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**Ph.D. in Teaching and Learning
with a concentration in Music Education**

GEORGIA STATE UNIVERSITY

**Handbook of
Information and Procedures**

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Ph.D. in Teaching and Learning with a concentration in Music Education

Overview

This post-master's degree emphasizes development of research skills and high levels of practice in the teaching and learning of music, particularly in school settings. Applicants must demonstrate strong potential for conducting successful research and a record of exemplary teaching. Students pursue studies in research methodology, music education, and a cognate area consistent with background and interests. This program is intended for those who wish to teach in colleges and universities or to work in the education programs of cultural and arts organizations. Students are expected to commit at least one academic year to full-time study, however it is possible to complete the program as a part-time student. In most cases, courses can be completed in evening and summer hours. An extensive original research project (dissertation) is required. The degree is offered by the College of Education in cooperation with the School of Music.

Graduate Catalog. Detailed information about the Doctor of Philosophy (Ph.D.) requirements in Georgia State University's College of Education can be found in the current edition of the university Graduate Catalog. The relevant section is Section 4320. The catalog is online, and can be accessed through:
<http://www.gsu.edu/enrollment/catalogs.html>

Application to the Degree Program. Please see the "Application Checklist" for detailed application and admission instructions.

Required for admission:

- Minimum 3.3 graduate GPA
- GRE scores (*note: a score report is critically important*)
- Letters of recommendation
- Statement of personal goals
- Videos – two videos of teaching, and one video demonstrating artist-level musicianship skills
- Scholarly writing sample
- Resume of academic and professional background

Recommended for admission:

- Interview with GSU Music Education faculty

Introductory Course. All Ph.D. students in education are required to take EDCI 8970 (Seminar in Teaching and Learning) during the first year of doctoral studies. The course is customarily taught in Fall and Maymester terms.

Milestones. Ph.D. students should regularly consult the schedule that lists, in chronological order, the milestones a student must meet from first enrollment until graduation. The information can be found online at the website of the College's Office of Academic Assistance and Graduate Admissions (see "Graduate Forms" and scroll down to "Doctoral Processes Flowchart").

Program of Study/Doctoral Advisory Committee. By the end of the first year in the program or by the completion of 27 semester hours, Ph.D. students are required to establish their Doctoral Advisory Committee and submit their Program of Study form. The information can be found online in the current Graduate Catalog or at the website of the College's Office of Academic Assistance and Graduate Admissions (see "Graduate Forms" and scroll down to "Program of Study/Doctoral Advisory Committee").

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APPLICATION CHECKLIST

Be sure of the following before submitting your application:

1. You hold at least a master's degree in music, music education, or another relevant field. Your academic credentials must satisfy at least one of the following criteria:
 - a. An undergraduate degree in music education;
 - b. A graduate degree in music education;
 - c. At least one degree (undergraduate or graduate) in music with teaching certification in at least one state.

Note: Applicants lacking master's level work in music education may require additional hours to complete their programs.
2. Your professional credentials include a minimum of three years of music teaching experience in P-12 schools or equivalent professional experience in music teaching and learning.
3. Your official academic transcripts have been sent per the instructions in the application. Your academic transcripts must confirm that your graduate GPA was at least a 3.3.
4. Your GRE is completed or scheduled with sufficient time for scores to be received by Georgia State University by the application due date.
5. Your letters of recommendation have been sent per the instructions in the application.
6. Your statement of personal goals is included in the application. This statement is critically important to the admissions committee.
7. You have included the following in a single email, with a subject line reading "Application Materials: Ph.D. in Music Education" to: music@gsu.edu
 - a. Three (3) hyperlinks to videos accessible through the Internet. These videos must be configured with the appropriate permissions so that admissions personnel can review them.
 - i. Video 1: Your teaching or rehearsing of a music class. This may not be a concert performance. (duration: 10-15 minutes)
 - ii. Video 2: Your teaching or rehearsing of a different music class. This may not be a concert performance. (duration: 10-15 minutes)
 - iii. Video 3: A demonstration of your artist-level musicianship skills. (duration: 3-5 minutes)

- b. A scholarly writing sample, such as a master's thesis or other substantive research paper(s). Submit as a PDF document.
- c. A resume of your academic and professional background.

