

DOCTOR OF PHILOSOPHY IN MUSIC EDUCATION

GRADUATE FACULTY

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Dr. Alan McClung (amcclung@music.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.

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GENERAL DETAILS

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

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

Required - 8 hours

- MUED 6480 Doctoral Seminar in Music Education (1,1)
offered every semester
- MUED 6440 Systematic Measurement of Musical Behavior (3)
offered every fall semester, *prerequisites
- MUED 6520 Analysis and Criticism of Research Studies (3)
offered every spring semester, *prerequisites

Selected - 15 hours

- MUED 5100 Music Supervision (3)
offered every summer
- MUED 5500 History of Music Education in America (3)
offered once a year (or year and 1/2)
- MUED 5510 Philosophical Foundations & Principles of Music Teaching (3)
- MUED 5520 Psychology of Music (3)
offered every fall semester, at minimum
- MUED 6430 Principles of Music Learning (3)
offered once a year (or year and 1/2)
- EDER MUED 6580 College Teaching of Music Courses (3)

Required research courses, 6 hours

- EPSY 5210 Educational Statistics (3)
- EDER 6010 Statistics for Educational Research (3)

Cognate area, 9 hours

three academic courses, approved by the Ph.D. Coordinator (see p. 19)

Electives, 10 hours

- one dissertation-advancing course, approved by the Ph.D. Coordinator (3)
- seven hours at the discretion of the student and Ph.D. Coordinator (7)
*Please note that all doctoral students are encouraged to register for doctoral seminar (MUED 6480) every semester that it is feasible to do so. Beyond the two required hours, any other doctoral seminar credits may be used as elective hours.

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 Ph.D. 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 (any semester). (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) or 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 (once each semester).

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)
- 2) Students must document three years of full-time teaching experience in group instructional settings. (SLO #1)

PROGRAM CHECKLIST

- ___ Report appropriate GRE and GPA information
- ___ Fulfill deficiencies, as per GPE and Research tests
- ___ Pass the "Acceptance Paper" (Phase 1)
- ___ Present a review of literature to the Program Advisory Committee (Phase 2a)
- ___ Pass the Qualifying Exams (Phase 2b)
- ___ Pass the proposal and defense of a dissertation document (Phase 3)
- ___ Demonstrate completion of a professional activity and 3 years of teaching

ACADEMIC ADVISING

Students are encouraged to contact the Ph.D. 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 (1st: EPSY 5210, 2nd: EDER 6010, 3rd: MUED 6440, and 4th: 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 10 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 Ph.D. 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 Seminar in Music Education (MUED 6480) above and beyond the required 2 semester credit hours (offered in long semesters only).

Fulfillment of Deficiencies in Doctoral Course Work

When applying for admission to the program through the Robert B. Toulouse School of Graduate Studies, deficiencies in required course work and teaching experience may be identified. Regarding course work, one prerequisite to doctoral study is (b) an introductory graduate course on the nature of graduate study in music education (at UNT: MUED 5280, Admission Seminar). 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 prerequisites to doctoral study is (a) 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 Ph.D. Program in Music Education. Deficiency courses do not count toward the total of 60 hours necessary to finish the course work.

Teaching Experience

A record of three years of full-time, successful teaching experience in group instructional settings is essential before the doctoral degree can be conferred. 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 doctoral candidate's teaching experiences will be evaluated by the Music Education Graduate Faculty.

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 Ph.D. Program in Music Education and headed by the major advisor, will evaluate the demonstration.

NATURE AND SCOPE OF THE DEGREE PROGRAM

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). Current acceptance scores for MUED students are: 418: verbal and 4: analytical.

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

3. 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

deficiency coursework. If a student comes within five points of a passing score, he/she may retake that portion of the exam.

4. Attend all Graduate orientation sessions.
5. Be advised by the Coordinator of the Ph.D. Program in Music Education.
6. 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.

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” document 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.

In making the acceptance decision, the music education faculty will review all submitted materials 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. The student will be informed in writing of the acceptance decision.

