

# **DOCTORAL HANDBOOK IN MUSIC EDUCATION**

## **Admission**

### **Standards**

To be admitted to the doctoral program in music education, an applicant must have a master's degree in music education or a total of 30 credits of approved course work.

In addition, applicants must have successfully completed at least three years of employment as a music teacher, as evidenced in letters of recommendation and other documents submitted in support of the application.

Students who are admitted to the program should have completed each of the following:

One graduate music history course from the Baroque period or earlier (pre-1750)

One graduate music history course from the Classical period or later (post-1750)

One graduate music theory course in analysis.

A student who has not completed such courses will be required to do so in addition to the completing the courses that are required for the doctoral degree. They can not serve as electives in the student's program.

In addition, international applicants are required to have a TOEFL score of at least 580 (paper version) or 237 (computer version).

### **Procedures**

To apply to the Ph.D. program in Music Education, applicants must do the following:

1. Submit to the College of Music Admissions office his or her master's thesis, if a thesis was required for the masters degree. An applicant who did not complete a thesis must submit a comparable sample of his or her academic or professional writing.
2. Complete a College of Music Graduate Application.
3. Complete a Michigan State University Graduate Application.
4. Submit to the College of Music Admissions Office a 500 to 700 word essay about the applicant's professional experience and future professional goals.
5. Submit three letters of recommendation to the College of Music Admissions Office.

6. International students must submit recent TOEFL scores to the College of Music Admissions Office.

### **Examinations**

All new doctoral students must take two entrance examinations in music education prior to beginning course work. One of these examinations focuses on the philosophy of music education and the other on research in music education. If a student chooses not to take these examinations, he or she must take MUS 860 Seminar in the Philosophy of Music Education and/or MUS 864 Research in Music Education and Music Therapy as electives within the doctoral program. These tests are administered by the Area Chair in Music Education prior to the start of each semester in which a new doctoral student is matriculating.

In addition, if a student plans to choose music theory as his or her cognate area or if the student must take a remedial graduate analysis course, the student must take the music theory placement examinations that are administered prior to each semester. The results of this examination are used to place students in music theory courses that are appropriate to the student's level of achievement. Based on the results of these examinations, the student may be required to take one or two collateral courses in music theory, MUS 200 and 201, in addition to meeting the requirements of 9 credits for the cognate area or taking the remedial course. The student should contact the Area Chair of Music Theory for test dates and times.

### **Teaching Assistantships and Fellowships**

Doctoral students can apply for a graduate assistantship position in music education. All music education graduate assistantships are 1/4 time, with an average workload of ten hours per week, averaging over the length of the appointment. Duties might include observation of student teachers, teaching a lower-level undergraduate course, arranging field experience, and assisting with Music Education functions. The length of the appointment for Fall Semester is from August 16 to December 31. For Spring Semester, the appointment runs from January 1 through May 15th. Graduate assistants are typically appointed for a one-year period (Fall and Spring Semesters). Please see "Graduate Assistantships at Michigan State University" (<http://www.grad.msu.edu/all/gradasst.pdf>) for more information on University policies concerning assistantships. Graduate assistants who teach should also consult the MSU/GEU Contract (<http://grad.msu.edu/geu/agree.pdf>).

Graduate assistants must take at least six credits per semester. The maximum course load without special approval for a 1/4 time assistant is twelve credits.

If an assistant's studies and teaching are satisfactory, reappointment for a second and third year may be possible. Unsatisfactory performance in course work or in performance of duties will result in termination of an assistantship.

A graduate assistant must

1. Maintain a cumulative GPA of at least 3.25,
2. Not accumulate deferred grades in more than 8 credits in courses, excepting those in MUS 999.

If at the end of a semester a graduate assistant fails to meet one or both of the requirements specified above, the graduate assistant shall receive a warning and be allowed to hold the assistantship for one additional semester. If at the end of the additional semester the graduate assistant has failed to meet the requirements specified above, the graduate assistantship will be withdrawn.

Each assistantship carries a nine-credit tuition waiver and a graduate assistant pays in-state tuition for credits beyond the first nine. A student employed as a graduate assistant in Fall semester may pay for credits at the in-state tuition rate during the previous Summer semester. A student employed as a graduate assistant in the Spring semester may pay for credits at the in-state tuition rate during the following Summer semester.

