



DATE: 16 January 2019
TO: Graduate Music Committee
School of Music and Dance
FROM: Jason M. Silveira
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RE: PhD in Music Education Proposal

In this missive, please find a summation of the rationale and details regarding the proposed revision of the PhD in Music Education degree. This proposal is unanimously supported by the Music Education Area, and we hope that it meets with your approval.

Our Vision

The University of Oregon Music Education Area seeks to be the pre-eminent comprehensive music education program on the west coast. We strive to be a leader regionally, nationally, and internationally by attracting and retaining high-quality candidates to our program. Our program decisions are made using research-based information and “best practices” with our comparable institutions. Graduates of our PhD program will consist of the highest-quality music teacher educators, music education advocates, active researchers in the social and behavioral sciences, and competent mentors for both preservice music teachers and those seeking employment in higher education.

Background

Despite a steady and statistically significant increase in the number of PhDs in Music Education being awarded in the United States from 2005 to 2015 (most recent data available), there has been a significant decline in PhD applicants over the same time period at the University of Oregon. Additionally, from 2018 to 2026, the Bureau of Labor Statistics has projected increases in postsecondary employment opportunities ranging from 6.4% (“colleges, universities, and professional schools; state”) to 28.2% (“other schools and instruction; private”).¹ The changes we propose below are aimed at aligning our PhD program with our comparable and aspirational institutions as they relate to curriculum (and subsequent time to degree), advising, and examinations.

Curriculum

¹ N. B. These data represent postsecondary positions in general; they are not specific to music or music education. The Bureau of Labor Statistics does not provide that level of detail.

Over the past several years, there has been a dearth of music education-specific courses geared toward PhD students in Music Education. To remedy this problem, the Music Education Area has revived (e.g., Psychology of Music) and created several classes (e.g., Quantitative Research in Music Education, Qualitative Research in Music Education, History of American Music Education) designed to prepare future music teacher educators and music education researchers.

In addition to expanding Music Education course offerings, we propose the following additional curricular changes:

1. Exempting PhD in Music Education students from the Music Core, and replacing it with a Music Education Core.
 - a. Rationale: In keeping with national norms for a PhD in Music Education, we seek to have our PhD candidates graduate in three years (two years of coursework and one year of dissertation). In order to do this, and allow for PhD student agency and flexibility regarding coursework, the Music Core has been removed. In a national survey of our comparable and aspirational institutions, no prescribed courses in musicology or music theory are required, thus allowing PhD students to explore other cross-disciplinary fields (e.g., psychology, sociology, education, etc.) related to this social and behavioral science degree, and courses more closely aligned to the tasks required for future employment (e.g., research, statistics, student teacher observation, etc.).
2. Eliminating the Supporting Area and associated examination (see additional details in the “Examinations” section below).
 - a. Rationale: Currently, the supporting areas at the University of Oregon SOMD range from 18 to 47 credits ($M = 28.3$, $SD = 7.7$). As a result, this places a large credit load burden on PhD in music education students to graduate in three years (per national norms), and thus makes our program less attractive and less competitive for prospective students. Our comparable and aspirational institutions require an average of 52.9 ($SD = 8.3$) credits beyond the Master’s degree – this includes dissertation credits. With the current PhD in Music Education degree at the University of Oregon, there are 80–109 credits (depending on Supporting Area) required beyond the Master’s degree – this **does not** include dissertation credits.

Advising

For incoming PhD students, the Area Head will serve as the primary advisor until students choose a major professor (i.e., dissertation supervisor) by the end of their first year in the program.

1. Rationale: Our goal is to reduce “foot traffic” in Music Graduate Office, and to help streamline the process for choosing a major professor who will guide students through the dissertation and aid in the job search.

Examinations²

To be consistent with national norms for the PhD in Music Education degree, we propose the following revisions to the doctoral examinations in the Music Education area, with the first two being successive approximations of the Dissertation Defense:

