

## Doctor of Philosophy in Music Education

The intent of the Doctor of Philosophy in Music with an emphasis in Music Education is to recognize the development of advanced levels of scholarship and techniques within music and music education, including music analysis, intellectual awareness and curiosity sufficient to assure continued scholarly growth and the systematic contribution to the body of knowledge, depth of knowledge in music education, writing, and speaking skills sufficient to ensure effective communication with other scholars, colleagues, and practitioners within the discipline and community, and understanding and application of advanced research methodology appropriate to the field as well as the discipline as a whole. The degree is research oriented and prepares students for the roles of teaching and research in higher education.

At least two consecutive semesters of full-time work (enrollment for a minimum of 20 hours of consecutive coursework included on the program of study) must be spent in resident study on the campus of the University of Georgia. Resident credit used to satisfy requirements for another degree cannot be used to satisfy the requirements for this degree.

Applicants to the Doctor of Philosophy in Music Education must provide a statement of purpose, CV, a video of one's teaching, a brief reflective essay on the video, and a statement of research interests. Applications also include a representative writing sample, preferably a master's thesis or published articles. From these materials, transcripts, and related materials, all successful applicants must demonstrate intellectual awareness and curiosity, professional-level accomplishment in their area of focus, history and theory competency (as discussed below), bibliography skills, depth of knowledge, advanced writing and speaking skills, and clear research skills.

Applicants to all doctoral degree programs in music must hold a master's degree in music from an institution accredited by the proper regional accrediting association, or, in the judgment of the HHSOM faculty, have equivalent competencies.

All doctoral candidates must complete both a written and an oral comprehensive examination designed to evaluate the student's ability to assimilate and integrate knowledge, apply historical and theoretical concepts, demonstrate skills, and draw conclusions. Prior to taking this exam, students must have filed an official Plan of Study, and completed work to make up any deficiencies. The comprehensive exam may be taken any time after coursework has been completed. These examinations, drafted and conducted by the candidate's committee, cover doctoral course work completed in meeting the requirements of the degree, graduate work completed at the master's level, and general musical knowledge acquired through independent study, research, and professional experience.

The written comprehensive examination is followed by an oral examination. This exam follows up on answers given in the written exam and continues discussion of any other material

deemed relevant by the committee. The committee, rather than individual members, assesses the student's performance on the total examination. If a student fails to pass the examination, the committee determines if and when re-examination is in order, advises the student of weakness to be corrected, and reconvenes as a committee for the re-examination. Final approval for passing the examination is given by the full committee.

Students apply for admission to candidacy through the UGA Graduate School. To qualify, all prerequisite coursework (with a B or better) and exams must be successfully completed, the final program of study approved by the advisory committee and others, written and oral comprehensive exams passed, the advisory committee confirmed, a dissertation prospectus approved, and the residency requirement met. Students must then register for at least 10 hours of dissertation research and writing hours to complete the document. Working together with the advisory committee, the student must complete and present a dissertation on some subject connected with his or her major field of study, representing originality in research, independent thinking, scholarly ability, and technical mastery of the field. The major professor and advisory committee guide the student in planning the dissertation. Upon completion, students must successfully defend their work in a public forum under the supervision of their committee, which may explore conceptual, historical, analytical, or other matters related to their dissertation and its context.

#### Curriculum requirements:

The Doctor of Philosophy in Music (emphasis in Music Education) aims to produce individuals trained at the highest level of academic knowledge and research skills applicable to music in education and/or psychology. Each candidate designs an individual program of study in consultation with his or her major professor and advisory committee. Students must complete a minimum of 60 semester hours beyond the baccalaureate degree. Twenty of these credits must be taken in consecutive semesters, one of which may be summer. Sixteen hours of 8000/9000 level courses, not including research/dissertation/independent study is required. The minimum requirements in each area, along with qualifying courses, are listed below:

	Minimum Credit Hours
Area A: Major Area	48
Area B: Electives	12
Total Hours	60

#### **Qualifying Courses**

Area A:

MUSI 8060	Entering the Music Professorate
MUSI 8070	Problems in Music Education
MUSI 8000	Practicum in Music
MUSI 8030	Research in Music Education
EMUS 8xxx	Advanced Music Education Research Methodology
MUSI 8990	Research Seminar in Music Education
MUSI 8xxx	Music Assessment
MUSI 7410	Psychology of Music Performance
EMUS 8220	Philosophy, History, and Practice of Music
EMUS 7460	Internship in Music Education
MUSI 8080	Pedagogy of Music
STAT 8310	Applied Analysis of Variance
STAT 8320	Applied Correlation and Regression Methods in Education
STAT 8350	Multivariate Methods in Education
ERSH 8620	Item Response Theory
ERSH 8790	Rasch MSMT Theory for Rating Scales
ERSH 8750	SEM
EDAP 9170	Seminar in Law
EPSY 6060	Motivation
EPSY 6100	Cognition
ETAP (QUAL)	8040 Video Ethnography of Education
ETAP (QUAL)	8550 Writing Up Qualitative Research
QUAL 8044 (E)	Qualitative Research Traditions
QUAL 8410 (E)	Designing Qualitative Research
QUAL 8420 (E)	Analyzing Qualitative Data
QUAL 8510 (E)	Theories in Qualitative Design
QUAL 8520 (E)	Interviewing Research
QUAL 8525 (E)	Narrative Analysis
QUAL 8530 (E)	Case Study Research
QUAL 8540 (E)	Fieldwork and Participant Observation
QUAL 8545 (E)	Digital Technology and Qualitative Research
QUAL 8547 (E)	Working with Online Qualitative Data