In addition to the tuition waiver, each student receives a stipend and health insurance (for student only). Graduate assistants may purchase health insurance for spouses and dependents by contacting the MSU Benefits Office. Also, matriculation fees are waived for graduate assistants.

Graduate assistants will be evaluated at the end of each term and their evaluations will be placed in their files.

Doctoral students are eligible to be considered for fellowship support if they are not granted a graduate assistantship. The amount of these fellowships range from \$500 and can go significantly higher, depending upon the merit of the student and the amount available during that academic year. To apply for a fellowship, students should write a letter of application and send it to Cynthia Taggart, Chair of Music Education.

Other possible funding sources during the degree include student travel funding for presentation of a paper or workshop, research enhancement awards to defray the cost of implementing a research project, Special College Research Abroad Money for international travel to conduct research, and Dissertation Completion Fellowships to support the completion of the doctoral dissertation. The application and instructions for applying can be found in the College of Music Graduate Office.

### **Doctoral Guidance Committee**

#### **Guidance Committee Advisor**

The Area Chair of Music Education will serve as the student's doctoral advisor. This Advisor is not necessarily the same as the Dissertation Advisor, whom the student chooses.

## **Guidance Committee Members**

A student's doctoral committee consists of the entire music education full-time faculty and a faculty member from the cognate area. This committee must be formed within the first year of doctoral study so that the doctoral contract can be completed during the first year.

## **Functions**

The guidance committee oversees the student's degree progress, helps the student create his or her doctoral contract.

## **Course of Study**

### **Guidance Committee Reports**

All students must develop a Guidance Committee Report with the guidance of his or her doctoral guidance committee in the first year of doctoral study. This report specifies the course work that the student must complete in order to complete the doctoral degree. Once a student has formed his or her doctoral guidance committee, the student should schedule a meeting with all members of the committee. Prior to the meeting the student should discuss and plan a course of study with the Area Chair of Music Education and should bring copies of this plan to the meeting with the guidance committee. At this meeting, committee members have the opportunity to suggest changes that might be appropriate and agree on the course of study. Then the student must complete the Guidance Committee Report form and give it to the Graduate Office of the College of Music, who will circulate it for signatures. Changes to these contracts are possible, but only with the signed approval of all guidance committee members.

### **Music Education Core**

The core courses in music education represent what the music education faculty at MSU considers to be foundational knowledge for all students in music education at the doctoral level. Students are required to take the following courses as their music education core for a total of 15 credits:

MUS 960 Seminar in Measurement in Music Education

MUS 962 Advanced Studies in the Philosophy of Music Education

MUS 965 Advanced Research Methods in Music Education

MUS 966 Qualitative Research in Music Education

One of the following:

MUS 861 Seminar in the Psychology of Music

MUS 862 Seminar in Curriculum Development in Music

MUS 964 Seminar in College Teaching in Music

### **Music Cognate**

All students must complete a music cognate of nine credits. This cognate is to be an area in which the student demonstrates musical strength. It can be selected from the following areas: conducting, performance, jazz, music theory, musicology, or composition. If a student wishes to select conducting, jazz, or performance as a cognate area, that student must audition to be accepted as a cognate student in that area. Those wishing to select music theory as a cognate

must take the music theory placement test to help determine appropriate course work in music theory. Those wishing to select composition must submit examples of their compositions to the composition faculty for consideration.

### **Electives**

All students must choose 12 credits in graduate courses from within or outside of the College of Music.

### **Dissertation**

A dissertation is the culminating degree project for the Ph.D. Students must complete 24 credits of MUS 999 Doctoral Dissertation.

### **Dissertation Advisor**

The Dissertation Advisor must be chosen early in the second year of study when the student has had sufficient time to become acquainted with all of the music education faculty members. The student should choose a faculty member whose expertise will enrich the dissertation and with whom the student has a strong working relationship. (Please see Appendix A for a list of questions to consider when choosing a Dissertation Advisor.)