Note: *Please state at the beginning of the email that the materials are to be forwarded to the "Coordinator of Music Education." If you have not received a response within 7 days, please call the School of Music offices.*

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Ph.D. Assistantship Opportunities

The Georgia State University School of Music offers a number of Graduate Assistantships with tuition waivers to incoming graduate students. Highly exceptional Ph.D. applicants will be considered. Assistantships are awarded on a yearly basis, for the Fall and Spring semesters of the academic year.

A typical assistantship award consists of a full tuition waiver and a substantial stipend. The Ph.D. course work is configured such that recipients may simultaneously hold part-time, limited outside employment. Any outside employment must allow the student to fulfill the duties of the assistantship.

The duties and responsibilities of the Ph.D. assistantships in music education support two primary goals of the music education program:

1. Development of Ph.D. students to serve as faculty members in higher education settings. To that end, recipients will teach one undergraduate course in either the Fall or Spring semester, unless their service is not needed in a given year. Please see “Course Teaching and Course Credit” for more information.
2. Development of Ph.D. students to serve the unique needs of urban schools, teachers, and young people through multi-lateral partnerships involving community organizations, professional arts organizations, philanthropic leaders, and a variety of professional musicians. This builds on the acclaimed work of the music education program’s Center for Educational Partnerships (CEP). A key element of the CEP is the “Sound Learning” program that has, among other endeavors, facilitated educational partnerships between local schools, music teachers, and members of the Atlanta Symphony Orchestra. Each Ph.D. graduate assistant will be assigned to a leadership role in an affiliated program of the Center for Educational Partnerships; this will involve work within area K-12 schools in collaboration with students, teachers, and professional musicians. Projects will include frequent interaction with the related GSU faculty supervisors.

The weekly hours required for assistantship will vary according to the preparation for undergraduate teaching and the implementation of partnership projects. Georgia State University’s Ph.D. students in music education historically have found rich research opportunities through these activities, and some have proceeded to use these as source material for their dissertation work.

Ph.D. students who are awarded an assistantship in one year may request consideration for an assistantship in the following year.

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COURSE TEACHING AND COURSE CREDIT

The music education program actively supports the preparation of Ph.D. students to become faculty members in higher education settings. To that end:

Preparation

All semesters of MUS 8960 (Proseminar in Music Education) include explorations of current issues and research concerning music teacher education and working in higher education settings.

All recipients of Ph.D. assistantship funding teach frequently, both in K-12 settings and as instructors of undergraduate music education courses. Ph.D. students who do not receive assistantship funding are strongly encouraged to speak with their academic advisor about opportunities for teaching undergraduate courses.

Internship

All Ph.D. students engage in an internship course (EDCI 9660) in higher education. The requirements for this course will vary and will be chosen in consultation with the faculty academic advisor, but the intent is that the Ph.D student will work with a faculty member in the delivery of an upper-division undergraduate methods course.

Assistantship Teaching

Ph.D. students receiving assistantship funding are required to teach a section of a lower-division undergraduate music education course during each year of the award unless their service is not needed in a given year. If desired by either students or faculty, adjustments to the assistantship responsibilities may be made to accommodate additional semesters of assistantship-funded teaching.

Ph.D. students are not required to register for course credit when they teach courses, but they cannot earn course credit without registering for the appropriate course. For those wishing to enroll for course credit when engaged in assistantship-funded teaching, the appropriate course is MUS 8950 (Advanced Practicum in Music Education). Please note that enrollment in MUS 8950 for this purpose does not constitute “elective credit” within the Program of Study.

