



Doctoral Programs in  
Music Education:  
A Continued  
Examination of  
Degrees, Curricula  
and Qualifying  
Examinations

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# + Background

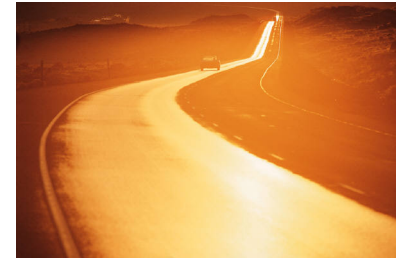
- **CIC Conversations**
  - Doctoral Comprehensive/Exit Exams
  - Wide variety of approaches
  - How do other institutions approach these exams?
  
- **ASPA**
  - Recruitment of doctoral students
  - How do potential students -
    - Find information on programs
    - Determine what doctoral study entails
    - Learn what professors do
  - Develop a web site to link programs – one task



# + Rationale for our Study



- As a profession we do not know –
  - How many doctoral programs exist?
  - What degrees are offered?
  - What are entrance requirements?
  - What is the curriculum – is there a common core?
    - Courses
    - Experiences
  - How is progress monitored?
  - What examinations exist?
  
- Do we have some agreement about what comprises a doctorate in Music Education?



# + Purpose

- To determine nature of and processes of doctoral programs in music education in North America.



# + Methodology (Part 1)

- Compile list of doctoral programs in Music Education in the US and Canada
  - CMS listing
  - NASM listing
  - Our knowledge of programs that exist
- View websites
  - Establish data base for each institution
  - Jason – odd numbered
  - Peter – even numbered
- Presented at SMTE, 2011



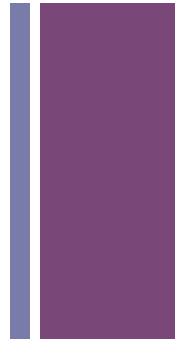
# + Methodology (Part 2)

- Add additional programs as identified by SMTE attendees
- Recruit ASPA assistants for a calling campaign
- Refine nature of questions on the initial spreadsheet
- Collect the data from personal calls to representatives on campuses
- Refine cumulative information
- Presented at NAFME 2012



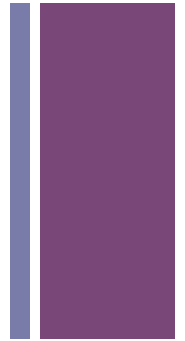
# + Thanks to the following ASPA data collection assistants!

- Dale Bazan, University of Nebraska-Lincoln
- Lisa Martin, University of Colorado (Ph.D. student)
- Martina Miranda, University of Colorado
- Sandra Schwartz, West Virginia University
- Cynthia Taggart, Michigan State University
- Molly Weaver, West Virginia University



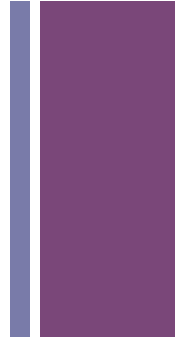
# + Methodology (Part 3)

- Collect the data from personal calls to representatives on campuses
- Complete database
  - Course requirements?
  - Nature of monitoring or exit exams?
  - Time to completion?
- Refine cumulative information
- Present findings





# + Background



- Identified 74 degrees
  - Offered by 68 institutions
- For this report..
  - Data from 64 degrees at 60 institutions
- All but 6 schools are accredited by NASM





# + Degrees at a glance...

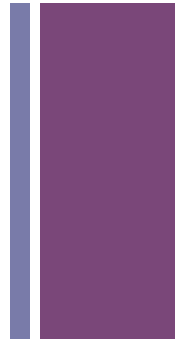
## ■ 64 Degrees

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



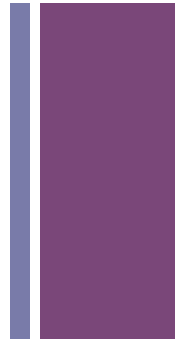
## + Time to completion

- Time to completion is highly variable
- Many institutions simply list maximum number of year to completion



<b>Degree (Number)</b>	<b>Ph.D 51</b>	<b>D.M.A. 6</b>	<b>Ed.D 5</b>	<b>D.M.E. 1</b>	<b>D.A. 2</b>
Mean years allowed to complete	6.85	6.2	7.5	10 (max)	4