### **Dissertation Committee Members**

In discussion with your Dissertation Advisor, the student must choose a Dissertation Committee. This committee must consist of two music education faculty members and one member from within the College of Music but not within music education. It can also include additional members from outside of the College of Music who can bring necessary expertise to the dissertation process. When the student has chosen a dissertation advisor and dissertation committee, he or she should notify the Graduate Office of the choices in writing with supporting signatures from the Area Chair and all committee members. This letter will be placed in the student's file.

### **Functions**

The dissertation committee oversees and guides the student's dissertation process and helps the student complete the dissertation. Should the student's guidance committee fail to accept the dissertation or the student's performance on the final oral examination, the student is allowed to rewrite the dissertation or retake the examination only once. This must occur within one year of the original defense date.

### **Competencies**

Two standards of professional success in an academic position are one's ability to teach college students effectively and one's ability to conduct scholarly work and convey it to a professional audience. To ensure that MSU's doctoral music education graduates are well qualified to achieve these standards, all doctoral students in the program must demonstrate their competency in teaching and research.

### **Procedures and Evaluation**

The teaching and scholarship competencies must be demonstrated in partial fulfillment of the requirements for the degree of Ph.D. in Music Education. They may be scheduled at any point in a student's doctoral work, although most students wait until the latter part of their studies but before commencing the dissertation.

The student works with his or her dissertation advisor to plan the means that will be used for demonstrating the teaching and scholarship competencies. (A further discussion of these competencies is presented below.) Then the student submits to the dissertation advisor a one-page proposal outlining the plan for demonstrating the teaching or scholarship competency. The dissertation advisor must accept the proposal.

The student prepares a portfolio to document the demonstration of competency, and the portfolio is given to the dissertation advisor. The student's dissertation committee evaluates the portfolio and provides a "pass" or "no pass" evaluation. The committee conveys the result and additional evaluative comments in an official report to the student. The report is copied to the Area Chair of music education area and the Graduate Office of the College of Music. Any student who receives an evaluation of "no pass" for a competency must repeat the process or revise the portfolio, in consultation with the dissertation advisor, until a passing grade is achieved.

### **Teaching Competency**

The purpose of the teaching competency is to ensure that all graduates of the doctoral program are capable college teachers in their field of expertise. The competency can be demonstrated in front of a college-level music class, music education class, or ensemble. In most cases, the competency will be demonstrated over more than one class period, rather than in a single teaching experience.

The student is responsible for speaking with a faculty member to arrange for an appropriate teaching setting. The teaching may be accomplished in conjunction with assigned teaching assistantship duties. It is important that these arrangements be made well in advance of the actual teaching demonstration. The arrangement for a teaching setting should be done with the knowledge of and in consultation with the dissertation advisor.

Then the student writes a brief proposal for the teaching competency and submits it to the dissertation advisor for his or her approval. The proposal should include a description of the proposed teaching setting, the scope and duration of the teaching, and a schedule or timetable for completion.

The student informs dissertation committee members of the scheduled teaching, and some committee members may wish to sit in on a class. Upon completion of the

teaching, the student assembles a portfolio to document the competency. The teaching portfolio should include lesson plans, lecture notes, or rehearsal plans; a video of one or more of the classes or rehearsals taught; and a brief self-evaluation of the teaching. The dissertation committee evaluates this portfolio to determine whether the student has met the requirements of the teaching competency.

*Example of teaching competency:* A student organized and taught a two-week unit in an undergraduate music education course. She worked with the faculty member teaching the course to develop a three-class unit on measuring and evaluating music learning. She also assisted in developing a unit project to assess the undergraduates' knowledge of the topic. Her lecture notes and other teaching materials were included in her portfolio.

### **Research Competency**

The purpose of the research competency is to ensure that all graduates of the doctoral program are capable scholars in some area of music education. The competency has three parts: (1) conduct some scholarly work in music education, (2) write and submit for publication a scholarly paper reporting on the nature and results of the work, and (3) present the results to a professional audience at a conference, workshop, or on-campus colloquium.

The scholarly project should be of sufficient depth and significance to warrant publication in the *Journal of Research in Music Education*, *Bulletin of the Council for Research in Music Education*, *Music Educators Journal*, *Philosophy of Music Education Review*, *Update*, *Journal of Music Teacher Education*, *Contributions to Music Education*, or other journals of comparable quality. If appropriate, papers from graduate seminars or independent studies may be revised or extended to satisfy the competency.