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The Program of Study effective Summer 2012

Areas of Study

CORE AREAS (18 semester hours minimum)

Research Core (15 hours). The purpose of the research core is to develop general and specialized research competencies, demonstrating expertise in at least one research method appropriate to the major field and/or dissertation research.

- ◆ Choose one course (3):
 - EPRS 8500 Qualitative/Interpretive Research in Education (3)
 - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- ◆ Required (12):
 - A two course sequence (6 hours) in research methodology (see section 4320 of the Graduate Catalog for specific tracks/courses)
 - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning Core (3 hours). Choose one course. See section 4320 of the Graduate Catalog for specific courses.

MAJOR AREA (18 semester hours minimum)

The purpose of the major area is to increase students' knowledge base in the general area of education and in the primary content area selected for the program (i.e., music education). The minimum for the major core is 6 courses, which include:

Required Courses (9 semester hours, choose 3 courses)

- ◆ MUS XXX - Graduate methods course in area of focus (3)
- ◆ MUS XXX - Graduate music education elective course (3)
- ◆ MUS XXX - Graduate music education elective course (3)
- ◆ MUS 8980 - Advanced Research Project in Music Education (3)

Required Courses (9 semester hours, all specific to music education)

- ◆ EDCI 9660 – Internship (3)
- ◆ EDCI 9850 – Research Seminar (3)
- ◆ EDCI 9900 – Critique of Research (3)

COGNATE AREA (15 semester hours minimum)

The purpose of the cognate area is to provide opportunities for students to develop an extended knowledge base associated with music teaching and learning. Coursework in the cognate area should lead to the development and advancement of an understanding of the origin, history, philosophy (i.e., ontological, epistemological, and ethical), conceptual underpinnings, or appropriate applications of the major area of study.

Required Courses

- ◆ EDCI 8970 – Seminar in Teaching and Learning (3)
- ◆ MUS 8960 – Proseminar in Music Education (3)

Repeatable course taken four times:

Semester A – Current Issues & Sociology of Music Teaching and Learning

Semester B – Philosophy of Music Teaching and Learning

Semester C – History of Music Teaching and Learning

Semester D – Perception, Cognition & Creativity in Music Teaching And Learning

DISSERTATION (15 semester hours minimum)

- ◆ EDCI 9990 – Dissertation (3 to 9 variable hours, repeatable)

Additional Information Pertaining to the Program of Study**Minimum Hours**

A minimum of 66 semester hours of coursework is required for the Doctor of Philosophy degree in Teaching and Learning with a concentration in Music Education. College of Education courses applied to this minimum must be at the 8000 or 9000 levels. School of Music courses applied to this minimum must be at the 7000 or 8000 level. At least 15 semester hours of dissertation are required. You must be registered for at least 3 semester hours of dissertation research (i.e., EDCI 9900) during the semester in which you plan to graduate.

Students should plan their Program of Study to meet their objectives for the Ph.D., not to conform to the minimum number of credit semester hours. The Program of Study must be approved by your Program Advisory Committee and filed with the College of Education Office of Academic Assistance within the first year following admission to the program or within the first 27 semester hours, whichever comes first.

The minimum grade acceptable for coursework with MUS prefixes is B; for coursework with other prefixes, the minimum grade is C. An overall cumulative GPA of at least 3.5 is required to be eligible to take the comprehensive examination and for graduation.

A minimum of 36 hours in the planned Ph.D. Program of Study must be earned at Georgia State University. The 36-hour minimum may not include credits transferred from other institutions, from another doctoral program within the College or University, from a specialist program, or from non-degree status.

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Doctoral Residency

The purposes of the residency are:

- to provide close and continuous involvement with faculty, professional colleagues, and other graduate students;
- to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and
- to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree.

Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship
6. Serve the institution and/or profession

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The Comprehensive Examination

Each Ph.D. student will engage in the comprehensive examination during the final semester of course work as determined by the faculty academic advisor. The comprehensive examination occurs over a period of at least three weeks. The first two weeks involve written projects, and the final week includes the oral portion of the exam. All parts of the exam are to be completed at least one month (30 days) before the final day of classes for that semester. This will allow time for the completion of any additional work requested by the Doctoral Advisory Committee.

Detailed information about the Doctor of Philosophy (Ph.D.) requirements in Georgia State University's College of Education can be found in the current edition of the university Graduate Catalog. The relevant section is Section 4320. This section includes information about the Comprehensive Examination, assembling the appropriate faculty committee, and registering for courses after successful completion of the Comprehensive Examination. The catalog is online, and can be accessed through:

<http://www.gsu.edu/enrollment/catalogs.html>

Prerequisites. The Comprehensive Examination has three non-curricular prerequisites as outlined below. All three are necessary for applicants seeking faculty positions in higher education. The publication and presentation prerequisites may additionally contribute toward the required Doctoral Residency:

I. Publication

The acceptance and/or publication of an article in a peer-reviewed journal prior to the date of the exam. Book reviews and letters do not fulfill the parameters of this requirement.

- The list of journals approved for this purpose includes: *ACT* (MayDay Group), *American String Teacher*, *British Journal of Music Education*, *Bulletin* (CRME), *Choral Journal*, *General Music Today*, *International Journal of Arts & Education*, *International Journal of Community Music*, *International Journal of Music Education*, *International Journal of Research in Choral Singing*, *Journal of Band Research*, *Journal of Music Teacher Education*, *Journal of Research in Music Education*, *Journal of String Research*, *Music Education Research*, *Music Educators Journal*, *Philosophy of Music Education Review*, *Research Studies in Music Education*, *Teaching Artist Journal*, *UPDATE: Application of Research in Music Education*, *Visions of Research in Music Education*
- A student may request approval of another peer-reviewed journal by petitioning the graduate music education faculty (through the Coordinator of Music

Education)

- Research-based columns in state journals (e.g. *Georgia Music News*) will be considered, but the student must present a total volume of such articles equal in length to no less than the current minimum parameters for *Music Educators Journal*. Approval must be sought by petitioning the graduate music education faculty through the Coordinator of Music Education.
- Students who do not have an accepted or published article must, at minimum, have submitted a manuscript to one of the approved journals and have received the results from at least one round of review. Students will be required to furnish the graduate music education faculty with: 1) the manuscript, 2) the result of the review and all editor and reviewer comments, and 3) a written plan for how to move forward in consideration of the results.

II. Presentation

The acceptance and/or presentation in any peer-reviewed conference at the state level or higher. The presentation may be of any type or format; if part of a multi-presenter session, the contribution must be substantial and individual.

Determinations of "substantial and individual" will be made by the GSU graduate music education faculty. Peer-reviewed poster sessions are included in this category.

III. Recordings of Teaching

The production of three high-quality videos of the Ph.D. student's teaching during the time of matriculation at Georgia State University. This echoes and updates the video component in the application for admission to the Ph.D. program. Two of the videos must be 10 to 12-minute *contrasting* recordings of teaching documenting the student's teaching style, pedagogical effectiveness, and ability to teach in two different types of situations. The third video must be a 3 to 5-minute recent recording demonstrating the student's artist-level musical skill. All videos must be uploaded to YouTube (or a similar platform), with permissions enabled for viewing by GSU faculty members in music education.

Scheduling. The first step is to schedule the date for the oral comprehensive examination (see Week Three below). This must be done in consultation with the faculty academic advisor.

Week One: Written Project (Research Methodology, Analysis & Interpretation)

- 2500 minimum words (approximately 8 pages) in strict accordance with the current edition of the *Publication Manual of the American Psychological Association*
- The above minimum word count does not include the required title page and references.
- The paper topic will be assigned by Friday at noon and due via email by Monday at 11:59 PM.

