions, and other relevant decisions of the faculty;
5. Advising the student regarding formulation of the committee.

Selection of Initial Coursework

Course selection for the first two semesters of study should be done in consultation with the Academic Adviser. Please also refer to the Pathway 1 Example Course Schedule. Acceptance to the Ph.D. program assumes a Master's degree in Music or Music Education and teaching experience. Therefore, entering students will be expected to demonstrate Master's level musicianship, scholarship, and teaching ability through materials submitted in the application process or by taking courses the first year of doctoral study.

Music Education Assessment

Prior to the initial meeting with the Academic Adviser, entering Ph.D. students are expected to review the Ph.D. curriculum, including courses in the Penn State M.M.E. degree, and consider if previous coursework and experiences fulfill any of the course requirements. The academic adviser may consult with other faculty members as needed. If the student does not have a graduate degree in Music Education, additional Masters-level courses may be needed.

School of Music Placement Exams in Music Theory and History

If you are interested in taking upper-level Music Theory or History courses, you must take the proficiency exam(s). These examinations are administered to students entering graduate programs in the School of Music. Ph.D. students who wish to take elective courses in music theory or history must pass these exams prior to enrollment in upper-level coursework. The music theory portion assesses competency in (1) aural skills, (2) part-writing and analysis of tonal music, and (3) analysis of 20th century music. The music history portion of this examination is divided into two sections, (1) knowledge of music prior to 1750 and (2) knowledge of music since 1750. Students failing to demonstrate competency in any of these areas will be required to register for appropriate remedial courses prior to enrolling in any elective upper-level coursework. A detailed description of the music theory and history exams, as well as a study guide, is available in the School of Music Office.

Qualification Process

The purpose of the Qualification Process is to assess the doctoral student's potential for scholarship, to solidify coursework and other experiences that will comprise the program, and to mark official admission to Qualification. Full-time doctoral students typically engage in this process during the second semester of coursework. The Graduate Degree Programs Bulletin specifies, "For the Ph.D. student, the examination may be given after at least 18 credits have been earned in graduate courses beyond the baccalaureate. The examination must be taken within three semesters (summer sessions do not count) of entry into the doctoral program." Refer to the Graduate School website for further information: <http://bulletins.psu.edu/graduate/degree requirements/>

The qualification process for Music Education students consists of (1) a written examination, (2) the preparation of materials for review by the Graduate Music Education Faculty, and (3) a meeting with the Graduate Music Education Faculty. Ph.D. students should meet with the Academic Adviser early in the Spring semester of the first year of study to discuss a timeline for the qualifying exam and the preparation of materials. The written examination (4 hours) is typically scheduled around spring break of the first year of full-time study, materials are due to the Academic Adviser two weeks prior to the meeting with the Graduate Music Education Faculty, and the meeting is typically scheduled during finals week in May. The Graduate Bulletin indicates that the student must be enrolled for credit at Penn State the semester in which the Qualifying Exam is taken. For Music Education students, this refers to when the meeting with faculty takes place.

For Ph.D. students who have already taken 18 credits or more of graduate coursework at Penn State prior to formal acceptance to the degree program, an accelerated timeline for the qualifying exam process is often encouraged. Please discuss this option with your Academic Adviser if you feel this may be appropriate for your situation.

Timeline for Qualification Process

(See Appendices C and D for additional information)

Date Completed	Task	Due Date
	Meet with Academic Adviser in the semester in which the first 18 credits will be completed in order to identify many possible dates for the written exam and Qualification meeting, as well as discuss potential Cognate interests	Week 4 of spring semester of Year 1
	Begin drafting a list of courses to comprise the personalized Cognate (<i>at least 9 credits</i>)	
	Prepare for the written exam	
	Take the written exam	Week 12 or 13
	Meet with Academic Adviser to finalize the date for the Qualification meeting	
	Request Qualification recommendations from two faculty members, other than your Academic Adviser, using the form in Appendix C	3 weeks before Qualification meeting (see Appendix C)
	Prepare a statement about your career goals*	
	Consult with Academic Adviser to finalize courses to comprise the Cognate**	
	Consult with Academic Adviser to prepare a timeline for the completion of the degree*	
	Complete the Course of Study in Appendix D, indicating grades earned for courses completed and when other courses are to be taken**	
	Electronically submit all materials, including a research paper, to Academic Adviser	Monday of Week 13 at the latest
	Attend Qualification Meeting***	Finals Week (16)
	You may schedule meetings with faculty to discuss individual impressions	
	Revision of Cognate or Timeline may be requested****	

* See “Preparation of Materials” section of this Handbook for content“

** If the relationship of these courses to your stated career goals and research agenda is not obvious, include a rationale in your statement.

- See “Preparation of Materials” for content

***** Letters of Recommendation should include a letter and the form from Appendix C**

***** Qualification Meeting:**

- Be prepared to amplify written question responses;
- If accepted into Qualification, be prepared to discuss:
 - Career goals;
 - Course selection;
 - Timeline for completion.

******If revision of Cognate or Timeline is requested:**

- Meet with Academic Adviser to discuss changes;
- Amended version is due to Academic Adviser as soon as possible after discussion

Preparation of Materials – Qualifying Exam

Early in the semester in which the student intends to take the Qualifying Exam, they should begin discussion with the Academic Adviser, and other faculty members as appropriate, about career goals and cognate courses. The following materials must be prepared and submitted to the Academic Adviser no later than the Monday of Week 13.

A narrative statement of career goals that includes the following:

1. Identification of the setting in which the student would like to work, size of the institution, mission, geographic location, etc.;
2. Teaching, conducting, scholarship/research, administrative, and other responsibilities the student would consider part of an ideal position;
3. Self-perceived strengths and weakness in relation to the identified goals;
4. Outline of a research agenda which identifies a big question or persistent problem that you consider important and several questions or projects related to that idea.

A list of courses

In addition to music education coursework, use the template in Appendix D, identify (1) at least 9 credits that will comprise the Cognate portion of the degree program and (2) the experience desired for the Internship in Higher Education (MUED 595). If the relationship between courses listed and stated career goals and research agenda is not readily apparent, a rationale for course selection should be included.

Recommendation forms

These must be completed by two members of the Penn State faculty, other than the Academic Adviser, and will be used to rate and discuss the student's potential to complete the doctoral program (see Appendix C). Students should meet with selected faculty members to request a recommendation. If the faculty member is willing to provide a recommendation, the student should provide the form to be completed. The completed form should be submitted from the recommender directly to the Academic Adviser three weeks prior to the Qualification meeting.

A timeline for completion of the degree

This should be a semester-by-semester listing, beginning with your first semester of graduate course work at Penn State, of courses you have taken (with grades received) and courses you intend to take. Include planned dates for the Comprehensive Exam, dissertation proposal final acceptance meeting (if needed), final oral exam (dissertation defense), and graduation. Also indicate which semesters you intend to be in residence.

A copy of the report of a research project you have completed or are conducting (often during MUED 540 and 550).

The Written Examination – Qualifying Exam

The student, with concurrence of the Academic Adviser, will schedule a 4-hour block of time for a written examination. During this time the student will write, without access to materials or personal notes, on the following questions. A computer will be provided for the student for the written exam. The Academic Adviser will provide an electronic copy of the student's answers to the student upon completion of the written exam. The written exam may be taken at any point from week 8 to week 13. It must be completed by the Monday of week 13.

Qualifying Exam

A.) Discuss THREE topics that are important to your interest in music teaching and learning. These may be selected from any related area in music education, including teacher education, PK-12 schooling, music administration, etc. For each topic, identify (1) why it is important to you, (2) main questions or concerns in existing research about the topic, and (3) how you envision the topic evolving in the future. Discussion of each topic should be 200-250 words.