1. Creation of a Diagnostic Exam in lieu of the Supporting Area Exam
 - a. Rationale: The Diagnostic Exam (some institutions call this a Qualifying Exam) is an assessment administered in year one of the program, and fulfills the following functions:
 - i. To determine the student’s strong and weak areas in music and to make recommendations in terms of coursework or independent study
 - ii. To offer suggestions to the student (upon passing the exam) on choosing a major professor who assists the student in developing a program of study and supervise the dissertation
 - b. Details: The exam consists of three parts: (1) written (take-home) exam; (2) written (on-campus) exam; and (3) oral component with Music Education faculty. There are three possible outcomes regarding the exam: (1) pass; (2) conditional pass; or (3) fail. If students earn a conditional pass or fail, the exam (in whole/part) can be retaken a maximum of two times (Winter Term & Spring Term). Students must receive “Pass” no later than Spring Term of year one.
2. Revision of the Comprehensive Exam
 - a. Rationale: In keeping with “best practices” at comparable and aspirational institutions, we propose a restructuring of the comprehensive exam to include both a written and oral component. The exam will be administered when the student is in the final term of coursework (Spring Term of year two).
 - b. Details: For the written component, students will submit the following: (1) an annotated bibliography related to proposed dissertation topic; (2) completed research reports (e.g., “journal ready”) based on manuscripts completed in the Music Education Core; and (3) Additional research reports may be submitted including manuscripts completed in other courses or completed outside of the PhD curriculum (e.g., practitioner manuscripts/presentations submitted to state/regional/national journal/conferences). Development and completion of the dissertation prospectus will be embedded in MUE 601: Research (year

² All Music Education PhD candidates will still be required to complete the GEE.

two). The oral component of the exam is unchanged from what is described in the Graduate Music Policies and Procedures Manual.

3. Dissertation Defense remains unchanged.

Supporting Materials (attached)

1. Current PhD in Music Education checklist with comments
2. Proposed PhD in Music Education revised checklist
3. Proposed PhD in Music Education classscheule
4. Excerpt from the Music Education Graduate Handbook, MUE Graduate Exam Guidelines

Current PhD in MUE Checklist with notated changes

SCHOOL OF MUSIC AND DANCE



Music Graduate Office

(541) 346-5664 • gradmus@uoregon.edu • music.uoregon.edu

UNIVERSITY OF OREGON

PhD: Music Education (Primary) Checklist

Student Name: _____ UO ID: _____
 Local Address: _____
 Local Phone: _____ E-mail: _____

Term/Year entered _____ Year of residency (3 consecutive) _____

Primary Area Advisor: _____
 Supporting Area: _____
 Supporting Area Advisor: _____

By graduation, I will have completed 81 GRADUATE-level credits past the bachelor's.

Colleges/Universities Attended	Degrees Awarded	Date

Proficiencies/Prerequisites (as individually required based on GEE results)

	Term	Year	Grade	Grade	Grade
Music History – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> MUS 66 Survey (beyond courses required for the degree, including electives)					
<input type="checkbox"/> MUS 267, 268, and 269 Survey Music History					
Music Theory – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> Proficiency Exam passed					
Aural Skills – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> Proficiency Exam passed					

Core Requirements

	Term	Year	Credits Needed	Credits Earned	Grade
MUS 611 Research Methods in Music (not required for PhD Musicology and Music Education)			3		
MUS 629 Repertoire & Analysis (not required for Theory supporting area)			3		
MUE 641 College Music Teaching			3		
MUS 66 (Period survey course)			3		
MUS 66 (Period survey course)			3		

Primary Area Requirements

	Term	Year	Credits Needed	Credits Earned	Grade
MUE 613 Research Methods in Music Education			3		
Additional Research Methods (Give course no. and title)					
(Qualitative methods)			3-4		
(Quantitative or qualitative research methods)			3-4		

Replace with MUE 641: College Music Teaching.

Replace with MUE 611: Qualitative Research in Music Education.

Replace with MUE 647: Psychology of Music.								
MUE 632	Music in School and Society						3	
MUE 638	Curricular Strategies in Music Education						3	
Music Education Research Readings (seminar) (Give course no. and title)								
MUE							3	
Additional Graduate MUE Courses in Specialty Area (Give course no. and title)							6	
MUE								
MUE								
Dissertation Proposal Research <i>Can be taken concurrently with or after primary area exam</i>							3-6	
MUE 601	Research							
Additional courses (Give course no. and title)								
Additional courses (Give course no. and title. Recommendations include MUE; EDUC; EDLD; PSY; MUS; MUP)								
EDLD 624: Leading for Equity (suggested option)								
EDLD 626: Social-Cultural Foundations of Education (suggested option)								
Diagnostic Exam replaces Supporting Area exam.								
Replace with MUE 649: History of American Music Education.								
Replace with 607: Seminar in Music Education (6 credits)								

Comprehensive Exams

Primary Area: Proposed term/yr: _____

Supporting Area: Proposed term/yr: _____

All requirements for the specific area must be completed prior to sitting an area exam. Advancement follows completion of exams and submission of proposal. See Procedures and Policies for further explanation.

