



## **Doctor of Philosophy in Music Education (PhD)**

### **Description of Requirements and Procedures**

## Table of Contents

<b>I. General Information</b>	
Application Procedures .....	3
Minimum Course Requirements .....	5
Assessment of Student Learning Outcomes .....	6
Program Checklist .....	7
Academic Advising.....	7
<b>II. Degree Requirements</b>	
Time Limitation and Residence.....	8
Fulfillment of Deficiencies in Doctoral Coursework .....	8
Demonstration of Professional Activity .....	8
<b>III. Three Phases of Degree Completion</b>	
Phase One .....	10
Phase Two .....	12
Phase Three .....	14
Progress and Evaluation .....	16
<b>IV. Forms</b>	
Progress Report .....	18
Student Counseling Form .....	19
Leave of Absence Form .....	20
<b>V. Appendices</b>	
Guide for Choosing a Cognate .....	21
Guide for Room Reservations .....	22
Guide for Studying for Qualifying Exams.....	23
Guide for Choosing a Committee .....	24
Guide for Dissertation Proposal Defense .....	25
Graduate Faculty .....	26

## APPLICATION PROCEDURES

### A. Prerequisites for Application

The following prerequisites apply for application to the PhD program:

1. An earned **Master's degree**.
2. A **record of at least three (3) years of full-time, successful teaching experience in group instructional settings**. It is highly recommended that this experience be gained at the public school level of instruction. Private studio teaching alone may not suffice as a substitution for group instructional activities. The appropriateness of a candidate's teaching experience will be evaluated by the Music Education Graduate Faculty.

### B. Admission to the Toulouse School of Graduate Study

1. The application procedure begins with the Toulouse School of Graduate Study at the University of North Texas. A formal application must be submitted to the Graduate School with all required accompanying materials. The application and procedural information may be found on the University of North Texas website ([www.unt.edu](http://www.unt.edu)).

### C. Admission into the MUED PhD Program

Applicants to the MUED PhD program must submit a completed College of Music online application form and must upload supporting materials to the online application. Supporting materials must include:

1. A current **résumé** or **vita**
2. A **writing sample** demonstrating academic writing (e.g., a Master's paper, project, etc.)
3. A **personal philosophy statement** that addresses teaching, music, and long-range professional goals
4. **Three (3) letters of recommendation** from three (3) individuals qualified to evaluate the applicant's accomplishments and merits. These will be submitted using the online form included on the College of Music application.
5. A **teaching DVD or video tape** that highlights classroom instructional episodes, such as rehearsals, warm-ups, or other activities. These are especially important for students who are applying for TA/TF positions.
6. Submit **Graduate Record Examination Scores: Verbal** (Most students admitted previously have achieved a score of 418 or higher) and **Writing** (Most students admitted previously have achieved a score of 4.0 or higher)

**D. Upon Completion of the Applications:**

1. The application is processed and transcripts evaluated by the College of Music and the Division of Music Education.
2. The applicant will receive a letter from the Graduate Office of the College of Music with information about deficiencies and the schedule of diagnostic exams for the next semester.
3. An advisor from the Division of Music Education will advise each PhD student about their course options and program requirements.

**GENERAL DETAILS**

Please consult the University of North Texas Graduate Catalog for general doctoral issues, such as financial aid, health services, and academic conduct/misconduct.

**MINIMUM COURSE REQUIREMENTS:** beyond the fulfillment of deficiencies are as follows:

Required - 6 hours

MUED 6440 Systematic Measurement of Musical Behavior (3 hours)

\*prerequisites (MUED 5120)

MUED 6520 Analysis and Criticism of Research Studies (3 hours)

\*prerequisites (MUED 5120 and MUED 6440)

Selected - 15 hours

MUED 5100 Music Supervision (3 hours)

MUED 5500 History of Music Education in the United States (3 hours)

MUED 5510 Philosophical Foundations & Principles of  
Music Teaching (3 hours)

MUED 5520 Psychology of Music (3 hours)

MUED 5880 Teaching Strategies in General Music (3 hours)

MUED 5900 Pedagogy in Practice (3 hours)

MUED 6430 Principles of Music Learning (3 hours)

MUED 6450 Qualitative Research in Music Education (3 hours)

MUED 6470 Sociology of Music (3 hours)

MUED 6580 College Teaching of Music Courses (3 hours)

Required research courses, 6 hours

EPSY 5210 Educational Statistics (3 hours)

EPSY 6010 Statistics for Educational Research (3 hours)

Electives, 21 hours

Three hours must be a dissertation-advancing course, approved by the PhD Coordinator. Nine hours must be in an academic cognate area (see Appendix A); nine hours may be at the discretion of the student and advisor.