B.) Select ONE of the topics identified above. For this topic, (1) provide a context or background for the topic that is based in sociological, philosophical, historical, or psychological thinking/research; (2) discuss how the context or background discussed impacts your thinking on the topic and/or the development of the topic. Discussion of these two points should be 200-250 words.

C.) Select ONE of the topics identified in A (above), but different than the topic addressed in B (above). (1) For that topic, create TWO research questions, ONE that would be addressed with a quantitatively-based design and ONE that would be addressed with a qualitatively-based design. (2) For each research question, discuss data sources that you might use to address your research question. (3) Discuss the differences between what you might learn about the topic by using two different approaches. Discussion of these three points should be 200-250 words.

D.) Select any ONE of the topics identified in A (above). For this topic, you are to design a session proposal that could be submitted for presentation at a conference of the professional organization of teachers/practitioners in the topic area. Include: (1) The audience you are planning to reach (who would you hope may come to the session), (2) Title of your session, (3) Related research that you would reference in your session, (4) A brief, 100-word (maximum) session description that might appear in the program of the conference, and (5) A one-page outline of the content of the session that includes how the session participants would be actively involved.

Phase 2 (Qualification to ABD)

Once admitted to Qualification, the student should consult with the Academic Adviser, and other faculty members as appropriate, to select an appropriate Internship in Higher Education and to finalize the Course of Study and Personalized Cognate. It is recommended that these be approved as quickly as possible as they must be approved by the time of the Second Year Review. These processes are described below.

Internship in Higher Education

In order to prepare Ph.D. students for careers as teacher educators, all students must complete an internship in higher education (MUED 595). Typically, this experience is with an undergraduate course, most frequently one of the emphasis courses that are offered during the fall semester. Sometimes, the internship experience is with student teaching in the spring semester. The doctoral student should consult with their Academic Adviser, as well as other music education faculty members, to identify an appropriate and meaningful internship experience. A sample syllabus for this course is provided in Appendix E.

Approval of Course of Study and Cognate

If needed, consultation with the Academic Adviser and other appropriate faculty members will guide the student who will then submit a revised Course of Study (see Appendix D) that includes a list of cognate courses and the internship in higher education experience. It is also appropriate for the student to prepare a statement of rationale for the cognate and internship. If appropriate, a revised timeline for degree completion should also be submitted. The Academic Adviser will forward these materials to the Music Education Graduate Faculty for approval (Appendix H). This process must be completed by the end of the third semester.

Requesting Changes to Approved Course of Study

Once approved by the faculty, the courses that comprise the core and those of the personalized cognate and internship in higher education become the official program of courses for the student's individualized Ph.D. program. A student may elect to take courses in addition to those not officially part of the program. No action is needed for such additions. If the student, in consultation with the Academic Adviser, concludes that substitutions or deletions from the list of courses that comprise the official program are necessary or advisable, a petition must be submitted to the Music Education Graduate Faculty for consideration. The Request Change to Approved Course of Study form is in Appendix I. This form should be completed by the student and submitted to the Music Education Graduate Faculty through the Academic Adviser.

Program Reviews

Purpose

Each Spring semester, the Music Education Faculty reviews the progress of all students enrolled in the Ph.D. Program. For first-year students, who typically take their Qualifying Exam in the spring semester of their first year, this review is completed through the Qualifying Exam process. For all other students, including those from their second year through the successful completion of the comprehensive exam, this review is to be completed annually. If a student will be completing their comprehensive exam (including oral component), prior to the beginning of Fall semester classes, they do not need to complete a Program Review in the Spring. The purpose of the review is to keep both students and faculty informed as to the progress toward the degree and to afford students the opportunity to project and/or revise a timeline for continuation and completion of the degree, make any necessary requests to the previously approved Course of Study through the Request Change to Approved Course of Study Form (Appendix I), highlight accomplishments, and provide any descriptions of work projected for the immediate future.

Changes to Approved Course of Study

This is a good time for students to request any permanent changes to their approved Course of Study, though the Graduate Music Education Faculty will accept any proposed changes throughout the year. Changes of this nature must be accompanied by the Request Change to Approved Course of Study Form (Appendix I) and be reflected on the submitted Course of Study. The Music Education Graduate Program Chair reviews the file of each student enrolled in the Ph.D. program, assuring that progress since the previous review is in line with the approved Course of Study and that all program and University expectations of the graduate student are being met.

Process

1. The Music Education Graduate Program Chair will inform members of the Music Education Graduate Faculty when the materials have been submitted for review.
2. The Music Education Graduate Faculty will review the student's materials, offering commendations for accomplishments, stating opinions on the projected timeline, making decisions regarding any requests to alter the approved Course of Study, and making additional suggestions as appropriate.
3. Depending on schedules and time available, the Music Education Graduate Faculty may decide to meet with the student. This is not an indication of concern.
4. The Music Education Graduate Program Chair will synthesize faculty comments and communicate them in a letter to the student and through the Program Review Assessment Form (Appendix K). (*con't*)

5. The student materials submitted, the letter with faculty comments, and the Program Review Assessment Form become part of the student’s official file.

No later than week 7 of spring semester, students not taking the Qualifying Exam or Comprehensive Exam prior to Fall semester will submit the following to the Music Education Graduate Program Chair:

Date(s) Attempted	Date Accepted	Item
		Approved Course of Study, indicating progress made
		Semester-by-semester timeline of remaining coursework
		Transcript of most recent spring/fall grades (including MUED 602 <i>(optional)</i> if taken)
		Independently-prepared manuscript that could be submitted to a practitioner journal
		Any Request Change to Approved Course of Study (Appendix I) forms <i>(optional)</i>
		Description of accomplishments and projected work <i>(optional)</i>
		Revised goals statement <i>(optional)</i>

After the submitted materials have been reviewed, the Music Education Graduate Program Chair will send a letter to the student with a summation of comments from faculty. The student may then request a meeting with the Music Education Graduate Faculty or Music Education Graduate Program Chair to discuss their progress and quality of submissions (see Appendix J).

Selection of Dissertation Committee

A committee of faculty will be proposed by the student in consultation with the potential Dissertation Adviser to guide each Ph.D. candidate through preparation for the Comprehensive Exam, preparation of the dissertation proposal, data collection process, and writing of the final document. With regard to the dissertation, the role of the committee is to read drafts and provide feedback and direction to the candidate concerning topic development, investigative procedures, and writing of the dissertation. Furthermore, the committee will serve as the final board of examiners to which the candidate must defend the final draft of the dissertation.

Each Ph.D. student shall have an appointed Dissertation Committee to guide their research experience. A student's Dissertation Committee shall be nominated to the Graduate School by the student's major Graduate Program Head as soon as possible after receiving approval from the MUED faculty, but in no event later than one calendar year following the date of the student's successful completion of the Qualifying Examination unless an alternative timing is approved through the Graduate Council's curricular review process. The guiding principle for members of the Dissertation Committee is the success of the student.

As soon as possible after successful completion of the Qualifying Examination, the student's doctoral committee will be appointed through the following process:

1. Student meets with the Graduate Advisor to discuss potential Dissertation Advisor option(s)
2. Student asks faculty member to be Dissertation Advisor. If the faculty member does not agree to be Dissertation Advisor, the student, after consultation with Graduate Advisor (if needed) approaches another faculty member
3. Student works with Dissertation Advisor to design a proposed committee membership. This should include potential alternates in case the proposed committee members are not able to serve, especially for outside members; the student does not discuss membership with any potential members
4. The Dissertation Advisor submits the formulated dissertation committee proposal to the faculty for consideration and approval sometime during the student's second year in the Ph.D. program.
5. The Dissertation Advisor shares the results of the music education faculty discussion with the student and works with the student to plan for talking to the committee members
6. If needed, the student may propose an alternative committee to the music education faculty (repeating steps 4 and 5)
7. Once committee membership is established, the student then communicates with the other, non-advisor committee members, collects the signatures and the Graduate Chair sends form to the Graduate School for approval.