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

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 Ph.D. Coordinator, the student will secure the signatures of all members of the Program Advisory Committee 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 Ph.D. 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) or 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 Ph.D. 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 Ph.D. 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 hrs. 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: 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 are 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 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 2: 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 on a direction for music to take 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.

Portion 3: 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.

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 (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 Ph.D. 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 a thorough knowledge of all related literature, research materials, and procedural steps outlined in the proposal and/or necessary for a 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 in an oral presentation the entire research project. 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 ETDs (electronic theses and dissertations) can be found at <http://www.unt.edu/etd/> or from the graduate reader in ESSC 354.

The following pages are guidelines to help doctoral students “survive” the doctoral degree process:

GUIDE FOR CHECKING OUT DISSERTATIONS

Compiled by Doctoral Seminar, 2001/2002

You may check out dissertations from other universities at the UNT library, main floor, interlibrary loan check out desk.

Use the blue dissertation/thesis request form found at the interlibrary loan desk, or request online at <http://www.library.unt.edu/eforms/ill/reqdt.htm>

Depending on the university, dissertations can usually be checked out for two weeks or sometimes more.

It may take 10 days or even longer to receive the dissertation from other universities.

If the library cannot find a lending university for the dissertation that you request, then they will purchase a copy through dissertation express.

You may check out 15 dissertations per semester without incurring a fee.

Advice from the librarian: prioritize your dissertation requests so that you don't use them up too early in a given semester.

GUIDE FOR CHECKING OUT A ROOM FOR A MEETING

Compiled by Doctoral Seminar, 2001/2002

- You will have to schedule a meeting room for:
 - your oral defense of the Phase 1, Step 2 specialization essay
 - 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. The common rooms are:
 - The Dean's Conference Room (scheduled in main office)
 - The Green Room (scheduled online)
- Your Phase 3 proposal meeting will be a function open to the university community, and it may be during a course time such as Doctoral Seminar, so check with the Coordinator of the Ph.D. Program before scheduling a room. If you do indeed need to schedule a room, it will be a larger room, such as classroom 321 or 322.
- 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 to see room availability. Go to www.music.unt.edu/request to reserve a specific room on a specific date, or for the Dean's Conference Room see Mignon Wendover in the main office.

GUIDE FOR STUDYING FOR THE QUALIFYING EXAMS

Compiled by Doctoral Seminar, 2001/2002 (modified 2003)

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

- Portion 1: Principal Field (1 day, memorized)
- Portion 2: Debate topic (1 week, use library)
- Portion 3: Basic knowledge exam (1 week, use library)

See page 10-11 for a detailed description of the exam content.

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.

GUIDE FOR CHOOSING A COMMITTEE

Compiled by Doctoral Seminar, 2001/2002

- You will choose two committees during your tenure as a doctoral student:
 - Phase 2: Review of the Literature Essay: During the body of course work, choose a Program Advisory Committee that consists of the Coordinator of the Ph.D. Program in Music Education and two other members.
 - Phase 3: Dissertation Proposal and Defense: In the semester that you take the Qualifying Exams, choose a Doctoral Advisory Committee that 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 Ph.D. 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 (2, or 3).
- Consider the following factors when choosing members of a committee:
 - Get “references” from other UNT doctoral students on potential committee members.
 - Consider your personal relationship with each member:
 - Do you get along with them?
 - Will they guide/mentor you well?
 - Will they be available to you throughout the dissertation process?
 - Will they edit your work thoroughly?
 - 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?

- Will your committee interact well with each other?
- Consider your needs in choosing a committee, instead of any political considerations that you may sense.

GUIDE FOR A SUCCESSFUL DISSERTATION PROPOSAL DEFENSE

Compiled by Doctoral Seminar, 2001/2002

- 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 one full week to read your proposal 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

GUIDE FOR CHOOSING A COGNATE
Compiled by Doctoral Seminar, 2003/2004

A cognate area is a set of 3 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 are: Music Supervision, History of Music Education in America, 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), and then a measuring preferences class in Educational Research (EDER), and then a learning styles course in Educational Curriculum and Instruction (EDCI).

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 their career, then PHIL (Philosophy) courses and/or EDER (Educational Research) courses.