Dissertation - 12 hours

MUGC 6950 (12)

Total - 60 hours

## ASSESSMENT OF STUDENT LEARNING OUTCOMES

### Statement of Student Learning Outcomes (SLO):

Doctoral students should:

- 1) Have a basic understanding of current music education issues.
- 2) Have an historical perspective on music education practice.
- 3) Have acceptable musicianship skills.
- 4) Have an understanding of research procedures and practices.
- 5) Be able to reflect upon their own practice as teachers.
- 6) Be able to plan and complete an independent research study.
- 7) Be able to synthesize knowledge.

### Measuring Student Learning Outcomes:

Upon entrance to the program:

- 1) GRE and GPA are evaluated for acceptable base level performance. (Student Learning Outcomes or SLO #1, 3)
- 2) Students take the Graduate Placement Exam (GPE) to assess entrance knowledge of history, theory, and keyboard (SLO #3)
- 3) Student knowledge of research is formally assessed through a test, or students take MUED 5120 as a deficiency course to ensure adequate research background knowledge. (SLO #4)

At 12 hours:

- 1) Students write an "Acceptance Paper" (unpublished, listed in the PhD handbook) reviewing effective teaching practices. As each student approaches this 12 hour mark, the student writes the paper and schedules a meeting with a committee of three music education professors to discuss the student's progress and future direction. (SLO #4, 5, 7)

Before qualifying exams:

- 1) Each student meets with a Program Advisory Committee to discuss pertinent issues related to a dissertation-directed review of literature that the student has prepared (any semester). The purpose of this presentation is (a) for the faculty members to help guide the student in the selection of a possible dissertation topic within the area of interest; (b) to point to possible pitfalls in choices articulated by the student; (c) for the student to show his or her ability to articulate ideas and concepts not only in writing, but also in the spoken word; and (d) for the committee to make recommendations about the direction in which the student might proceed with the dissertation. (SLO #4, 6, 7)

Qualifying exams:

- 1) The students are tested in three areas: a principal field exam, a debate topic paper, and a basic knowledge assessment. The examination format seeks to assess the prospective candidate's ability (a) to organize facts and content knowledge into meaningful information; and (b) to generalize from, draw conclusions about, and interpret that information. (SLO #1, 2, 4, 7)

Dissertation proposal and defense:

- 1) The dissertation is at the core of the Doctoral Candidacy in music education. The completion occurs in two stages: (1) preparation of the dissertation proposal and its defense, and (2) the writing of the dissertation and its defense. A dissertation should be related to both the student's area of professional interest and to the field of music education. It should reflect the student's ability to operate as a researcher and scholar, and to conduct an original investigation in relative independence of course work and supervision. (SLO #4, 6, 7)

By the end of the program:

- 1) Students must provide a demonstration of professional activity in either a publication or presentation format. (SLO #7 and possibly other SLO's depending on the forum and content of the professional activity)

### **PROGRAM CHECKLIST**

- \_\_\_ Report appropriate GRE and GPA information
- \_\_\_ Fulfill deficiencies, as per GPE and Research tests
- \_\_\_ Pass the "Acceptance Paper" (Phase 1)
- \_\_\_ Pass the Qualifying Exams (Phase 2)
- \_\_\_ Pass the proposal and defense of a dissertation document (Phase 3)
- \_\_\_ Demonstrate completion of a professional activity

### **ACADEMIC ADVISING**

Students are encouraged to contact the PhD Coordinator to be advised at least one week before registering each semester. This allows the student to communicate changing goals as well as to stay abreast of any potential problems with course choices. Details such as the most beneficial order of the research courses (1<sup>st</sup>: EPSY 5210, 2<sup>nd</sup>: EPSY 6010, 3<sup>rd</sup>: MUED 6440, and 4<sup>th</sup>: MUED 6520) will be discussed in advisement sessions.

## **DEGREE REQUIREMENTS**

### **Time Limitation and Residence**

All work to be credited toward the doctoral degree must be completed within a period of 8 years from the date doctoral credit is first earned. A minimum residence of one full academic year above the master's degree at one of the participating institutions is required. A graduate student is officially in residence when carrying at least nine hours of course work in each of two consecutive long semesters. The summer can be counted as a summer of residency if the hours taken either spring/summer or summer/fall total 18. Due to course prerequisites and other confounding issues, determining the most appropriate timeframe for the year of residency should be determined in consultation with the Coordinator of the PhD Program in Music Education. In most instances, it is not advisable to have the residency year begin during a student's first semester of course work. Students who acquire residency toward another doctorate in the College of Music at UNT may, with the approval of the Music Education Faculty, receive favorable consideration for residency in the Music Education degree program. Each case will be handled individually and upon request. Residence acquired at another university is not acceptable and is not transferable. During their residence, all doctoral students are strongly urged to attend the Doctoral Colloquium in Music Education.