Dissertation Committee Membership

A student's Dissertation Committee shall consist at minimum of four members of the Graduate Faculty, each of whom shall be in a position to contribute substantially to the student's education. At least two of these four members shall be from the student's major graduate program.

Each Committee shall have a Dissertation Committee Chair, Outside Field Member, Outside Unit Member, and include the student's Dissertation Adviser. The Dissertation Committee Chair and Dissertation Adviser may be one and the same. For students pursuing a graduate minor, the Dissertation Committee shall include a Minor Field Program Member representing each graduate minor. Dissertation Committees may also include other participants who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student's research area. All Dissertation Committee Members are expected to participate fully in the affairs of the Dissertation Committee.

Dissertation Committee Chair

The Dissertation Committee Chair shall be a member of the Graduate Faculty and the student's major Graduate Program. In music education, this person must also be tenured or on the tenure track. The Dissertation Committee Chair is responsible for arranging and conducting all Dissertation Committee Meetings, ensuring that all Graduate Program, Graduate Council, and Graduate School standards and requirements relative to the doctoral degree are met, and that any conditions set by the Dissertation Committee are fulfilled.

The Dissertation Committee Chair will assist the candidate in a variety of ways:

1. Serve as Chair of the student's Committee and as an advocate for the student throughout completion of the program;
2. Assist the student in scheduling and preparing for the Comprehensive Exam;
3. Administer all phases of the Comprehensive Exam for the student in consultation with Committee Members;
4. Chair the Comprehensive Oral Exam;
5. Serve as Dissertation Adviser unless another individual is specifically appointed to this role (see next section);
6. Facilitate the work of the Committee, approval of the proposal, and scheduling of the Final Oral Exam (Dissertation Defense).

Dissertation Adviser

Each Committee shall include the student's Dissertation Adviser. The Dissertation Adviser is responsible for the day-to-day guidance of the student's dissertation research, and academic and professional development. Where day-to-day guidance is shared by two members of the Graduate Faculty, both may be appointed to the Dissertation Committee as co-Advisers. Co-Advisers are jointly and severally responsible for the day-to-day guidance of the student's dissertation research, and academic and professional development. A Dissertation Adviser may also serve as the Dissertation Committee Chair (or co-Chair).

Outside Field Member

Each Dissertation Committee shall have appointed at least one Outside Field Member. The Outside Field Member must have a disciplinary expertise different from the student's primary field of study, and is responsible for broadening the disciplinary perspective available to the student and the Dissertation Committee. The Outside Field Member may be from the student's graduate program, but may not also serve as a major program member.

Outside Unit Member(s)

Each Dissertation Committee shall have appointed at least one Outside Unit Member. The Outside Unit Member is responsible for bringing to the attention of the student and the Dissertation Committee (non-academic) issues (including, for example, conflicts of interest) that may impact a student's progress. Outside Unit Members must have their primary academic appointment in an administrative unit different than the Dissertation Committee Chair(s) and Dissertation Adviser(s).

Minor Program Member(s)

Dissertation Committees assigned to students pursuing graduate minors shall include at least one Minor Program Member for each graduate minor. Each graduate minor pursued by a student shall be represented by at least one Minor Program Member who is a member of the Graduate Faculty and a member of that minor graduate program. Minor Program Members are responsible for providing the student and the Dissertation Committee with information, advice, and perspective on student progress in fulfilling the graduate minor requirements in the graduate program they represent.

Special Members

Dissertation Committees may include Special Members who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student's research area. Special Members do not have to be affiliated with Penn State.

Annual Review of Dissertation Committee Membership

It is crucial that all committee members remain actively engaged in the guidance of the student through the completion of their program. The Graduate Program Head of the student's major program shall review annually each student's Dissertation Committee to ensure that all Dissertation Committee members continue to qualify for service in their designated roles. The Graduate Program Head is responsible for promptly making any necessary changes and informing the Graduate School.

Dissertation Committee Members who retire or become emeritus may continue to serve for the duration of the student's program if they were appointed to the Dissertation Committee in this role prior to retirement, and they have the continuing approval of the student's Graduate Program Head and the Graduate School.

Dissertation Committee Members in any role who leave Penn State for reasons other than retiring or becoming emeritus may maintain their committee appointment for up to one year with the approval of the student's Graduate Program Head and the Dean of the Graduate School.

Changes in Dissertation Committee Membership

If the need for Dissertation Committee membership change is required, whether at the time of an annual review or otherwise, the student's major Graduate Program Head will promptly make the necessary changes and notify the director of Graduate Enrollment Services.

If at any time a student believes another person could more effectively fulfill the role(s) of Dissertation Committee Chair or Dissertation Adviser, they may submit a written petition to the Music Education Graduate Program Head or the Director of the School of Music, depending on the situation, for such change. The Graduate Program Head or Director of the School of Music will be expected to respond to the petition within two weeks.

If, in the opinion of the candidate, a Committee Member is not serving in the best interests of the student, additions and/or additional expertise is needed on the Committee, or an existing Committee Member is no longer able to serve, changes can be made in Committee membership. The process for such changes would involve the same steps that have been outlined for Committee appointment.

Comprehensive Exam

Purpose

The Comprehensive Exam represents the culmination of coursework and experiences in the doctoral program. Through this exam, candidate demonstrate breadth and depth of knowledge in Music Education and the ability to synthesize the information.

Scheduling Procedures

Prior to the exam:

1. The student must have completed all coursework by (or near) the date of the Comprehensive Exam (Pathway 1 – spring or summer of Year 2; Pathway 2 – at the discretion of the Academic Adviser);
 - a. Pathway 1 Benchmarks – Qualifying Exam is taken in the spring of Year 1, and Comprehensive Exam is taken at the end of the spring semester of Year 2;
 - b. Pathway 2 Benchmarks – All benchmarks occur at the discretion of the student and the academic adviser;
2. Candidates typically devote several months to review in preparation for the exam;
3. Students must receive approval of Part One materials from the committee prior to moving ahead with Parts Two and Three (as outlined below).

Considerations:

1. The candidate should inform the Dissertation Committee Chair when they are ready to submit materials for Part One of the exam. It is recommended that the candidate complete Part One during their last semester of coursework;
2. The candidate is responsible for scheduling both the written (Part Two) and oral (Part Three) portions of the exam, and should begin the scheduling process at least four weeks prior to the earliest suggested written exam date;
3. The candidate must be registered as a full-time or part-time student in the semester in which Part Three of the exam is scheduled;
4. At least three of the four members of the Dissertation Committee (including the Chair) must be physically present for the oral portion of the exam;
5. The oral exam should be scheduled approximately two weeks after the written exam is submitted to the committee.