# + Admission Requirements



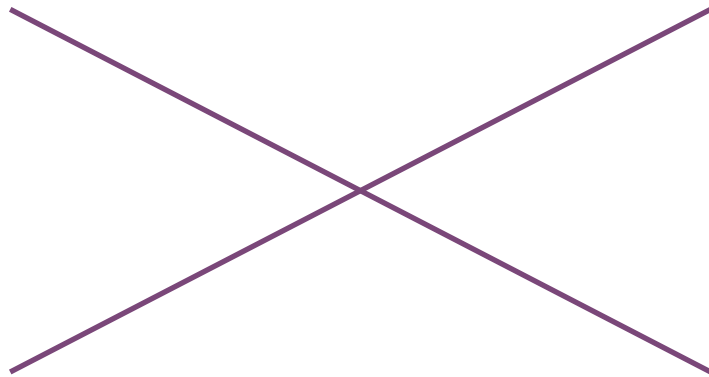
Bachelors

And

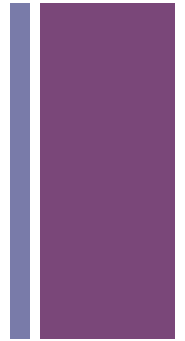
Masters

Education

Not in Education



# + Admission Requirements



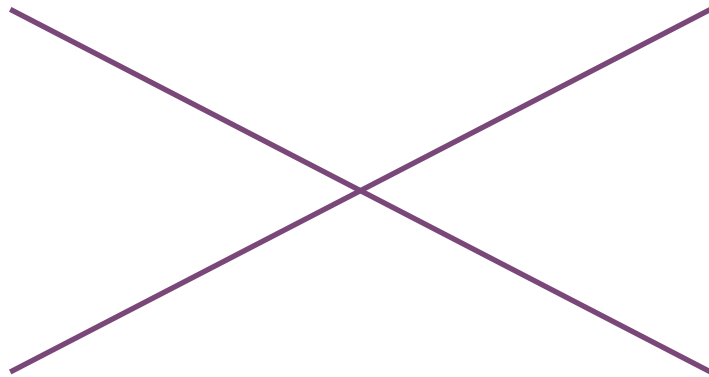
Bachelors

Or

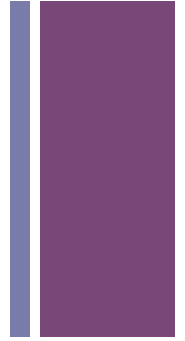
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Bachelors



Education

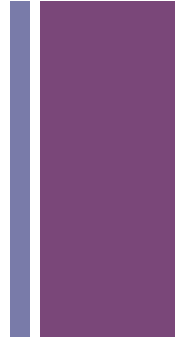
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Masters



Not in Education

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Education

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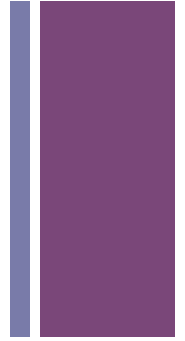
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Not in Education



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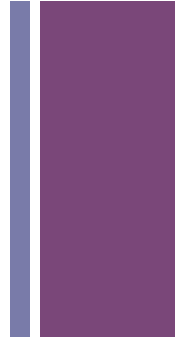


- 9 programs require Bachelors Degree
- 52 programs require Masters Degree



- 36 Require one degree in Music Education
- 3 Specify no Music Education Degree Needed

# + Admission Requirements



## Teaching Experience

- 2-3 years on average
  - Range: 0 - 5
- Most programs had specific requirement (41)
- 5 had no requirements
- 8 had variable requirements

## Other requirements

- Practically all had
  - Evidence of writing
  - Resume or CV
  - Letters of recommendation
- 58% require video of teaching

# + Admission Requirements



## Standardized Test Requirements:

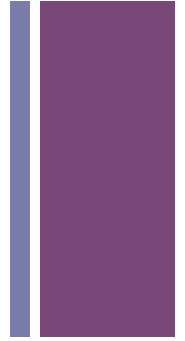
- 72% require a test
  - GRE or MAT
- 20% do not require a test
- 8% prefer a test, but do not require one

## Music Entrance Exams

- 27% require an entrance exam
  - Most are Theory/History related
- 73% do not require



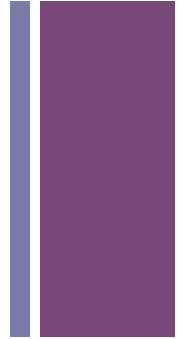
# + Admission Requirements



## Music Diagnostic exams

- 70% institutions require diagnostic exams
  - Almost all in music history and music theory
  - “Very few pass, even those not in music ed.”
- Note: 1 institution accepts MME coursework in lieu of diagnostic exam
- 25% don't require any diagnostic exams
- 6% require a music education exam

