

PhD in Music Education Degree Plan (minimum 3-year completion)

Coursework (48 hours) + Dissertation (12 hours) = 60 hours beyond the masters

Admission:

Teaching Video, CV, Transcripts, Scholarly Paper, Personal Career Statement followed by Faculty Interview.
Admission placement exams in Music Theory & Musicology are required; remedial coursework required if needed.

Required/Core Courses		
Prefix and Number	Required/Core Course Title	SCH
	Expertise in Music Educator Preparation	
MUED 6346	Teacher Preparation in Music Education	3
MUED 6031	Doctoral Seminar in Music Education	1-3
MUSI 5100, MUSI 5305 or MUTH 5306 or advisor approval	Teaching Music in College (5100) or Administration in Music (5305) or Pedagogy of Music Theory (5306) Or similar advisor-approved Teaching in College course	1-3
	Music Education Content Knowledge	
MUED 5332	Learning and Music	3
MUED 5340	Historical/Philosophical Foundations of Music Education	3
	Music Education Research Design & Methods	
MUED 5333	Tests & Measurements in Music	3
EPSY 5380	Introduction to Educational Statistics	3
EPSY 5381/ EPSY 5382	Intermediate Educational Statistics or Qualitative Research in Education (or equivalent courses)	3
	Dissertation	
MUSI 8000	Dissertation	12
	TOTAL REQUIRED/CORE COURSES (excluding possible leveling courses)	32-36

Cognates & Elective Courses. Choose 24-28 hours electives with advisor approval. Electives should include 1-2 Cognates (minimum of 9 non-remedial hours in a single area) based on the individual's interests and desired career path. Student is responsible for identifying appropriately related courses and presenting the cognate proposal to his/her music education advisor or advisory committee.

Suggested Cognates (others possible):

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| Conducting | Interdisciplinary Studies in Fine Arts |
| Performance | International Music Education |
| Exceptionalities | Music Education Curriculum |
| Educator Preparation | Musicology |
| Research (9 hours beyond required) | Ethnomusicology |
| Psychology | Music Theory |
| Composition | Student-selected/Faculty-approved Cognates |

Required Accomplishments Outside of Coursework as approved by student's advisor or advisory committee Typically prior to or during Semester 5
Music Education Qualifying Exams
Music Education Qualifying Exam Oral Defense
Research Competency
Research Agenda: On-campus scholarly presentation (scheduled by student and beyond in-class presentations)
Peer-Reviewed Scholarly Presentation or Poster at state, national or international conference
Scholarly manuscript submission to peer-reviewed research journal
Teaching Competency
Teaching video appropriate for job applications
Annotated syllabus of appropriate college class(es)
Documentation of college teaching experience
Curriculum Vitae

Music Education Advisory Committees
Major Advisor: Music Education faculty member serving as major professor for both Qualifying Exam and Dissertation. Chosen by mutual agreement of student and faculty member. Typically chosen in the second year.
Dissertation Advisory Committee: Minimum of 3 Music Education faculty members; may also include 1 or more faculty members in Music or outside of Music.

Music Education Qualifying Exams

I. Qualifying Exam Projects (due prior to beginning written exams)

A. Comprehensive Musicianship Project

- Specifics of the analysis project will be available two weeks prior
- Project is due when written exams begin

B. Teacher Preparation Project (due prior to exams)

- Teaching video appropriate for job applications
- Annotated syllabus of appropriate college class(es)
- Documentation of college teaching experience
- Curriculum Vitae

C. Research Competency (due prior to exams)

- Research Agenda: On-campus scholarly presentation
 - Arranged by student
 - Not an in-class presentation
- Peer-Reviewed Scholarly Presentation or Poster at state, national or international conference
- Scholarly Manuscript submission to peer-reviewed research journal

II. Written Exams

Day 1:

- History/Philosophy of Music Education questions
- Psychology of Music (learning & music) questions

Day 2:

- Cognate(s) questions
- Research questions

Day 3:

- Interview readiness questions
- Student-specific questions

III. Qualifying Exams Oral Defense of qualifying exams

Oral Defense of Qualifying Exams (within two weeks after written exam):

- Qualifying Exam Defense (15-20 minute presentation) including a rationale for why student chose to answer the questions as he/she did.
- Defense presentation is open to the public
- Faculty committee then asks questions regarding any portion of the Qualifying Exams
- Faculty committee questioning is private

Scoring of Qualifying Exams and Oral Defense:

- Faculty committee will score the qualifying exams and defense
- If the student fails the qualifying examination, he/she must wait at least four months to retake the examination.
- Retake must be completed within one year of original examination date.
- A student who does not pass the exam after a second attempt will no longer be in the program per Graduate School regulations.