Process

1. The candidate should submit possible dates for both Part Two and Part Three of the exam to the Dissertation Committee Chair.
2. After gaining approval from the Chair, the candidate should propose possible dates to other members of the committee with Part One materials. The Dissertation Committee Chair will assist with the negotiation of dates for the written and oral portions of the exam.
3. The Dissertation Committee Chair then informs the Music Education Graduate Program Chair of the dates, who recommends the scheduling of the oral examination to the Dean of the Graduate School.
4. Part Three of the Comprehensive Exam is announced and officially scheduled by the Dean of the Graduate School. **This process requires at least four weeks.**
5. At least three members of the doctoral committee (including the Dissertation Committee Chair) and the doctoral candidate must be physically present for Part Three of the exam. Other committee members may participate by other media, at the candidate's expense.
6. A favorable vote of at least two-thirds of the members of the committee is required for passing. In the case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another exam.
7. When a period of more than six years has elapsed between the passing of the comprehensive exam and the completion of the program, the student is required to pass a second comprehensive exam before the final oral exam (dissertation defense) will be scheduled.
8. For further descriptions of the Comprehensive Exam, see the Graduate Bulletin.

Exam Components

The Comprehensive Exam has three components and consists of both written and oral presentations. The candidate's committee administers all parts of the Comprehensive Exam.

1. Part One consists of submission of various materials prior to scheduling Parts Two and Three;
2. Part Two is a written exam;
3. Part Three is an oral presentation and exam.

Optional Inclusion of the Dissertation Proposal with the Comprehensive Exam

With the advice of the Dissertation Adviser, a student and the committee may desire to present a complete dissertation proposal simultaneously with the comprehensive exam. If this route is chosen, instructions are provided in the sections below.

Part One: Portfolio Materials

The candidate will show readiness for moving forward in the Comprehensive Exam process by submitting a portfolio of materials to their committee that is comprised of work completed during the program. Typically, Part One materials are compiled during the student's last semester of coursework. It is expected that many of these portfolio components have been completed during the program. Therefore, in most cases, these are not additional materials prepared for the Comprehensive Exam, but represent the body of work completed by the student during the program. It is recommended that the candidate meet with their Dissertation Committee Chair to discuss any questions related to this process. The committee members are expected to respond with their decisions regarding the appropriateness of the materials within two weeks of submission. Required materials are:

1. A current Curriculum Vita;
2. An article ready to be submitted to a journal, identification of the journal to which it will be submitted, and all materials prepared for submission;
3. Verification that an in-service session has been submitted to a conference (if the candidate has already presented a conference or in-service session, that will be apparent on the CV);
4. A video of teaching and/or conducting appropriate for job applications;
5. A sample syllabus for a higher education course which the candidate would be interested in teaching;
6. A research article completed by the candidate;
7. A copy of the candidate's doctoral Course of Study indicating grades for all completed courses or "in-progress" for courses being taken that semester;
8. A proposed timeline for Parts Two and Three of the Comprehensive Exam process.

Part Two: Written Exam

Part Two of the Comprehensive Exam process represents the written portion of the Comprehensive Exam. It may be scheduled after the candidate receives approval of the materials submitted in Part One. Part Two consists of written responses to questions from the committee and the dissertation proposal. The process will be:

1. The Dissertation Committee Chair will solicit questions from the committee members, select four to six questions from among those submitted, and receive approval from the committee on the selected questions. The Dissertation Committee Chair will forward the questions to the candidate, on an agreed upon date, who will have **one week** to complete answers to the questions. The answers must be submitted to the committee members on an agreed upon date.
2. Optional Proposal Inclusion: The candidate will submit a draft of the dissertation proposal, prepared independently, to the committee members no less than one week before the oral exam. See the next section ("Dissertation") for a complete description of the proposal.

Part Three: Oral Presentation/Exam

The Oral Presentation/Exam will be scheduled two to three weeks after the completion of Part Two of the Comprehensive Exam. The candidate will have no more than 20 minutes for their presentation, followed by questions from the committee. Generally, the oral presentation/exam lasts about two hours.

1. |

In the **question and answer portion**, the committee members will typically:

1. Ask for clarification or follow-up on answers the candidate provided to the questions from Part Two;
2. Ask additional questions;
3. If proposal is not included, the committee may ask questions regarding potential directions for the dissertation;
4. Optional Proposal Inclusion: Discuss the dissertation proposal.

Commented [TLCPI]: Do we want to keep this? If the proposal meeting is part of the exam, this adds 30 minutes to the meeting

Phase 3 (Dissertation)

Description

All Ph.D. students are required to complete a dissertation. As quoted in the Graduate Degree Programs Bulletin, “The ability to do independent research and competence in scholarly exposition must be demonstrated by the preparation of a dissertation on some topic related to the major subject. It should represent a significant contribution to knowledge, be presented in a scholarly manner, reveal an ability on the part of the candidate to do independent research of high quality, and indicate considerable experience in using a variety of research techniques. The contents and conclusions of the dissertation must be defended at the time of the final oral examination.”

<http://bulletins.psu.edu/graduate/degree requirements/degreeReq2>

The Music Education Graduate faculty is open to various approaches to a dissertation. The candidate should discuss their research interests and most appropriate approach to the dissertation and the proposal with various faculty members throughout the degree program and, particularly, with their Dissertation Committee Chair and other committee members. These approaches, and what constitutes the Dissertation Proposal for each, are described below.

The “One Study” Approach

Often viewed as the more traditional approach to a dissertation in Music Education, this type of dissertation represents one project that is quite large in scope. A typical format for this approach to the dissertation is outlined below, although various methodologies may render this format inappropriate. A draft of Chapters 1 and 3, as well as at least an outline of Chapter 2, comprise the Dissertation Proposal if this approach is chosen.

Front Matter:

The beginning of a Dissertation document includes several items as front matter. The Graduate School requires a list of signatories (see the Graduate School dissertation guidelines). An Abstract, Table of Contents, List of Figures, and List of Tables are also typical. A candidate may include an acknowledgement and/or dedication as well.

Chapter 1: Introduction

This section begins with the identification of the broad area of interest, narrowing to the specific focus of the proposed study and includes a discussion of the importance of the specific focus to the broad area. Basic assumptions should be identified and validated. The

entire rationale should be strongly supported by previous research and/or opinions of recognized authorities. This section should conclude with a succinct statement of purpose and a listing of specific research questions and/or problems.

Chapter 2: Literature Review

Several broad areas having relevance to the proposed study should be identified and an exhaustive review of literature of at least the last 10 years should be reported. It is encouraged for the chapter to be organized by the identified broad areas, with sub-sections within each area. Each broad section of the review typically concludes with a summary of the reported findings and a discussion of their relevance to the proposed study.

Chapter 3: Methodology/Design of Study

This section should provide a thorough description of the investigative procedures. For descriptive and experimental studies, detailed, sequential descriptions of the plan for data collection must be provided, and copies of data collecting instruments included. Procedures for analysis of data should also be clearly described and/or specified. For qualitative studies, description of the paradigm, detailed description of anticipated data sources and validity, the role of the researcher, and the planned procedures for analysis/interpretation should be provided.

Chapter 4: Results

This chapter details the results of the data analysis and provides answers to the research questions.

Chapter 5: Summary, Discussion, Recommendations, Conclusions

In this chapter, a summary of the previous chapters is provided (this is like an article). Then a discussion of the results, recommendations for future research and practice, and final conclusions are drawn.

References, Appendices, Curriculum Vita

A list of references for all sources included in the dissertation must be included. Typically, several Appendices are appropriate and the Graduate School requires the author's Curriculum Vita be included as the final Appendix.

The “Multiple Study” Approach

The Music Education Faculty encourages, and requires, doctoral students to conduct various research projects during doctoral study. Learning how to do research requires doing research. For some students, an area of research interest emerges relatively early in their studies. In this case, rather than one large study, the dissertation may represent a collection of studies related to one topic. Ideally, two studies have been conducted prior to the dissertation. A third study will be the independent work of the student and conducted after the dissertation proposal is accepted. In this approach, Chapters 1, 2, and 3, as described below, as well as a proposal for the third study (similar to the beginning of an article without results and conclusions) would comprise the Dissertation Proposal.