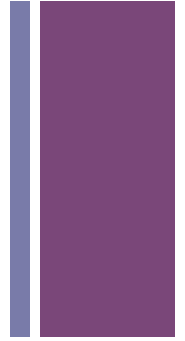
# + Curricular Issues



## ■ Required curriculum

- Many have a required curriculum of some sort
  - A range
    - Some are very prescribed
    - Some have requirements in music ed, research
    - Some have suggested courses
- Almost all have electives as part of the program
- In most programs, students typically choose an emphasis area, minor, or cognate

# + Credits Required



- Beyond masters degree - typical
  - 41-75 semester credits
  - Mode = 60
- Difficult to calculate for some institutions who have units, or just require so many courses a semester

# + Credits Required in Music Education

- “All” have a required core in music education
- Much variability
- Range is 12-48 semester credits
- Mean = 23.96
- Mode = 12
- 2 institutions include dissertation credits in the music education core (check!)

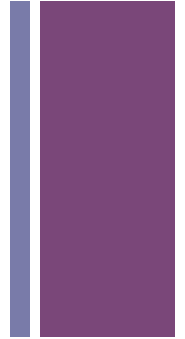
# + Required Courses in Music Education

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



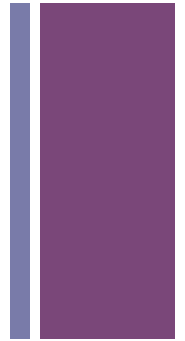
# + Other Music Education Courses

- Other courses offered include
  - Curriculum
  - Community music, music in older adulthood
  - Teaching strategies, pedagogy, special learners, early childhood
  - Music supervision, leadership
  - Cultural perspectives in music, ethno
  - Social justice
  - Creative thinking
  - Music teaching and learning
  - Current issues, technology
  - Alternative models in music education
  - Pedagogical writing and media in music education
  - Music teacher education
  - Seminar series (ethics, professional preparation, etc.)
  - Research in music education



## + Other Comments about Music Education Courses

- Ph.D. students design and teach (with faculty oversight) the masters level “Philosophical Foundations” course (that includes Music Ed history)
- Students are required to take 2 of 4 music education courses
- Seminar topics reflect faculty interests and expertise

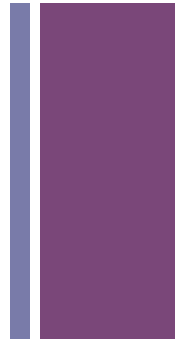


# + Required Courses in Research

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

## + Other Comments about Research Courses

- Some programs – research courses are required but students select a quantitative or qualitative focus
- One program – 18 credits required in College of Education
- Sometimes courses are in Music Education sometimes in another department – appears to be a mix



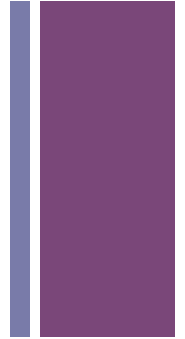
# + Required Courses in Music

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



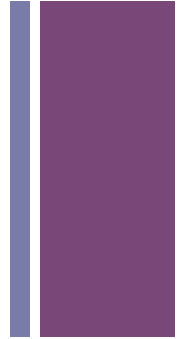
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## + Other Comments about Music Requirements



- Often a cognate, or minor, option
- Sometimes a requirement for music history or theory courses
- Sometimes a requirement of so many credits in music, but students can select courses
- Ensemble participation is sometimes required if students enroll in applied lessons
- One degree requires a recital (Ed.D.)

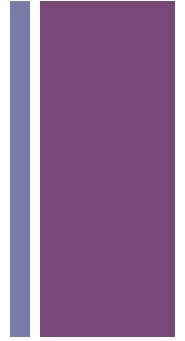
# + Additional Curricular Comments



- A few programs are exam driven – courses selected based on exams
- Many have a required cognate or minor area; for some this is in conducting
- Faculty and student collaboration on research

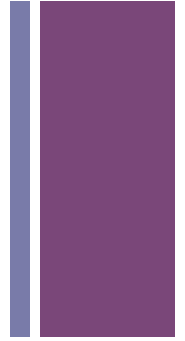
# + Residency Requirements

- One-year residency is typical
- Six programs do not require a residency
- Longer residency is often seen as desirable