Proposed Term/Yr of Advancement: _____

Dissertation	Term	Year	Needed	Earned	Grade
Dissertation (Minimum of 18 credits after term of advancement. Must be enrolled for at least three (3) credits of MUE 603 in both the term prior to and term of oral defense.)			18		
MUE 603 Dissertation					
MUE 603 Dissertation					
MUE 603 Dissertation					

Oral Defense of Dissertation

Proposed term/yr of defense: _____

Formal Admission Approval

Approved: _____
Primary Area Advisor *Date*

Approved: _____
Director of Graduate Studies *Date*

**MUSIC GRADUATE OFFICE
ONLY**

Rec'd _____

Formally Admitted: _____

Database

Copy to Student

[CheckPhD Ed 2016.doc • Effective F16]

New proposed revision to PhD in MUE



UNIVERSITY
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SCHOOL OF MUSIC AND DANCE
Music Graduate Office
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PhD: Music Education Checklist

Student Name: _____ **UO ID:** _____
Last First

Local Address: _____

Local Phone: _____ **E-mail:** _____

Term/Year entered _____ **Year of residency (3 consecutive terms):** _____

Primary Area Advisor: _____

By graduation, I will have completed 81 GRADUATE-level credits past the bachelor's.

Colleges/Universities Attended	Degrees Awarded	Date

Proficiencies/Prerequisites (as individually required based on GEE results)

*All undergraduate coursework taken to fulfill GEE requirements must be completed by the end of fall term of the second academic year.

	Term	Year	Grade	Grade	Grade
Music History – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> MUS 66__ Survey					
<input type="checkbox"/> MUS 267, 268, and 269 Survey Music History					
Music Theory – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> MUS 231 Music Theory IV passed					
Aural Skills – Choose one:					
<input type="checkbox"/> Graduate Entrance Exam (GEE) passed					
<input type="checkbox"/> MUS 234 Aural Skills IV passed					

Area Requirements	Term	Year	Credits Needed	Credits Earned	Grade
MUE 612 Quantitative Research Methods in Music Education			3		
MUE 611 Qualitative Research Methods in Music Education (offered odd Springs)			3		
MUE 641 College Music Teaching (offered even Winters)			3		
MUE 647 Psychology of Music (offered even Springs)			3		
MUE 649 History of American Music Education (offered odd Winters)			3		
MUE 607 Seminar in Music Education (repeatable) ¹			6		

¹ Students should enroll in Seminar for one credit for each of their first six terms (first two years) on campus.

PhD in Music Education

YEAR ONE

FALL	WINTER	SPRING
MUE 612: Quantitative Research in Music Education (3 cr.) MUE 607: Seminar in Music Education (1 cr.) Electives (5+ cr. ¹) Diagnostic Exam Administered²	MUE 641: College Music Teaching (3 cr.) OR MUE 649: History of American Music Education (3 cr.) Electives (5+ cr.) MUE 607: Seminar in Music Education (1 cr.)	MUE 611: Qualitative Research in Music Education (3 cr.) OR MUE 647: Psychology of Music (3 cr.) Electives (5+ cr.) MUE 607: Seminar in Music Education (1 cr.)

YEAR TWO

FALL	WINTER	SPRING
MUE 601: Research (1–2 cr.) MUE 607: Seminar in Music Education (1 cr.) Electives (6–7+ cr.)	MUE 649: History of American Music Education (3 cr.) OR MUE 641: College Music Teaching (3 cr.) MUE 601: Research (1–2 cr.) MUE 607: Seminar in Music Education (1 cr.) Electives (3–4+ cr.)	MUE 647: Psychology of Music (3 cr.) OR MUE 611: Qualitative Research in Music Education (3 cr.) MUE 601: Research (1–2 cr.) MUE 607: Seminar in Music Education (1 cr.) Electives (3–4+ cr.) Comprehensive Exam Administered²

YEAR THREE

FALL	WINTER	SPRING
MUE 603: Dissertation (6 cr. ¹)	MUE 603: Dissertation (6 cr. ¹)	MUE 603: Dissertation (6 cr. ¹) Oral Defense of Dissertation²

It is imperative that students be knowledgeable of curriculum and University requirements. Although professional advisors are available for academic advisement, students must assume personal responsibility for academic progress and completion of program.

¹Graduate Employees (GEs) must be enrolled for a minimum of nine graduate credits per term. Non-GEs must be enrolled for a minimum of three graduate credits per term. The maximum credits per term without incurring additional fees is 16.

² See MUE Graduate Exam Guidelines

Excerpt from Graduate Music Education Handbook (pp. 53–55)

PhD Diagnostic Exam Study Guide

A diagnostic examination is required of PhD students in music education. This diagnostic exam fulfills several functions:

- 1) to determine the student's strong and weak areas in music and to make recommendations in terms of course work or independent study
- 2) to offer suggestions to the student (upon passing the exam) on choosing a major professor who assists the student in developing a program of study.