Front Matter:

The beginning of a Dissertation document includes several items as front matter. The Graduate School requires a list of signatories (see the Graduate School thesis guidelines). An Abstract, Table of Contents, List of Figures, and List of Tables are also typical. A candidate may include an acknowledgement and/or dedication.

Chapter 1: Introduction

This section identifies and explains the broad area of interest. Basic assumptions should be identified and validated and a theoretical basis for research in this area presented. The entire rationale should be strongly supported by previous research and/or opinions of recognized authorities and include the literature related to the area of interest.

Chapter 2: Study One

This chapter is a self-contained article on the first research study of the series. If it is already published, permission to include the text must be acquired from the publisher. If permission is not granted, then an extended abstract of the study, with reference to the publication, comprises this chapter.

Chapter 3: Study Two

This chapter is a self-contained article on the second research study of the series. If it is already published, permission to include the text must be acquired from the publisher. If permission is not granted, then an extended abstract of the study, with reference to the publication, comprises this chapter.

Chapter 4: Study Three

This chapter is a self-contained article on the third research study of the series, the research project that is conducted after the Dissertation Proposal is accepted.

Chapter 5: Summary, Discussion, Recommendations, Conclusions

In this chapter, a summary of the previous chapters is provided. Then a discussion of the results of the studies, recommendations for future research and practice, and final conclusions are drawn.

References, Appendices, Curriculum Vita

A list of references for all sources included in the dissertation must be included. Several Appendices may be appropriate and the Graduate School requires the author's Curriculum Vita be included as the final Appendix.

The "Hybrid" Approach

The candidate may feel a mix of these two approaches is most appropriate for their work. Perhaps the student has identified a topic of interest but has only conducted one study on that topic. In this case, the dissertation project would be more extensive than one article, but on a bit smaller scope than a "One Study" approach. In this approach, Chapters 1 and 2, as described below, as well as a proposal for the second study (similar to the beginning of an article without results and conclusions) would comprise the Dissertation Proposal.

Front Matter:

The beginning of a Dissertation document includes several items as front matter. The Graduate School requires a list of signatories (see the Graduate School thesis guidelines). An Abstract, Table of Contents, List of Figures, and List of Tables are also typical. A candidate may include an acknowledgement and/or dedication.

Chapter 1: Introduction

This section identifies and explains the broad area of interest. Basic assumptions should be identified and validated and a theoretical basis for research in this area presented. The entire rationale should be strongly supported by previous research and/or opinions of recognized authorities and include the literature related to the area of interest.

Chapter 2: Study One

This chapter is a self-contained article on the first research study of the series. If it is already published, permission to include the text must be acquired from the publisher. If permission is not granted, then an extended abstract of the study, with reference to the publication, comprises this chapter. This study will not be as comprehensive as the study in chapter 3. It is likely this study will only be article-length.

Chapter 3: Study Two

This chapter contains a methodology section, analysis, and conclusions for a larger study similar to a single-study dissertation approach. It may contain its own literature review, but the theme should have a clear connection to the study in Chapter 2. This chapter contains a more comprehensive research project than the study described in Chapter 2, resulting in greater depth and written length. If it is already published, permission to include the text must be acquired from the publisher. If permission is not granted, then an extended abstract of the study, with reference to the publication, comprises this chapter.

Chapter 4: Summary, Discussion, Recommendations, Conclusions

In this chapter, a summary of the previous chapters is provided. Then a discussion of the results of the studies, recommendations for future research and practice, and final conclusions are drawn.

References, Appendices, Curriculum Vita

A list of references for all sources included in the dissertation must be included. Several Appendices may be appropriate and the Graduate School requires the author's Curriculum Vita be included as the final Appendix.

The Dissertation Proposal

Dissertation research “officially” begins with the acceptance of a proposal by the candidate’s committee. The planning of the dissertation research project should be an on-going part of doctoral study (see “Suggestions for Successful Proposal Development” below). The formal proposal sequence for the candidate involves:

- Preparing the written proposal, with the option of submitting it as part of the Comprehensive Exam process;
- Scheduling and attending a proposal meeting with the dissertation committee if the proposal is not presented at the time of the Comprehensive Exam.

Receiving acceptance for the proposal grants the candidate permission to continue with the dissertation process. Typically, this means the candidate is ready to collect data and complete the dissertation report.

The written, formal proposal and accompanying documents reflect a planning process and should provide sufficient information for the committee to make an informed decision about the merits and feasibility of the work planned. The dissertation, including the proposal, is to be the independent work of the candidate. Therefore, it is the candidate’s responsibility to prepare a proposal.

In its approved form, the proposal represents a contract between the candidate and the committee for the completion of the research as amended through the proposal process. The format for the Dissertation Proposal depends on the approach taken (described previously).

The proposal should include, in as much detail as possible*:

1. Timeline for Completion of Research, including:
 - a. A projected timeline, including writing and refining the final report;
 - b. A projected date for the defense of the dissertation;
2. Introduction to the topic to be studied;
3. Literature Review**;
4. Description of the Methodology to be implemented.

**The Dissertation Adviser will set parameters regarding the extent of detail expected within the dissertation proposal.*

***Reference List (and Sources Consulted, if appropriate): In all cases, a reference list for all sources cited in the proposal must be included, following the appropriate style manual. However, since the proposal documents the planning process, the Dissertation Adviser may also request an additional list of all sources consulted to be included.*

Special consideration should be given to the eventual Human Subject Approval (Office of Research Protections) for this project during the proposal writing phase. For dissertation projects that require the use of human subjects, the candidate must submit an ORP application. It is strongly encouraged that the application should not be submitted to the Office of Research Protections until the proposal has been approved. In addition, the candidate and the Dissertation Adviser must have completed the online tutorial and examination required by the Office of Research Protections.

After the Comprehensive Exam, the candidate should work closely with the Dissertation Adviser throughout the writing process and take full advantage of the expertise of each member of the committee by seeking their counsel and requesting reviews of appropriate sections of the document.

Proposal Presented Outside the Comprehensive Exam

If the Dissertation Proposal is not submitted as part of the Comprehensive Exam process, an additional meeting of the Dissertation Committee must be scheduled to review the Proposal. This meeting should be scheduled under the advice of the Dissertation Adviser. This time is spent with questions and discussion with the Committee. The typical length of this meeting is 1.5-2 hours.

Approval of the Proposal

The committee may request several revisions and additional meetings before approving the proposal. When approved, the committee members will complete the Dissertation Proposal Approval Form (see Appendix L).

Suggestions for Successful Proposal Development

Preparing the Proposal

Throughout a candidate's coursework, continual consideration should be given to the identification of a research problem and the designing of a research study or studies. This process should include:

1. Discussions/contact with faculty and peers at Penn State and other institutions;
2. Discussion with practitioner-colleagues;
3. Extensive reading of literature on the topic;
4. Attendance at research sessions at professional conferences;
5. Writing papers in courses that may become sections of a formal proposal (rationale, literature reviews, design of data collecting instruments and processes).

Writing the Proposal

The writing of a formal proposal is an extensive and thoughtful process, and generally requires the equivalent of a semester-long course. The greater clarity in the proposal, the more likely data collection and interpretation will move forward cleanly. The Dissertation Proposal represents the candidate's ability to plan an independent research project.