### **Fulfillment of Deficiencies in Doctoral Course Work**

When applying for admission to the program through the Toulouse School of Graduate Studies, deficiencies in required course work and teaching experience may be identified. Regarding course work in music education, two prerequisites to doctoral study are required. Students must have taken an introductory graduate course on the nature of graduate study in music education (at UNT: MUED 5280, Current Issues in Music Education). If the student has not taken this or a comparable course at an institution offering the same degree the student is pursuing, the course will be declared a deficiency. The second prerequisite to doctoral study is an introductory graduate course on research in music education (at UNT: MUED 5120, Applied Research in Music Education). This course will be considered an automatic deficiency even if a comparable course has been taken, unless a student wishes to demonstrate his/her competence in the subject matter through examination. The Research Proficiency Examination can be taken during the week before courses start. Interested individuals should contact the Coordinator of the PhD Program in Music Education. Deficiency courses do not count toward the total of 60 hours necessary to finish the course work.



**Demonstration of Professional Activity**

Either prior to taking the Qualifying Examinations or shortly thereafter, the student must demonstrate specific teaching, scholarly, and/or performance skills within a chosen area of specialization. This demonstration may consist of a planned workshop/clinic on a given subject, one or more articles in refereed journals, books, a lecture/recital of at least 30 minutes in length, or the rehearsal of an advanced ensemble. A committee, appointed by the Coordinator of the PhD Program in Music Education and headed by the major advisor, will evaluate the demonstration.

## **THREE PHASES OF DEGREE COMPLETION**

The doctoral program in music education is divided into three phases. Phase One consists of (1) permission by the Toulouse School of Graduate Studies to enroll in graduate course work, and (2) acceptance to the music education program. Phase Two of the program comprises the bulk of course work, progress toward clarifying a dissertation topic, and taking of the qualifying examinations. Phase Three commences after the successful completion of all sections of the qualifying examinations.

### **PHASE ONE**

Phase One consists of (1) permission by the Toulouse School of Graduate Studies to enroll in graduate course work, and (2) acceptance to the music education program.

#### **A. Step 1: Permission to enroll in course work**

Prior to enrollment, the student should:

1. Apply for admission to the university through the Robert B. Toulouse School of Graduate Studies at UNT. An evaluation of the student's transcript will determine any deficiencies (for details, see **Fulfillment of Deficiencies in Doctoral Course Work**).
2. Take the verbal and analytical portions of the Graduate Record Examination (GRE).
3. Apply to the College of Music and the Division of Music Education. Supporting materials must include:
  - a. A current **résumé** or **vita**
  - b. A **writing sample** demonstrating academic writing (e.g., a Master's paper, project, etc.)
  - c. A **personal philosophy statement** that addresses teaching, music, and long-range professional goals
  - d. **Three (3) letters of recommendation** from individuals qualified to evaluate the applicant's accomplishments and merits. These will be submitted using the online form included on the College of Music application.
  - e. A **teaching DVD or video tape** that highlights classroom instructional episodes, such as rehearsals, warm-ups, or other activities. These are especially important for students who are applying for TA/TF positions.

After arriving on campus for the first semester's work, the student should:

4. Take the Graduate Placement Examinations (GPE) given by the College of Music. These examinations cover music theory and music history.

Specific subtests and passing scores are:  
History before 1750: 49 out of 75  
History after 1750: 49 out of 75  
Theory: Analysis: 70 out of 100  
Theory: Aural skills: 60 out of 100  
Theory: Dictation: 60 out of 100  
Theory: Keyboard: 60 out of 100

Each student will be advised of their GPE passing status and any needed courses for the degree.

5. Attend all Graduate orientation sessions.
6. Be advised by the Coordinator of the PhD Program in Music Education.
7. Enroll in at least four (4) hours of courses in Music Education.

**B. Step 2: Acceptance to the Music Education Doctoral Program**

Official acceptance to the Music Education Doctoral Program occurs after the completion of from 12 to no more than 18 hours of doctoral course work at UNT. During the process of taking this course work the student prepares and submits a formal paper (PHASE I ACCEPTANCE PAPER) in which pertinent research literature is synthesized. In consultation with the PhD Coordinator, the student will choose a Phase One Advisory Committee consisting of three graduate music education faculty members.

**PHASE I ACCEPTANCE PAPER QUESTION**

- 1) Make a list of the skills and/or characteristics that you believe effective teachers should possess.
- 2) From this list choose four skills and/or characteristics, and examine the literature on each of these four aspects.
- 3) Write a scholarly “review of the literature” synthesizing at least ten education or music education articles for each of the four skills and/or characteristics that you have chosen.
- 4) Provide a reference list in APA format for the reviewed articles.

Please note that the paper should be approached as if it were being submitted for publication, reflecting your best writing effort. In addition to this assignment, please be ready to present an up-to-date resume to the graduate music education faculty who will be attending your Acceptance Paper defense.

If the Committee has makes a favorable decision, the student files an official degree plan which then entitles the student to engage in Phase Two of the program.

If the Committee agrees that the Acceptance Paper does not meet academic standards, the entire graduate music education faculty will

review the document and take under advisement other information, such as grades from completed graduate courses, evaluative comments from the instructors of those courses, and evaluations of other tangible evidence about the student's musical and academic performance skills and levels. After further review, the student will be informed in writing of the acceptance decision.