The student writes a brief proposal for the research competency and submits it to the dissertation advisor for his or her approval. The proposal for the research competency should include a description of the proposed scholarly work, identification of the journal to which the resulting article will be sent, identification of the venue for the oral presentation of the results, and a timetable for completion.

Upon completion of the scholarly work, the student writes a report on the project that can be submitted for publication to a professional journal. The dissertation advisor or other persons may serve as editors for this report. The student also arranges to present the results at a conference, workshop, or on-campus music education doctoral seminar.

The research portfolio, which documents the competency, should include a copy of the article to be submitted for publication, the letter of submission, the journal's letter of acknowledgement, a video tape of the oral presentation (if committee members cannot be present), and a brief self-evaluation of the project. The

dissertation committee evaluates this portfolio to determine whether the student has met the requirements of the research competency.

Because of the long lead time for editorial review and publication in major professional journals, demonstration of the competency does not require actual publication or acceptance for publication of the written document. The paper submitted to the journal should be of high enough quality, in the dissertation committee's evaluation, to warrant publication.

*Example of research competency:* A student conducted a study of young children's improvisational behaviors. The research was organized, implemented, and written as a part of a graduate independent study. The student presented the results as a session at the Michigan Music Education Conference. After working with her dissertation advisor, the student submitted her research document to the *Bulletin of the Council for Research in Music Education*.

### **Comprehensive Examination**

Doctoral comprehensive examination in music education ensures that doctoral students are knowledgeable on a broad range of topics within music education and the chosen cognate area. The comprehensive examination is taken at or near the end of course work and must be taken and passed prior to acceptance of the dissertation proposal. The comprehensive examination must be passed within five years of initial enrollment in the doctoral program. Students must be enrolled for a credit in the semester in which they take their comprehensive examination, unless they take them in summer. If a student chooses to take the comprehensive examination in summer, he or she must be enrolled in the Spring Semester directly before the examination or in the Fall Semester directly following the examination.

The examination consists of five questions: one question to correspond with each of the core courses in music education (both research classes combine for a single question) and one question for the cognate area. The five areas in music education are the following: philosophy, measurement, research, music teaching and learning (college teaching/curriculum/psychology of music). All of the questions on the examination are developed by the student in consultation with the faculty with whom they took the core courses (students choose one of the two faculty with whom they took their research courses) and with their cognate advisor. When all of the questions have been developed, they must be submitted to the Dissertation Advisor for approval.

The student chooses three of the questions to answer in an on-site examination and two as a take-home examination. The on-site questions are answered on campus over two consecutive days in a controlled examination setting, with two questions one day and one question the other day. Students may not use notes. However, they can bring a non-annotated bibliography to use as reference when

answering the questions. Three hours are allowed per question, with the students determining the distribution of time between the question answered in a day.

Following the on-site examination, the student is given one month to answer the two take-home questions. These are to be no longer than 20 pages per question.

Each student schedules the dates for test administration with his or her dissertation advisor, who administers the test. The on-campus portion of the exam is answered on computer. Students should make arrangements with his or her chair to make certain that a computer is available for the examination.

Examination answers are evaluated by the music education faculty and by the cognate advisor. All readers evaluate every answer. Then faculty members meet to discuss the answers and evaluate the examination as a whole. The three possible outcomes follow: (1) the student passes the examination, (2) the student fails the examination, requiring the student to begin the process again and retake the examination in a subsequent semester, (3) the student is asked to answer an additional question or provide the faculty with additional information on which they can make a definitive evaluation. The evaluation process typically takes four to six weeks after the take-home portion of the examination has been completed. Students are officially notified of the results of the examination by their Dissertation Advisor, and a copy of the notification is sent to the Graduate Office of the College of Music. Along with the notification of the results, students also receive feedback regarding the strengths and weaknesses of the examination in the eyes of the faculty.

If a student fails the comprehensive examination, he or she is given one opportunity to retake the examination. If the student fails the examination a second time, that student is discontinued from the doctoral program.