Dissertation Adviser

The Dissertation Adviser, who guides the student through completion of the dissertation, must be a member of the Music Education Graduate Faculty. This person is designated to oversee the culminating research project of a Ph.D. student. Some ways in which the Dissertation Adviser will assist the student include:

1. Schedule and Chair additional proposal meetings, if needed, of the student's committee;
2. Oversee revisions in the proposal requested by the committee;
3. Oversee approval of the project by the Office for Research Protections;
4. Oversee the data collection process;
5. Assist in the preparation of the written report;
6. Determine the extent to which other members of the committee are to be involved in the project and writing process;
7. Ensure that the student has met quality expectations and established deadlines for research and report filing;
8. Schedule and Chair the Final Oral Exam (Defense).

The Dissertation Committee Advisor will typically serve as Dissertation Chair. If, during the committee proposal process, the student or the Dissertation Advisor believes another member of the Music Education Graduate Faculty could more appropriately serve as Dissertation Chair, a request for such appointment should be initially made to the Music Education Graduate Faculty. If the situation warrants, then the request should be made to the Director of the School of Music. This request could be based on either (a) faculty member's expertise in the area of proposed research or (b) the faculty member's demonstrated interest, willingness, and ability to work with the student.

Completion of Dissertation

Final Oral Exam (Dissertation Defense)

Purpose

The purpose of the Final Oral Exam (Dissertation Defense) is for the student to demonstrate that they thoroughly understand all aspects of the research problem, the research process, and the implications of the findings. This demonstration occurs in two parts: (1) submission of the final dissertation draft to the committee and (2) a two-part exam consisting of (a) a presentation summarizing the research and (b) consultation with the committee to discuss and respond to the presentation and document. Final Oral Exam presentations are public events and may be attended by anyone with invitation from the student or members of the committee.

Scheduling

When the Dissertation Adviser and student believe the document has been sufficiently refined, the Dissertation Adviser, with the assistance of the student, shall poll the committee for possible dates for the two-hour exam.⁶⁷⁸ The Dissertation Adviser then schedules a meeting of the committee through the Graduate School for the Final Oral Exam. The Dissertation Defense may be conducted in person or fully remote.

Submission of the Dissertation Draft

The student must provide complete drafts of the document, in the requested format (electronic or hard copy), to each committee member at least two weeks prior to the exam.⁹

The Exam

The student begins the Final Oral Exam by making a formal presentation of the research in a manner similar to presentations at professional conferences (approximately 30 minutes in length). In the case of a multi-study dissertation, after an introduction to the body of work, the student should briefly review the initial studies. However, the majority of the presentation should be on the final study and overall conclusions and recommendations.

⁶ The Graduate School establishes final dates for the scheduling of Final Oral Exams for each graduation. Check the schedule for the semester in which you plan to schedule the exam.

⁷ The Graduate School requires at least ten days advance notice to schedule exams.

⁸ A student must be registered for credit in the semester or summer session in which an exam is scheduled.

⁹ The Graduate School Thesis Office requires a Format Review of the final document. This may be completed either before or after the Final Oral Exam, but must meet deadlines established by the Thesis Review Office. Check the schedule for the semester in which the Final Oral Exam is scheduled.

Following the presentation, any person present may ask the student to elaborate, clarify, or defend any portion of the document and/or presentation. At the conclusion of the discussion, non-committee members are dismissed.

The committee meets with the student for further questions and discussion. Then the student is dismissed and the committee makes a final evaluation of the research project by voting to:

1. Pass the student on the examination;
2. Continue the examination at a later date;
3. Fail the student with permission to retake the exam at a later date;
4. Fail the student, withholding permission to retake the exam at a later date.

The Dissertation Adviser communicates the final decision to the student, the Music Education Graduate Program Chair, and the Graduate School.

Completion and Submission of the Final Document

After passing the Final Oral Examination, the student needs to make revisions to finalize the document for final acceptance and graduation. Working with the Dissertation Adviser, the student is expected to make the revisions in a timely manner and to consult with individual members of the committee to ascertain that individual concerns have been satisfied. When this has been done, the student will secure signatures from committee members and the Graduate Program Chair, file the hard-copy signatures with the Graduate School, and deposit an electronic copy of the dissertation with the Graduate School. It is typical, but not required, for the student to ask each committee member if they would like a bound or electronic version of the document. Students are expected to present results at professional conferences and submit a manuscript based on dissertation research to a professional journal.

Appendix A: Fellowships, Assistantships, and Scholarships

Ph.D. Assistantships

All Ph.D. students on assistantship will receive a ½-time assistantship. They will be assigned 20 hours of work per week, primarily supporting undergraduate classes (teaching, assisting faculty, etc.) and assisting faculty members with research and/or administrative tasks. If a student is a recipient of a University Graduate Fellowship, they will receive 10 hours of work per week during the first year of their fellowship. All additional years will be 20 hours per week.

Travel and Research Support

All music education graduate students will have the opportunity to apply for travel and research funds through the Beels-Dunikoski Endowment. All requests for funding should base expenses on the Penn State travel site (CONCUR). Students may request funding for other conferences and research support as well. See your Academic Adviser for more information.

Years of Support

Ph.D. students will be supported for three years of study, assuming they are making continuous successful progress in the program. M.M.E. students, if funded, will be given up to two years of funding. If an M.M.E. student has been on assistantship and is then admitted to the Ph.D. program, only two additional years of support will be guaranteed. In the event that an assistantship is not needed for a new student, a fourth year of support (Ph.D.) or a second year of support (M.M.E.) may be granted. These situations are rare.

Appendix B: English Competency

It is expected that individuals who hold a Ph.D. in Music Education will assume leadership positions in the field – disseminating results of research to practitioners, developing and presenting model materials and strategies for teaching music, and entering into dialogue that clarifies the goals and establishes direction for the profession. Such leadership requires competency in both spoken and written English. The music education program has established the following criteria for expectations, assessment procedures, and remediation opportunities.

Speaking

Criteria

Individuals holding doctorates in music education must be able to:

1. Present model lessons and conduct model rehearsals;
2. Present research findings and position papers at professional meetings;
3. Engage in dialogue with peers on professional issues.

At the present time, the vast majority of the professional meetings in Music Education are held in the United States. Even at international events, English is the predominant language of the profession. Sufficient command of spoken English is a prerequisite to participation in the profession at this level.

Assessment

All applicants to the program are required to come to University Park campus for a personal interview (or an on-line interview for international students) and submit a video recording of their teaching and/or conducting of a rehearsal. Initial assessment of spoken English is made at this time. The doctoral seminar (MUED 555) and Graduate Colloquium require frequent formal presentations by students affording additional opportunities for assessment of competency in spoken English. A formal assessment is made at the time of the Qualifying Examination meeting. The response sheet completed by faculty reading this exam includes the question, “Does this candidate have sufficient command of spoken English to participate at a high level within the profession?”

Remediation

Applicants with weak skills in spoken English are advised to enroll in ESL 114G during their first semester on campus. They also are encouraged to seek tutoring and to actively participate in class discussion, student organizations, and any other activities that will provide opportunities for them to develop their skills in speaking. Faculty members teaching Music Education courses during the student's first semester in the program monitor development of competency in spoken English.

Students still showing weakness in spoken English at the time of the Qualifying Examination are advised to seek tutoring and make frequent presentations in all courses. Such expectations are built into the individualized programs of study that are constructed at this time.

Follow-up Assessment

Students demonstrating insufficient competency in spoken English at the time of Qualifying Examination will be required to make a formal presentation within the Doctoral Seminar prior to the scheduling of the Comprehensive Examination. This presentation will be attended by a minimum of three faculty members, two of whom must attest to the spoken English competency of the candidate before the Comprehensive Examination process can be scheduled.