The Filing of the Degree Plan:

The appropriate form may be obtained from the College of Music Graduate Office. After completion of the form and approval from the PhD Coordinator, the student will secure appropriate signatures and file the form with the Graduate Secretary of the College of Music.

## **PHASE TWO**

Phase Two of the program comprises the student's bulk of course work, progress toward clarifying a dissertation topic, and taking of the qualifying examinations. Throughout the course work, the student, guided by the Phase Two Advisory Committee, works toward the preparation of a written literature review pertinent to a chosen dissertation area. In a formal meeting with the committee, called jointly by the student and the PhD Coordinator, the student will present pertinent issues addressed in the paper and will field questions emanating from the document itself and the literature reviewed.

The purpose of this presentation is (a) for the faculty members to help guide the student in the selection of a possible dissertation topic within the area of interest; (b) to point to possible pitfalls in choices articulated by the student; (c) for the student to show his or her ability to articulate ideas and concepts not only in writing, but also in the spoken word; and (d) for the committee to make recommendations about the direction in which the student might proceed with the dissertation. After the completion of this phase in the student's work and after all required courses have been taken and the minimum requirements in selective courses met, the student is entitled to take the Qualifying Examinations. The student has the option of retaining the Program Advisory Committee as the official Doctoral Advisory Committee or, with the counsel of the PhD Coordinator, may choose to change the committee members.

### **The Doctoral Advisory Committee**

- a. Major Advisor:** Must be a member of the Music Education faculty with appropriate graduate level status.
  
- b. Minor Professor and 3rd Committee Member:** Either one of these designated persons must also be a member of the Music Education Faculty with appropriate graduate level status; the other person may come from the Graduate Faculty of the College of Music, from the University at large, or from the other participating institutions of the Federation of North Texas Area Universities.
  
- c. 4th and 5th Committee Members:** Optional.

## **Policies and Procedures for the Administration of Qualifying Examinations in the Music Education PhD Program**

All examinations seek to assess the prospective candidate's ability (a) to organize the facts and content knowledge into meaningful information; and (b) to generalize from, draw conclusions about, and interpret information. The student must be prepared to discuss major aspects and concerns as they are related to music and music education.

Exams are taken after the student has completed most of the course work outlined in the degree plan (including the satisfactory completion of 6 hours of statistics). The examinations usually are given each year in the fall (the week before Thanksgiving) and in the spring (the week after Spring break).

Dates for the examinations are posted at the beginning of each semester during which the exams are given; deadlines for applying are included in those announcements. After the application has been handed in, withdrawal from taking the exams will be considered a first attempt and will receive a failing grade. The examinations are written, read, and evaluated by all members of the Graduate Faculty in Music Education. No more than three attempts will be allowed. Failure to pass all exams after the third try will automatically remove the student from further consideration for doctoral candidacy. Students cannot take dissertation credit before passing all qualifying exam areas.

Each student is entitled to see a summary grade sheet and to discuss the grades with his or her major professor who has all individual grade sheets from all readers as well as the exams themselves. The major professor is free to review the answers with the student and to share the evaluative comments without revealing the names of the respective readers.

There are three portions to the Qualifying Examination in Music Education:

Portion 1: Over a one-week timeframe, the examinee will be presented with (1) a list of names, places, and other important terms that the music education graduate committee has agreed are important for every doctoral graduate to know, and (2) a set of questions related to basic research understanding. The examinee may use any written source to demonstrate mastery of the terms and content, but may not ask individuals for help. A waiver to this extent will be signed by the examinee when they are handed this portion of the exam.

Portion 2: In a one-day timeframe, the examinee will answer questions related to their chosen area of expertise, called the Principal Field. The determination of a Principal Field area stems from interest in one of the content centered courses from the required or selected hours from the degree plan. Choices include Music Supervision, History of Music Education in America, Philosophical Foundations & Principles of Music Teaching, Psychology of Music, Principles

of Music Learning, and Research The examinee answers the Principal Field questions in a designated room at the university from 9:00 am until 5:00 pm of the same day. No outside resources are allowed. The examinee does not see the Principal Field questions before the day of the exam.

Portion 3: Over a one-week timeframe, the examinee will write a paper that highlights a topic that is currently debated in the field of music education. The examinee will use the library to reference research and non-research literature that documents the debate, and then the examinee will take an informed stand related to this topic. Two weeks before the exam week, the examinee will turn in a list of at least 3 debatable topics on which the examinee is interested in writing. The music education graduate committee will evaluate whether any of the debatable topics are acceptable, and will then either choose one of the presented topics, or will ask the examinee to submit other possible topics.