Week Two: Written Project (Music Education Pedagogy and Research)

- 2500 minimum words (approximately 8 pages) in strict accordance with the current edition of the *Publication Manual of the American Psychological Association*
- The above minimum word count does not include the required title page and references.
- The paper topic will be assigned by Friday at noon and due via email by Monday at 11:59 PM.

Week Three: Oral Examination

- Duration: 90 minutes
- **Part One: Prepared Responses**
 - The Ph.D. student will be assigned to answer four questions, one related to each of the four semesters of MUS 8960 (Proseminar in Music Education). The student will be assigned to speak to each question for ten minutes each (40 minutes total). For each question, the student may prepare a single side of a 3x5 index card (4 cards total) for reference during the presentation.
 - The four questions will be presented to the Ph.D. student seven days prior to the scheduled oral examination.
- **Part Two: Identification**
 - The Ph.D. student will be asked to identify 25 items discussed in MUS 8960. These may include terms, people, movements, publications, philosophies, studies, and all manner of related topics within music education.

Following successful completion of the Comprehensive Examination, Ph.D. students are required to form their Dissertation Advisory Committee. Instructions can be found online at the website of the College's Office of Academic Assistance and Graduate Admissions (see "Graduate Forms" and scroll down to "Dissertation Advisory Committee").

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Prospectus: The Preparatory Courses

Each Ph.D. student will prepare a dissertation prospectus during the final semesters of course work in the program. The dissertation prospectus will be presented to the Doctoral Committee in both written and oral formats. Following distribution of the written document, the Ph.D. student will “defend” the prospectus in an oral lecture involving presentation software. The purpose of the defense is to ensure that the Ph.D. student is ready to begin formal work toward the dissertation project itself. Any required methodological review by the Georgia State University Institutional Review Board (IRB) can commence only after the prospectus has been successfully defended.

Only work of high quality and superior scholarship will be deemed acceptable. A typical prospectus document is approximately fifty pages in length, though this is a highly variable parameter. The prospectus document characteristically consists of the first three chapters of the anticipated dissertation, but in all instances must include the following information:

- Context, problem, purpose, research questions & procedural outline (Chapter 1)
- Review and analysis of related literature (Chapter 2)
- Plan of Methodology and Analysis (Chapter 3)

Ph.D. students **must** consult and carefully follow the current edition of the College of Education’s “Guide for Preparation of Prospectuses and Dissertations.” This document can be found online at the website of the College’s Office of Academic Assistance and Graduate Admissions (see “Graduate Forms” and scroll down).

Detailed information about the Doctor of Philosophy (Ph.D.) requirements in Georgia State University’s College of Education can be found in the current edition of the university Graduate Catalog. The relevant section is Section 4320. This section includes information about the Prospectus and Prospectus Defense, assembling the appropriate faculty committee, and registering for courses after successful completion of the Prospectus. The catalog is online, and can be accessed through:

<http://www.gsu.edu/enrollment/catalogs.html>

The final three semesters of course work in the music education concentration have been developed to assist Ph.D. students in preparing the prospectus document. The course sequence is:

Course 1 (Fall): EDCI 9900 – Critique of Educational Research

- development of prospectus literature review

Course 2 (Spring): MUS 8980 – Advanced Research Project in Music Education

- development of prospectus methodology & related field testing

Course 3 (Fall): EDCI 9850 – Research Seminar

- writing of prospectus document & preparation for prospectus defense

Ph.D. students apply to present their prospectus and are also required to formally announce the defense no fewer than 10 days prior to the prospectus presentation. The applications and procedures are collectively titled the "Prospectus Announcement." All information and required forms can be found online at the website of the College's Office of Academic Assistance and Graduate Admissions (see "Graduate Forms" and scroll down).

Ph.D. students apply for "Doctoral Candidacy" upon the successful completion of all course work, the comprehensive examination, and the prospectus defense. At this point, candidates may also describe their academic status with the common abbreviation "ABD" which stands for "All But Dissertation."