Usually, a diagnostic exam is given at the end of the first term of a student's admission to UO as a PhD student. Official approval to pursue a PhD degree in Music Education is not granted until a diagnostic exam is passed, thereby contracting the student to begin a doctoral program of studies. At this point one is a doctoral student and later, after successful completion of the Comprehensive Exam, may become a PhD candidate.

A Diagnostic Exam is typically presented in three sections:

- 1) Written Evaluation (take home): May consist of academic questions in the specific area, autobiography, and philosophy of music education essay.
- 2) Written Evaluation (on campus): The diagnostic examination will cover pedagogical information concerning either elementary or secondary music teaching (choral, band, or orchestra). Questions may concern philosophy of music education, pedagogy, methods, materials, and literature. Students are advised that the evaluation of writing skills is often a significant portion of a diagnostic examination. Failure to complete this exam component successfully may result in the assignment of remedial work in scholarly writing.
- 3) Interview: In conference with the music education faculty, the interview allows for a personal interaction between student and faculty. The student can expect to answer questions regarding career goals, background experience, reasons for seeking a doctoral degree, and specific questions regarding knowledge of music.

There are three possible outcomes regarding the exam: (1) pass; (2) conditional pass; or (3) fail. If students earn a conditional pass or fail, the exam (in whole/part) can be retaken a maximum of two times (Winter Term & Spring Term). Students must receive "Pass" no later than Spring Term of year one.

The "Diagnostic Exam Form," will be updated and signed by the area coordinator, then placed in the student's permanent file (Graduate Music Office). If the student fails a diagnostic exam, the area faculty have the option of allowing the student to retake the exam or terminating the student from the program. The student has a right to confer with the major professor regarding specific comments notated on a doctoral diagnostic exam report or other forms connected with the diagnostic exam.

PhD Comprehensive Exam Study Guide

See Section C.14 of the SOMD Graduate Policies and Procedures Manual.

The Doctoral Comprehensive Examination consists of written and oral sections and is typically administered when the student has completed all coursework or in the final term of coursework. It is the responsibility of the student's major professor to determine when a student must take the examination. **Music Education PhD students are not required to complete a Supporting Area (or Supporting Area Exam).**

In scheduling your Comprehensive Exam date, you are encouraged to make use of an online scheduling program such as Doodle (www.doodle.com). This will help you in coordinating available dates and times between all of your committee members, in as efficient a manner as possible. Be sure to include at least 5 dates, with a variety of times.

Satisfactory completion of a comprehensive examination shall be required for admission to candidacy for the doctoral degree. No student may register for dissertation hours prior to the point in the term in which the comprehensive examination was passed.

If the student fails all or part of the comprehensive examination, the committee has the option of dismissing the student from the program or requiring the student to retake all or part of the examination at a later date. If the student fails the second examination, dismissal from the program will result.

The Comprehensive Exam is comprised of two parts: (1) written examination and (2) oral examination.

1. **Written Examination:** PhD in Music Education students will submit the following documents to the committee in consultation with their major professor:
 - a. Annotated bibliography related to proposed dissertation topic
 - b. Completed research reports (e.g., "journal ready") based on manuscripts completed in the following classes:
 1. Quantitative Research in Music Education
 2. Qualitative Research in Music Education **OR** Psychology of Music
 3. History of American Music Education
 - c. Additional research reports may be submitted including manuscripts completed in other courses (e.g., Psychology of Music) or completed outside of the PhD curriculum (e.g., practitioner manuscript submitted to state/regional/national journal).
2. **Oral Examination:** (From the SOMD Graduate P & P Manual) Usually two hours in length, this examination covers the written portion and any other portions of the area examination, as well as other topics related to the specialized area (e.g., further explore the student's knowledge and skills in areas covered in the written

examination, seek clarification where written responses were ambiguous or unsatisfactory, evaluate the student's knowledge in other relevant areas). The student's responses will be evaluated on the basis of the following criteria:

- a. Each response demonstrates thorough knowledge of the topic and is of sufficient depth, breadth, and precision to answer the question fully and correctly.
- b. Each response distinguishes between information of central importance and peripheral importance and focuses on the former.
- c. Each response demonstrates the student's ability to organize and report information, analyze and evaluate that information, and draw conclusions intelligently.
- d. Each response is written in good English prose style and follows accepted rules for grammar, punctuation, spelling, and sentence and paragraph structure. Each oral response is in good conversational English, is rationally organized, and is clearly presented.

PhD Dissertation Defense

See Section C.15 of the SOMD Graduate Policies and Procedures Manual.

See also: <https://gradschool.uoregon.edu/policies-procedures/doctoral/defense>