### **PHASE THREE**

The student becomes a doctoral candidate at UNT after the successful completion of all sections of the qualifying examinations and upon enrollment in dissertation coursework (MUGC 6950). Once work on the dissertation has officially begun, the student must maintain continuous dissertation enrollment (MUGC 6950) each long semester until the dissertation has been completed and accepted by the Dean of the Toulouse School of Graduate Studies. Dissertation registration in at least one summer session is required if the student is using university facilities and/or faculty time during that summer session. If, for circumstances not under the control of the student, continuous enrollment is not advisable, the student may apply for a leave of absence to the Toulouse School of Graduate Studies. The letter of application is directed to the Music Education Faculty.

### **Dissertation and Completion of other Degree Requirements**

The dissertation is at the core of Phase Three--Doctoral Candidacy in music education. The completion occurs in two stages: (1) preparation of the dissertation proposal and its defense, and (2) the writing of the dissertation and its defense.

#### **A. The Dissertation Proposal and Its Defense**

A dissertation should be related to both the student's area of professional interest and to the field of music education. It should reflect the student's ability to operate as a researcher and scholar, and to conduct an original investigation in relative independence of course work and supervision. Accepted modes of inquiry are those that employ historical, empirical (descriptive, correlational and experimental), and/or philosophical methodologies.

After the qualifying examinations have been taken and after the student is ready to defend the written proposal, the student may schedule a hearing, through his/her major advisor and Coordinator of the PhD program, for the purpose of defending the proposed research. The hearing is open to the university community.

The proposal will consist of approximately 50 pages in length (excluding appendices and bibliography), covering the major points of rationale, purpose and problems (questions, hypotheses), related literature and methodology for the proposed study. The student is expected to be able to answer any questions pertaining to the proposed project even if they were not covered in the proposal. Along with the proposal, and if applicable, the student must submit the completed human subject consent form, required before any data are gathered either for the pilot or the main study.

In the hearing, the student is expected to evidence thorough knowledge of all related literature, research materials, and procedural steps outlined in the proposal necessary for successful completion of the study. Immediately following the hearing, the candidate's doctoral committee and all other faculty members present at the hearing decide on the outcome of the hearing as:

“proceed as is;”

“proceed with minor revisions;”

“proceed with revisions to be re-submitted to the doctoral committee;” or

“not recommended to proceed, submit again in a full hearing.”

The candidate will be informed of that decision immediately following the deliberations. If recommended to proceed, it is the student's responsibility to assure that all suggested changes are carefully considered and implemented in the study to the fullest degree possible.

**B. Final Dissertation Hearing:** At the hearing, the candidate defends the entire research project in an oral presentation. Following the presentation and question period, the examining committee confers on the outcome of the defense. The student is informed immediately of the results of the deliberations.

After the Dissertation Hearing: At UNT, dissertations are filed electronically. Information on electronic theses and dissertation (ETDs) can be found at <http://www.unt.edu/etd/> or from the graduate reader in ESSC 354.

## PROGRESS AND EVALUATION

Each student enrolled in organized coursework during a long semester (fall and spring) will be evaluated for satisfactory progress using **FORM A (on p. 18 of this document)**. Satisfactory progress is determined, in part, by suggested guidelines for degree completion:

### **Suggested Guidelines for Degree Completion:**

- |                                      |   |
|--------------------------------------|---|
| 1. Degree plan                       | Approved prior to the end of the 2nd long semester  |
| 2. Phase I acceptance paper          | Completed within 12-18 hours of coursework  |
| 2. Course work                       | Completed in 4 to 6 long semesters  |
| 3. Written qualifying exams:         | Completed within one long semester after completion of course work                        |
| 4. Oral defense of qualifying exams: | Defended within one long semester after successful completion of written qualifying exams |
| 6. Dissertation progress review      | Continued each long semester  |
| 7. Dissertation completed            | Finished within 3 years of qualifying exams   |

### **Probation and Removal Procedures during Coursework:**

The following probation and removal procedures apply to all course work, including deficiencies.

**Probation:** Upon receipt of a grade of “C” or below, or two “W” grades, the student will be placed on probation for the remainder of the course work phase of his/her program. Likewise, failure to submit the Phase I acceptance paper one long semester after completing 18 hours of coursework will result in probation. The PhD Coordinator will notify the student of his/her probationary status (**FORM B, on p. 19 of this document**) and will send a duplicate copy to the College of Music Office of Graduate Studies for the student's file. After receiving notice of probationary status, the student is required to seek formal counseling with the PhD Coordinator to discuss status in the doctoral program. Probationary students may not withdraw from any future courses without the consent of the PhD Coordinator.

**Removal:** Receipt of a second grade of “C” or below or a third grade of "W" following the student's assignment to probationary status will result in the student's removal from the doctoral program. Likewise, failure to submit the Phase I Acceptance Paper two long



semesters after completing 18 hours of coursework will result in removal from the doctoral program. The PhD Coordinator will notify the student of removal from the program (**FORM B, on p. 19 of this document**) and send a duplicate copy of the notice to the College of Music Office of Graduate Studies. The College of Music Office of Graduate Studies will then notify the Toulouse School of Graduate Studies of this action.