Writing

Criteria

Individuals holding doctorates in music education must be able to:

1. Write reports of research, synthesis of research, and documents applying research findings to practice within the field;
2. Design curriculum materials and teaching strategies;
3. Participate in written dialogue in professional journals and in other media on issues within the profession.

At the present time, the vast majority of the professional journals in Music Education are published in English. The major publishers of curriculum materials are in the United States and publish primarily in the English language. Sufficient command of written English is a prerequisite to participation in the profession at this level.

Assessment

All applicants to the program are required to submit a written statement of career goals and the role doctoral study will play in the attainment of those goals. This brief document provides initial assessment of written English competency. In the first year, students enroll in MUED 540, Quantitative Research DesignQuantitative XXXX, and MUED 550, Qualitative Research Design, which emphasize scholarly writing and include a research paper written in a scholarly style. All students take a core course in Music Education each semester the first two years. Writing is an important component in all these courses. Students demonstrating weakness in written English in either of these initial assessments will be advised of this weakness and urged to enroll in courses and seek assistance from the Graduate Writing Center or take other steps to remedy the weakness.

Commented [TLCP2]: Find and fix titles of 540 and 550

The Qualifying Examination provides an opportunity for a formal assessment of competency in written English. The response sheet completed by faculty reading this exam includes the question, "Does this candidate have sufficient command of written English to participate at a high level within the profession?"

Remediation

Applicants with weak skills in written English as identified at the time of the Qualifying Examination will have specific requirements written into their program to remedy their weakness. These requirements may include ESL 116G and/or English 418 or 421.

Follow-up Assessment

All Ph.D. in Music Education candidates are required to write an article for a practitioner journal for their Second Year Program Review and prepare and submit a manuscript of sufficient quality to a referred journal as part of the Comprehensive Examination process. These manuscripts are reviewed by Graduate Music Education faculty members and provide the basis for the final evaluation of competency in written English.

Appendix C: Qualification Recommendation Form (completed by faculty)

Student's Name: _____

The student named above is being considered for Ph.D. Qualification by the Music Education Faculty in the School of Music. To assist in the process of evaluating this student's potential for successfully completing doctoral study in music education, you are requested to provide a confidential rating on the criteria listed below and write a few comments based on your work with this student.

Please return this form to _____ (*adviser*) by _____ (*date*).

5 = to a high degree

1 = to a low degree

U = unable to rate this student

In my work with this student, I have seen evidence of:

Intellectual curiosity	5	4	3	2	1	U
Rigorous scholarship	5	4	3	2	1	U
Ability to assimilate new information	5	4	3	2	1	U
Ability to identify essential questions	5	4	3	2	1	U
Ability to solve problems systematically	5	4	3	2	1	U
Ability to synthesize information	5	4	3	2	1	U
Basic knowledge of sources of information	5	4	3	2	1	U
Clarity of oral communication	5	4	3	2	1	U
Clarity of written communication	5	4	3	2	1	U
Over-all potential to complete doctoral level work	5	4	3	2	1	U

On a separate sheet, please provide a narrative statement of recommendation for this student as a doctoral candidate, including your perception of their strengths and weaknesses as a musician, scholar, and teacher.

Recommender's Signature _____ Date _____

Appendix D: Course of Study Template

Completed courses = semester taken and grade

Cognate courses = equivalent to 9 credits

Your Name

Ph.D. Course of Study – Proposed

The Processes of Music Learning and Teaching (12 credits)

Foundations of Music Education (core classes)

MUED 545 – Musical Behavior: Creativity, Psychology, & Learning

MUED 556 – Musical Engagement: Sociology and Culture in Music Education

MUED 557 – Historical Research in American Music Education

MUED 558 – Philosophical Issues in Music Education

The Contributions and Processes of Research (9 credits + Doctoral Seminar)

Research Design and Methodologies

MUED 540 – Quantitative Research Design

MUED 550 – Qualitative Research Design

EDPSY 475 – Introduction to Educational Research (*optional*)

EDTHP 586 – Qualitative Methods in Educational Research (*optional*)

Statistical Procedures – Data Analysis

EDPSY 406 – Applied Statistical Inference for Behavioral Sciences (*optional*)

EDPSY 450 – Principles of Measurement (*optional*)

Application of Research

MUED 555 – Doctoral Seminar in Music Education (list each semester)

Research paper submitted as part of Qualifying Exam: *Title*

Article for refereed journal (Comprehensive Exam, Part 1): *Title*

Pedagogical Techniques and Materials

Curriculum

MUED 547 – Mentoring Novice Teachers (*optional*)

MUED 595 – Internship in Higher Education – (*indicate course & instructor*)

Strategies for Music Teaching and Learning

MUED 602 (*opt.*)–Supervised Experience in College Teaching (*list each taken*)

Article for practitioner journal submitted as part of Second Year Review: *Title*

Conference in-service presentation (Comprehensive Exam, Part 1): *Title*

The Art of Music

Electives (*list all other courses taken or planned*)

Personal Cognate

List courses here (*must be the equivalent of 9 credits*)

- *Title of Cognate* (a succinct, descriptive title that reflects the essence of the cognate)
- *Brief, summative description of the cognate that makes clear how this supports your research agenda and goals*
- For each of the proposed classes, list the course title and instructor and provide a brief description of the course and how it relates to the purpose/goals of your cognate

Appendix E: Internship in Higher Education (sample syllabus)

MUED 595 – Internship in Higher Education

Sample Course Syllabus

Description:

Interns will be assigned to an undergraduate or master's level course taught by a faculty member. Interns will attend course meetings to observe teaching and meet regularly with the instructor to discuss course structure and organization. Interns may be assigned some duties related to instruction.

Prerequisites:

Acceptance into Ph.D. Qualification in Music Education

Course Outline:

1. Identifying goals for courses in music;
2. Developing and structuring learning experiences in music for students in higher education;
3. Observing and analyzing teaching of college-level courses;
4. Assessing student learning in music;
5. Examining the relationship of a specific course to the total curriculum.

General Expectations:

Note: Students may not receive internship credit for a course that is part of their Teaching Assistant Assignment.

Students enrolled in this course will be assigned to a specific undergraduate music course and will be expected to:

1. Regularly attend the meetings of the assigned course;
2. Meet regularly with the course instructor to discuss:
 - a. Course organization, content, and relationship to other courses in the curriculum;

- b. Progress of current students in the course and necessary adjustments in the content and/or sequence;
 - c. On-going role of the intern within the course;
 - d. Information from research and other literature related to the content and/or teaching strategies of the course;
3. Participate in course instruction through activities such as:
 - a. Providing lecture/demonstrations;
 - b. Evaluating student papers/projects/teaching;
 - c. Designing and/or selecting instructional materials;
 4. Compile a notebook or other material source consisting of:
 - a. Syllabus and all handouts given to students enrolled in the course;
 - b. Lists of materials used in the course for instructor demonstrations and student assignments;
 - c. Copies of articles and reports related to course content and/or teaching methods;
 - d. Copies of syllabi of similar courses from other institutions;
 - e. Annotated list of alternative texts and/or other resources for a similar course.

Assessment of Student Achievement:

Student achievement in this course will be based on:

1. Skill in teaching as demonstrated through participation in class sessions and interactions with students (20%);
2. Understanding of course content as demonstrated through participation in course, and discussions with faculty (15%);
3. Awareness of faculty role in designing and teaching as demonstrated through course participation and discussions (15%);
4. Quality and organization of notebook (50%).

Rationale for Course:

Ph.D. graduates are typically assigned teaching responsibilities for undergraduate and master's level music education courses in their initial positions. It is important that they have had experience working in these courses as part of their doctoral study. The proposed internship is designed to provide necessary knowledge of course structure, teaching strategies, and assessment processes to enable Ph.D. graduates to successfully fulfill responsibilities as faculty in higher education.