Elective Courses (Choose 24-28 hours from those listed below or select other graduate courses in music or in other areas with advisor approval). Select electives to include 1-2 Cognates (minimum of 9 hours in a single area) based on the individual student's interests and career path.		
Prefix and Number	Elective Course Title	SCH
MUED 5031	Graduate Seminar in Music Education	1-6
MUED 5325	Topics in Choral Music Education I, II, III	3-9
MUED 5326	Topics in Band Music Education I, II, III	3-9
MUED 5327	Topics in Orchestral Music Education I, II, III	3-9
MUED 5344	Special Problems in Music Education: Topics Vary. May include International Music Education; Urban Music Teaching and other topics identified by music education faculty member for the benefit of students	3-9
MUED 5345	Topics in Kodaly Pedagogy	3-9
MUAP 5308	Choral Conducting Methods I, II, III	3-9
MUAP 5309	Orchestral Conducting Methods I, II, III	3-9
MUAP 5310	Band Conducting Methods I, II, III	3-9
MUSI 5305	Administration in Music	3
MUSI 5306	Music for Students with Exceptionalities	3
MUSI 5342	Introduction to Applications of Technology in Music	3
MUSI 5343	Advanced Applications of Technology in Music	3
MUSI 7000	Independent Study: Research in Music (may be repeated)	3-9
	MINIMUM TOTAL ELECTIVE HOURS (must include 1-2 nine-hour cognates)	24-28

See current catalog for listings of elective Musicology (MUHL) and Music Theory (MUTH) courses.

D. Curriculum

The educational objectives for the PhD. in Music Education emphasize the breadth of knowledge and skills in this area and primarily prepare students for music education positions in higher education as well as increase skills for those entering leadership positions in K-12 music settings, or other positions such as full-time church positions, and other positions of leadership in the arts. Graduates will demonstrate expertise in content knowledge, research, and music educator preparation. Unique to this degree, and what distinguishes it from other such degrees, is the focus on knowledge and skills involved with music educator preparation as well as the possibility of interdisciplinary electives in fine arts.

Music Education Content Knowledge

- Demonstrate a broad conceptual knowledge of music education and develop related disciplinary content knowledge and expertise in music education
- Display content knowledge of historical and philosophical foundations of music education, organization and design of music courses, psychology of music learning, and a global sense of music teaching and learning.

Expertise in Music Educator Preparation

- Demonstrate an intellectual understanding and application of innovative ways to prepare preservice music educators for successful teaching in K-12 settings
- Exhibit skills in planning and implementing music educator preparation classes
- Show involvement in national music teacher education professional venues

Music Education Research Design and Methods

- Implement innovate research methods to investigate and answer disciplinary questions in music education.
- Apply scientific principles in conjunction with novel methodology to advance knowledge about how humans learn and respond to music

The PhD in Music Education requires a minimum of 60 credit hours beyond a master's degree in music. It is expected that applicants will be experienced music educators, accomplished musicians, and hold music teacher certification or give evidence of extensive similar teaching and musical experiences. Those not holding teacher certification, but possessing requisite musical and teaching experiences may choose to pursue teacher certification during the PhD in Music Education. Anyone planning to teach in US schools must enter with teacher licensure or seek it during the PhD in Music Education process. Within these credit hours, students are mentored through advanced research topics, independent studies, and scientific writing to participate in projects that lead to refereed publications prior to the beginning their dissertations.

What distinguishes this degree from our competition is the deliberate and stated focus on music teacher preparation. Virtually all music education doctorates emphasize research and ours continues that discipline-established expectation. Music education doctorates seem to imply teacher preparation since most advertised positions at the assistant professor level mention working with student teachers. However, very few mention coursework or information about how best to prepare music educators. Somehow that skill is assumed to be gained while being around preservice teachers and observing others teach them. The Texas Tech PhD in Music Education deliberately establishes coursework and experiences in preservice music teacher preparation, and requires demonstration of career readiness in teacher preparation as well as research. PhD in Music Education allows focus on a student-chosen cognate area. Additionally, the coursework for the unique PhD in Fine Arts at Texas Tech allow PhD in Music Education students to elect a cognate in Interdisciplinary Fine Arts, an option that is available at no other institution.

Academic rigor in teaching and research is maintained by:

- Entrance to the PhD in Music Education: Video of teaching / Scholarly paper / Placement exams in history & theory / Interview
- Academic progress in prescribed research and music education coursework
- Rigorous written and oral qualifying exams prior to admission to candidacy
- Career progress completed prior to candidacy (preferred) or during dissertation year
 - documentation of college teaching experience
 - video of teaching appropriate for job applications
 - original syllabus of appropriate college class(es)
 - on campus scholarly presentation mirroring that expected from applicants for positions in the TTU School of Music
 - peer-reviewed scholarly presentation at state, regional, national and/or international venues
 - submission to peer-reviewed research publications in music education
- Dissertation proposal and document as approved by faculty dissertation committee

Expectations listed above go far beyond traditional coursework to prepare PhD in Music Education students to meet expectations for assistant professor of music education positions. Typical positions (51 noted for Fall 2017) require a completed PhD in Music Education (ABD considered), an established research agenda, evidence of continued scholarly research presentations and publications, K-12 and college teaching experience. Video of teaching or rehearsing is typically requested for finalists for a position. Thus, the Texas Tech PhD in Music Education is designed to thoroughly prepare applicants, both as teachers and as scholars, for such positions.