### **Probation and Removal Procedures after Coursework Completion:**

**Probation:** Satisfactory progress is dependent upon the student's progress toward the completion of qualifying exams and the dissertation. Each semester, the dissertation committee chairperson will review the student's progress in terms of effort toward achieving deadlines for the qualifying exams, proposal, and final dissertation defense. These findings will be discussed with the Master's and PhD Coordinators in Music Education. Unsatisfactory progress in a given semester will result in probation. Students found to be in non-compliance with policies for satisfactory progress will be counseled (**FORM B, on p. 19 of this document**).

**Removal:** A second semester of unsatisfactory progress after coursework completion will result in removal from the program. The PhD Coordinator will notify the student of removal from the program (**FORM B, on p. 19 of this document**) and will send a duplicate copy of the notice to the College of Music Office of Graduate Studies. The College of Music Office of Graduate Studies will notify the Toulouse School of Graduate Studies of this action.

### **Appeal Process:**

A student wishing to appeal his/her removal from the doctoral program may petition a three-person Review Committee consisting of all full-time faculty members in the Division of Music Education, excluding the dissertation committee chairperson, the PhD Coordinator, and the Master's Coordinator. This written appeal must be submitted to the PhD Coordinator within 30 days of notification of the student's removal. The Review Committee will notify the student of their decision within two weeks of the appeal.

### **Leave of Absence:**

If during any long semester (fall and spring) a PhD student does not enroll in any course work leading to degree completion, the student must file a Leave of Absence form (**FORM C, on p. 20 of this document**); otherwise, the student will be placed on inactive status. After two consecutive long semesters of inactive status, the student will be removed from the PhD program.

A student who intends to withdraw from the program should submit a letter to the PhD Coordinator and the COM Office of Graduate Studies indicating their intent to withdraw.

**COLLEGE OF MUSIC – PhD Program in Music Education  
PhD Progress Report  
FORM A**

**Date:**

**Name:**

**Address:**

**Dear \_\_\_\_\_:**

**The following report highlights your progress in the PhD Program as of this date. It is your responsibility to ensure you are familiar with all policies governing your progress. If you have any questions, please contact the PhD Coordinator.**

Phase	Status <sup>1</sup>	Term/Year
<b>Coursework*</b>		
<b>Phase I Acceptance Paper</b>		
<b>Qualifying Exams</b>		
<b>Dissertation</b>		

\*Special consideration may be given regarding advanced coursework outside the College of Music (not applicable for EPSY 5210 or EPSY 6010).

*(This space will be used for any special instructions, if needed.)*

**Sincerely,**

\_\_\_\_\_  
**PhD Coordinator** **Date**

\_\_\_\_\_  
**Department Chair** **Date**

\_\_\_\_\_  
**Dissertation Chair (if applicable)** **Date**

---

<sup>1</sup>To be recorded as Satisfactory, Probation, or Removal from program.

**COLLEGE OF MUSIC – PhD Program in Music Education  
Student Counseling Form  
FORM B**

On \_\_\_\_\_, a counseling session was held with  
**Date**

\_\_\_\_\_  
**Student's Name**

\_\_\_\_\_  
**Student ID Number**

**concerning the difficulty he/she has encountered in the program. Difficulties encountered have included:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The student has been informed of the consequences of this problem and acknowledges that further difficulty could result in the following:**

\_\_\_\_\_  
\_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**PhD Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Department Chair**

\_\_\_\_\_  
**Date**

**Additional comments:**

**Action taken (if necessary): \_\_\_\_\_ Probation \_\_\_\_\_ Removal**  
**(Submission of this form from the department may be used as authorization to write a removal letter from the program).**

**Request for Exceptions:**

**COLLEGE OF MUSIC – PhD Program in Music Education**

**Leave of Absence Form  
FORM C**

**To: Department Chair**

**CC: Toulouse Graduate School**

\_\_\_\_\_  
**Student's Name**

\_\_\_\_\_  
**Student ID Number**

**has been approved for a leave of absence from the doctoral program for the following semester(s)**

\_\_\_\_\_  
\_\_\_\_\_

**Reason:**

\_\_\_\_\_  
\_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
**Dissertation Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**PhD Coordinator**

\_\_\_\_\_  
**Date**

**Approved:**

\_\_\_\_\_  
**Department Chair**

\_\_\_\_\_  
**Date**

## APPENDIX A

### GUIDE FOR CHOOSING A COGNATE

Compiled by Doctoral Students

A cognate area is a set of three topic-related academic courses (9 hours). These courses are chosen by you and approved by your advisor prior to enrollment, for the purpose of augmenting your knowledge on some music education content area.

The courses for the cognate area should not be music education courses, but should complement music education course work knowledge. The courses should be from another area of music or outside of music. All cognate courses should be academic in nature (for instance, lessons would not be appropriate for the cognate area). The determination of course appropriateness can be made with your advisor.