Appendix F: Qualifying Exam Assessment Form

Candidate's Name _____

	High				Low
Question A					
To what degree has the candidate identified specific issues?	5	4	3	2	1
To what degree has the candidate identified the issues of significance to themselves?	5	4	3	2	1
To what degree has the candidate addresses a main question or concern about each topic?	5	4	3	2	1
To what degree has the candidate discussed how the topic may evolve in the future?	5	4	3	2	1
 Question B					
To what degree does the response provide context or background for the topic that is based in sociological, philosophical, historical or psychological thinking/research?	5	4	3	2	1
To what degree does the response provide the context or background discussed impacts your thinking on the topic and/or the development of the topic?	5	4	3	2	1
 Question C					
To what degree does the response indicate the candidate's ability to formulate a quantitative research question?	5	4	3	2	1
To what degree does the response indicate the candidate's ability to formulate a qualitative research question?	5	4	3	2	1
To what degree does the response indicate an awareness of data sources to address the questions?	5	4	3	2	1
To what degree does the response indicate an awareness of quantitative and qualitative methodological approaches?	5	4	3	2	1

Question D

To what degree is this candidate able to articulate a session description? 5 4 3 2 1

To what degree is the session outline appropriate to the chosen audience? 5 4 3 2 1

Rate the quality of this outline: 5 4 3 2 1

Over-all Evaluation

To what degree does this written response indicate foundational knowledge necessary for doctoral study? 5 4 3 2 1

To what degree does this written response indicate critical and analytical thinking necessary for doctoral study? 5 4 3 2 1

To what degree does this written response indicate writing skill necessary for the completion of a thesis? 5 4 3 2 1

To what degree has this students' performance in courses and other aspects of the program indicated personal characteristics necessary for doctoral study? 5 4 3 2 1

Additional Comments:

Evaluator _____ Date _____

Appendix G: Qualifying Materials Assessment Form

Candidate's Name _____

		High		Low	
To what degree does the candidate's statement of career goals:					
Reflect an understanding of the profession?	5	4	3	2	1
Represent a realistic self-understanding of strengths and weaknesses?	5	4	3	2	1
Reflect an adequate understanding of the role of research in relationship to that goal?	5	4	3	2	1
To what degree do courses selected for the personal cognate offer an appropriate preparation for this student?					
Suggested alternatives:	5	4	3	2	1

To what extent does the proposed time line represent realistic expectations for the completion of the degree?	5	4	3	2	1
Concerns/suggested alternatives:					

To what extent do the recommendations support this student's acceptance into qualification?	5	4	3	2	1
---	---	---	---	---	---

Personal recommendation:

- Accept into qualification
- Delay acceptance at this time – continue in program
- Reject – discontinue program

Evaluator _____ Date _____

Appendix H: Course of Study & Personalized Cognate Approval

Course of Study & Personalized Cognate Approval

Candidate's Name _____

1. Course of Study Plan (including Internship in Higher Education)

___ Approve

___ Approve with recommended changes:

___ Do not approve – recommendations:

2. Personalized Cognate

___ Approve

___ Approve with recommended changes:

___ Do not approve – recommendations:

3. Timeline (if needed to be revised)

___ Approve

___ Approve with recommended changes:

___ Do not approve – recommendations:

Evaluator _____ Date _____

Appendix I: Request Change to Approved Course of Study Form

Request Change to Approved Course of Study

Candidate's Name _____ Student # _____

Academic Adviser _____ Date _____

I hereby request the following change in the Course of Study that was established at the time of my admission to Qualification:

Course: ___ Substitution ___ Deletion

Existing Course _____

Proposed Course _____

Rationale:

Candidate's Signature

Adviser's Signature

Action: ___ Approved ___ Rejected Date _____

Music Education Graduate Chair's Signature

Appendix J: Second Year Review Assessment Form

Second Year Review Assessment Form

Student:

Reviewer:

Date of review:

Materials submitted for review:

___ Course of Study, with progress indicated, including grades

___ Timeline of remaining coursework

___ Independently-prepared manuscript that could be submitted to a practitioner journal

___ Course of Study and Personalized Cognate Approval Form (*if not previously approved*)

___ *Request to Change Approved Course of Study Form

___ *Description of accomplishments/projected work

___ *Revised goals statement

**These elements are optional*

-
1. Revised statement of goals is ___ appropriate / ___ inappropriate for the candidate's skills and expertise.

Comments and suggestions:

2. Course of Study Plan (including Internship in Higher Education):

___ Is showing full progress toward degree

___ Is showing ___ incomplete / ___ inappropriate / ___ unapproved progress toward degree

___ Is not showing progress toward degree

Comments:

3. Grades are ___ appropriate / ___ a concern toward progress in the degree.

4. Timeline

___ Is appropriate

___ Is appropriate with recommended changes:

___ Is not appropriate

Comments:

5. Practitioner article is appropriate for intended audience, exhibits candidate's expertise, is well written?

6. Approval of Course and Study and Cognate (if not previously approved):

___ Approved ___ Revisions Suggested ___ Not Approved

7. Outcome of Request to Change Approved Course of Study Form (if applicable):

___ Approved ___ Revisions Suggested ___ Not Approved

Comments:

Feedback to student regarding accomplishments:

Feedback to student regarding work projected for the immediate future:

Appendix K: Program Review Assessment Form (beyond the second year)

Program Review Assessment Form: Beyond the Second Year

Student:

Reviewer:

Date of review:

Materials submitted for review:

___ Course of Study, with progress indicated, including grades

___ Timeline of remaining coursework

___ Independently-prepared manuscript that could be submitted to a practitioner journal

___ *Description of accomplishments/projected work

___ *Request to Change Approved Course of Study Form

___ *Revised goals statement

** These elements are optional*

1. Course of Study Plan (including Internship in Higher Education):

___ Is showing full progress toward degree

___ Is showing ___ incomplete / ___ inappropriate / ___ unapproved progress toward degree

___ Is not showing progress toward degree

Comments:

2. Grades are ___ appropriate / ___ a concern toward progress in the degree.

3. Timeline

Is appropriate

Is appropriate with recommended changes:

Is not appropriate

Comments:

4. Revised statement of goals is appropriate / inappropriate for the candidate's skills and expertise.

Comments and suggestions:

5. Outcome of Request to Change Approved Course of Study Form (if applicable):

Approved Revisions Suggested Not Approved

Comments:

Feedback to student regarding accomplishments:

Feedback to student regarding work projected for the immediate future:

Appendix L: Approval of Dissertation Proposal Form

Approval of Dissertation Proposal

We approve the dissertation proposal of:

<hr/>	<hr/>
Dissertation Adviser	Date

<hr/>	<hr/>
Music Education Member	Date

<hr/>	<hr/>
School of Music Member	Date

<hr/>	<hr/>
Outside Faculty Member	Date

<hr/>	<hr/>
Additional Faculty Member	Date

<hr/>	<hr/>
Additional Faculty Member	Date

Appendix M: Consent to Serve on Committee Form

Commented [TLCP3]: Not sure this is still needed; only the official Grad School form?

We, the undersigned, agree to serve on the doctoral Dissertation Committee for the following student: _____.

_____ Signature	_____ Printed Name	_____ Department
_____ Signature	_____ Printed Name	_____ Department
_____ Signature	_____ Printed Name	_____ Department
_____ Signature	_____ Printed Name	_____ Department
_____ Signature	_____ Printed Name	_____ Department
_____ Signature	_____ Printed Name	_____ Department