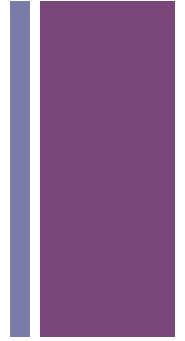
## + Monitoring Progress



- Few programs have a formal means of monitoring progress during course work
- Most rely on advising
- Some have exams to monitor progress

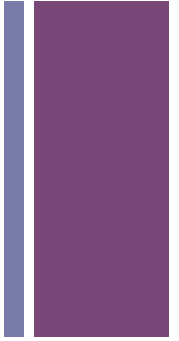
## + Exams in the Program

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

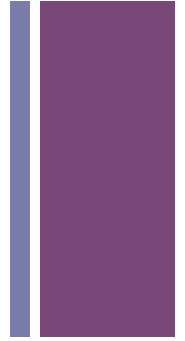


## + Nature of “Exit” Exams

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



# + Other Requirements



- A few programs require publishable project or professional presentation in addition to dissertation
- 5 degree programs requirement foreign language
  - A few consider statistics and/or research writing as the “foreign language”
- 1 degree program from the 5 noted above requires 2 foreign languages but 1 can be a statistics minor
- Teaching demonstration or portfolio
- Additional projects

## Dissertation Required/Proposal/Panel



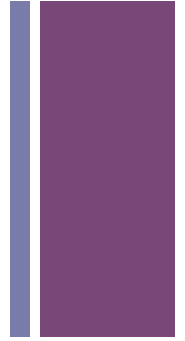
- All programs require some sort of dissertation and proposal
- 1 program indicated that a major body of work might be substituted such as a set of compositions – no one has done this as yet
- Number of professors on committee varied from 2-5 with 3 and 4 being the most frequent
- Members represented either just music ed, music ed and other music faculty, or a combination of music faculty and faculty outside of the music unit -- very little consistency

## + Other Requirements Related to Dissertation

- Oral defense of dissertation almost always required
- In some programs the dissertation defense is a public event



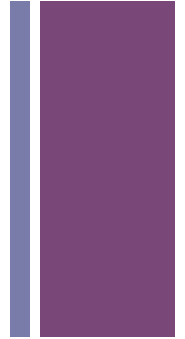
# + OBSERVATIONS-DISCUSSION



- Data gathered from web sites and personal calls, but much information is still missing
  - Websites often difficult to navigate
  - Most helpful sites have downloadable handbooks
  - What is the experience of potential doctoral applicants?
- Faculty often not clear about what is in their own programs
  - Needed to check their website, published materials, or ask other colleagues
  - Our questions prompted comments such as, “We should really know that”, “We should really think about that”
- We were often told that programs are being revised (new faculty members)



# OBSERVATIONS-DISCUSSION

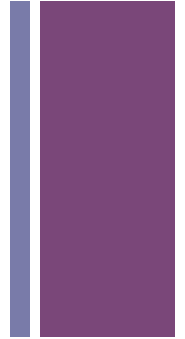


- Teaching and writing appear important criteria for admission decisions
- A common music education core seems to exist
  - Primarily history, philosophy, psychology of music
  - But assessment and teaching in higher ed receiving more emphasis
- Surprising lack of reported research design courses – included in only about 75% of programs
- Exam structure still typically written and oral
  - A few models of other approaches
  - More take-home exams
- Dissertation typically one large project; a few programs accepting a collection of projects





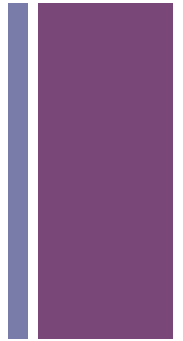
# OBSERVATIONS-DISCUSSION



- Innovative aspects of some programs might be worth profiling as best practices, but difficult to assess
- Few programs provide information on past students and their research
- Advancement of teaching ability, especially for college teaching beyond course work, quite difficult to determine
- Clear need for national conversation on the topic of music education professor preparation which would seem essential for teacher education reform at the K-12 level

# + Positive Reflections

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



# + Possible Next Steps



- Complete data collection by member-checks
- Organized mechanism at conferences (NAfME?) to discuss doctoral programs – perhaps through the ASPA
- Explore the kinds of experiences doctoral students have as part of their assistantship duties
- Delve more into how research is taught and by whom
- Conduct studies targeting a specific aspect of doctoral study
  - Course structure
  - Exams
- Publish the results!



# Listening for Your Ideas For Where to Go Next