In general, people decide on their cognate after they (1) take various courses from the selected 15 hours in music education and then (2) choose one of the viable selected hours courses as their principal field. The principal field is examined in the qualifying exams. Choices include, but are not limited to: Music Supervision, History of Music Education in America, Sociology, Philosophical Foundations & Principles of Music Teaching, Psychology of Music, Principles of Music Learning, and Research. Ideally, the cognate courses will link to your principal field in music education, thereby making you more well-rounded in your expertise field, and more prepared for your exams. The cognate may also help to prepare you for your dissertation.

The courses, while related, need not all come from the same department. For instance, an individual interested in being a Psychology of Music expert may take an acoustics course in physics (PHYS), a measuring preferences class in Educational Psychology (EPSY), and a learning styles course in Educational Curriculum and Instruction (EDCI). Decisions regarding coursework must be made in consultation with the PhD Coordinator.

Cognate decisions vary for each individual, but some examples in addition to the Psychology of Music example listed above may facilitate your choice:

If you are considering a career as an administrator in the public schools or a music supervisory or administration position, EDAD (Educational Administration and Supervision) courses may be a beneficial cognate, with Music Supervision being your principal field.

If you are considering: 1) writing a philosophical or phenomenological dissertation and/or 2) being a professor who will teach graduate-level Philosophy and conduct philosophical or phenomenological research as part of your career, then PHIL (Philosophy) courses and/or EPSY (Educational Psychology) courses may serve you well in the future.

## APPENDIX B

### GUIDE FOR ROOM RESERVATIONS

- You will need to schedule a meeting room for:
  - your oral defense of the Phase 1, acceptance paper
  - your oral defense of the Phase 2, review of the literature essay
  - your oral defense of the Phase 3, dissertation proposal & defense
- Your Phase 1, Phase 2, and Phase 3 defense meetings will be committee-only functions, so scheduling a small room will be sufficient. Common rooms chosen are:
  - The Dean's Conference Room (scheduled in the main office)
  - The Green Room (scheduled online at <http://music.unt.edu/calendar/roomview.php>)
- Your Phase 3 proposal meeting will be open to the university community, and it may be during a course time. Consult with the PhD Coordinator before scheduling a room. You will need a larger room for this event, such as classrooms 321 or 322. (scheduled online at <http://music.unt.edu/calendar/roomview.php>)
- Contact your committee members for their availability (at a minimum, 2 weeks in advance of your tentative date) and give them the appropriate document with enough time for them to read and edit:
  - At least 1 week for Phase 1, Phase 2, and Phase 3 proposal
  - At least 2 weeks for Phase 3 defense
- Go to [www.music.unt.edu/roomview](http://www.music.unt.edu/roomview) to see room availability. Go to [www.music.unt.edu/request](http://www.music.unt.edu/request) to reserve a specific room on a specific date, or for the Dean's Conference Room, go to the main office.

## APPENDIX C

### GUIDE FOR STUDYING FOR THE QUALIFYING EXAMS

Compiled by Doctoral Students

There are three portions to the Qualifying Examination in Music Education:

Portion 1: Basic knowledge exam (1 week, use library)

Portion 2: Debate topic (1 week, use library)

Portion 3: Principal Field (1 day, memorized)

When planning:

Consider your schedule, since you will need 2 weeks and 1 day to set aside for the exam.

Within the 2 weeks and 1 day, it is highly suggested that Principal Field be taken first.

To study for the Principal Field:

Organize a study group with other doctoral students who are preparing.

Construct a study guide.

Become familiar with the big names and research topics.

Develop a detailed bibliography.

Check with professors for possible gaps in content.

Ask advice from those who have taken the exams before.

Write practice questions that synthesize content.

Practice writing answers in an environment similar to the testing situation.

At the Principal field exam:

Ask a professor before answering the question if you are unclear of the question's meaning.

Outline your responses to the questions.

Check off points as you cover them.

Make sure you have covered all parts of the question.

Bring a dictionary and thesaurus, if helpful.

Bring food and drink in case you don't want to take the time for a break.

Wear comfortable clothes.

## APPENDIX D

### GUIDE FOR CHOOSING A COMMITTEE

Compiled by Doctoral Students

- You will choose three committees during your tenure as a doctoral student:
  - Phase 1: Acceptance Paper: In consultation with the PhD Coordinator, choose an Acceptance Paper Committee that consists of three music education faculty members who teach graduate classes at UNT.
  - Phase 2: Review of the Literature Essay: During the body of course work, choose a Program Advisory Committee that consists of three music education faculty members who teach graduate classes.
  - Phase 3: Dissertation Proposal and Defense: In the semester that you take the Qualifying Exams, reconsider the Dissertation Committee you were required to choose when constructing your degree plan. Changes made must be submitted to the PhD Coordinator. The committee consists of a major advisor, minor professor, and third committee member. More members are optional.
  
- You may retain the same members for each phase, or under the guidance of the PhD Coordinator, you may change members for each phase. Evaluate how each committee member benefits you.
  