### **Doctoral Seminars**

As a means of building a community of scholars among doctoral students and faculty, the music education area established a doctoral seminar series. Attendance at these seminars is required of all doctoral students. At these seminars, students and faculty members present research, share written work that they are submitting for publication, and discuss issues in higher education related to music education and professional development. The times and dates of these seminars will be announced at the start of each semester.

### **Maintaining Good Standing**

#### **Annual Evaluation**

Students will receive an annual letter of evaluation from the Area Chair of Music Education. This letter will contain the music education faculty's evaluation of the student's progress toward degree and professional growth during the evaluation period.

## **Grades**

Students must maintain a cumulative GPA of at least 3.0 and not accumulate more than 8 credits of DF grades (excluding credits in MUS 999). If at the end of a semester a student fails to meet one or both of these requirements, the student shall receive a deficiency warning. If the deficiency is not removed within one academic year, the graduate student will not be allowed to continue in the program.

A student may not accumulate more than 6 credits with a grade below 3.0 in courses that are to be counted toward the degree. Any grade lower than 2.0 can not be counted toward the degree.

## **Transfer Credits**

Graduate credits may be transferred from other accredited institutions if they are appropriate to a student's program and provided that they were completed within the time limits approved for the earning of the degree. The student's committee and the Associate Dean for Graduate Studies must grant approval for the transfer. Only graduate-level courses in which a grade of at least 3.0 was received will be considered for transfer.

## **Progress Toward Degree**

Students have five years from the time when he or she begins the first class at Michigan State University that appears on his or her doctoral program of study to pass comprehensive examinations and eight years to complete the degree. Applications for extensions of the eight-year limit must be submitted by the department/school for approval by the Dean of the College and the Dean of the Graduate School. These extensions are only granted in extenuating circumstances. Upon approval of the extension, doctoral comprehensive examinations must be passed again.

## **Degree Completion**

The student must take the following steps in order to graduate:

1. Complete degree requirements
2. Apply to graduate early in the semester of graduation. This form can be completed in the Office of the Registrar or on line on the Registrar's site.
3. Obtain a thesis/dissertation submission packet of form from the Graduate School website.
4. Schedule and pass oral defense.
5. Submit an electronic copy of your dissertation to the Graduate School. Check their requirements for formatting.
6. Submit an electronic copy of your dissertation to the College of Music Graduate Office.



Teaching Competency \_\_\_\_\_

Scholarly Competency \_\_\_\_\_

Comprehensive Examination \_\_\_\_\_

## **Appendix A**

### **Suggestions on Choosing a Dissertation Advisor**

Is the advisor an expert in the area of research or scholarship that you intend to pursue? Is his/her critical or theoretical orientation consistent with yours?

How much freedom will you have in your choice of dissertation topic with this advisor?

What is the reputation of the advisor within the discipline?

How responsive is the advisor? How long does it take him/her to return written material with comments?

How accessible is the advisor for discussion?

Is the advisor likely to remain on the faculty for the duration of your degree work?

How many students does he/she advise? If none, why? If a large number, does this affect the attention that he/she pays to individual students?

How much time does he/she spend away from campus? Is he/she available during the summer?

How long do students take to complete their degrees with this advisor?

What proportion of this advisor's students successfully complete the program?

What is the placement record of this advisor's students? Where do they get jobs?

Does the advisor publish with his/her students as first author?

How many publications does the typical student accumulate with this advisor?

Do the advisor's students go to disciplinary or professional conferences?

Do the advisor's students make presentations of their own work at conferences? Do they make presentations of joint work with the advisor?

How much interaction is there with other advisees of this faculty member? Does he/she direct a research group or rather a series of individuals?

How much of the research is collaborative with the advisor and/or other advisees?

How much involvement is expected in "group" research projects that are not appropriate for inclusion in your dissertation? How much of this contributes to your professional development and marketability?

How is credit for collaborative work assigned?

Is the advisor engaged in patentable or saleable work? If so, how does he/she assign credit to the student? Does this work get published promptly?

Is the advisor's work funded? What are the guarantees of funding for the advisor's students? Do the advisor's students get summer support?

Does the advisor assist his/her students in obtaining their own funding from outside sources such as fellowship programs?

Does the advisor have good relations with other faculty in the program?

Does the advisor have a reputation for ethical behavior?

Are the advisor's work habits compatible with your own?