- Contact the members you wish to be on each Phase committee individually, preferably face-to-face, and ask them whether they would consider serving on the specific Phase committee.
  
- Consider the following factors when choosing members of a committee:
  - o Get “references” from other UNT doctoral students on potential committee members.
  - o Consider your personal relationship with each member:
    - Do you get along with them?
    - Will they guide/mentor you well?
  - o Will they be available to you throughout the dissertation process?
  - o Will they edit your work thoroughly?
  - o Will your committee be balanced?
    - Will you have members to cover content-specific issues, research methodology issues, etc.?
    - Will you have any holes related to your dissertation that could make for a lesser document?
  - o Will your committee interact well with each other?
  - o Consider your needs in choosing a committee, instead of any political considerations that you may sense.



## APPENDIX E

### GUIDE FOR A SUCCESSFUL DISSERTATION PROPOSAL DEFENSE

Compiled by Doctoral Students

The proposal defense is an opportunity for you to receive suggestions that may improve your study. You will have 15 minutes to present the main points of your study. The audience will then have 30 minutes to ask you clarification questions. Your specific committee will have the remainder of the time to guide your future progress. The following are ideas that may improve your defense experience:

#### Deadlines

Give the readers at least two full weeks to read your document.  
(For your dissertation defense give the readers **two full weeks**.)

#### Attitude

Be positive and non-adversarial.  
Be open to input and suggestions.

#### Stay in contact with your committee.

Discuss possible study challenges before the defense.

#### Presentation – reflective of a professional clinic-like situation

Be organized.

Discuss the major points of your study instead of reading a script.

When you have specific points to address from the text, have a visual aid.

Consider visual aids in outline format, such as:

Power Point

Overheads

Handouts

Have potential for mobility.

A pointer may help with this.

Rehearse so that you are comfortable.

Consider your eye contact and vocal inflections.

Consider what your hands are doing (not in pockets).

Avoid filler words, such as “um.”

Remain current on the details of your study and your citations.

Be aware of potential questions and be ready to address them.

Dress professionally.

## GRADUATE FACULTY

- Dr. Donna Emmanuel** (Donna.Emmanuel@unt.edu) 369-7973 Dr. Donna Emmanuel holds a bachelor's in Humanities Interdisciplinary from the University of West Florida and a master's of music in music education from the University of Michigan. She received her doctorate in music education from Michigan State University. Dr. Emmanuel is an elementary music education specialist.
- Dr. Warren Henry** (Warren.Henry@unt.edu) 369-7540 Dr. Warren Henry holds a bachelor's of music in music education and a master's of music in music education from the Crane School of Music at Potsdam College. He received his doctorate in music education from Michigan State University. Dr. Henry is an elementary music education specialist and serves as Associate Dean of Academic Affairs
- Mr. Karrell Johnson** (Karrell.Johnson@unt.edu) 369-7539 Mr. Karrell Johnson holds a bachelor's degree in viola from the University of Texas at Austin and a master's degree of music in music education from the University of Illinois in Urbana. A specialist in string education, Mr. Johnson serves as the Director of the University String Project..
- Dr. Nathan Kruse** (Nathan.Kruse@unt.edu) 565-3713 Dr. Kruse holds a bachelor's of music in music education from Butler University and a master's in music education from the University of New Mexico. He received his doctorate in music education from Michigan State University. Dr. Kruse is an instrumental specialist and serves as the coordinator of the Master's program.
- Dr. Alan McClung** (Alan.McClung@unt.edu) 369-7536 Dr. McClung holds a bachelor's of music in music education from West Virginia University and a master's of music in choral conducting from University of Illinois, Champaign- Urbana. He received his doctorate in music education from Florida State University. Dr. McClung is a choral music education specialist and serves as the director of the Cambiata Institute.
- Dr. Darhyl Ramsey** (Darhyl.Ramsey@unt.edu) 565-3749 Dr. Darhyl Ramsey holds a bachelor's of music in music education from Carson-Newman College and a master's of music in music education and a doctorate from University of Iowa. Dr. Ramsey is an instrumental music education specialist.
- Dr. Debbie Rohwer** (Debbie.Rohwer@unt.edu) 369-7538 Dr. Debbie Rohwer holds a bachelor's of music performance and music education from Northwestern University and a master's of music in music education from the Eastman School of Music. She received her doctorate in music education from the Ohio State University. Dr. Rohwer is an instrumental music education specialist and serves as Chair of the Music Education Division.
- Dr. Don Taylor** (Don.Taylor@unt.edu) 565-3745 Dr. Don Taylor holds a bachelor's of music in piano performance from the University of Texas at

San Antonio, a master's of music in piano performance from Indiana University, and a doctorate in music in piano performance from the University of Cincinnati. He received a doctorate in music education from the University of Texas at Austin. Dr. Taylor is an elementary music education specialist and serves as the PhD coordinator.