



**University Senate
TRANSMITTAL FORM**

Senate Document #:	14-15-13
PCC ID #:	14000
Title:	Proposal to Establish an Area of Concentration in Music Education for the Ph.D. in Music
Presenter:	Gregory Miller, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	November 17, 2014
Date of Senate Review:	December 11, 2014
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Arts and Humanities and the School of Music wish to establish an Area of Concentration in Music Education for the Ph.D. in Music program.</p> <p>Up until last year, Music Education existed as an Area of Concentration within the Ph.D. in Curriculum and Instruction in the College of Education's Department of Teaching and Learning, Policy and Leadership (TLPL). Students in that program received training from both the College of Education and the School of Music. A major redesign of the Ph.D. in Curriculum and Instruction was carried out in 2013-2014, resulting in the new Ph.D. in Teaching and Learning, Policy and Leadership. At that time, the TLPL department determined that Music Education would no longer be an appropriate fit for the newly created TLPL Ph.D. degree. The School of Music is both willing and able to house the Area of Concentration within its Ph.D. in Music program. The School of Music has forty-two tenured/tenure-track faculty members, including four music education faculty. The enrollment of the program is projected to be between 5 and 10 students each year. The School of Music also currently offers a Music Education Area of Concentration within its Music Master's program. The Ph.D. Area of Concentration will bring the University of Maryland more in line with peers, make the program more competitive, and better enable the School of Music to recruit music education professionals who have already attained</p>

	<p>solid music training and successful teaching experience in the K-12 public schools. The TLPL department supports this proposal.</p> <p>Doctoral students pursuing this Area of Concentration will be required to take a minimum of 48 credits beyond the master’s degree. The course work includes music education core courses, music academic courses, quantitative reasoning/intermediate statistics, advanced research methods, cognate outside of music, as well as the dissertation.</p> <p>The Graduate PCC committee approved the proposal on September 29, 2014. The Senate PCC committee approved the proposal at its meeting on November 7, 2014.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Area of Concentration.
Committee Work:	The Committee considered the proposal at its meeting on October 3, 2014. Michael Hewitt, Associate Director of Academic Affairs for the School of Music, presented the proposal and responded to questions. The committee asked for revisions to the proposal, including additional letters of support. After the revisions were provided to the Committee, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the proposed Area of Concentration.
Risks:	If the Senate does not approve the proposed Area of Concentration, the University will lose an opportunity to provide doctoral level training for professionals in music education.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL**

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

14000

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:

Please also add College/School Unit Code-First 8 digits:

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:

Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Establish a New Area of Concentration in Music Education for the Ph.D. program in Music

Cover page updated 11/3/2014

Departmental/Unit Contact Person for Proposal: _____

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APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair _____
2. Department Chair _____
3. College/School PCC Chair _____
4. Dean _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC *A.C. Weaver . Gregory Miller* _____
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

14000

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: ARHU

Please also add College/School Unit Code-First 8 digits: 01202700

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: School of Music

Please also add Department/Program Unit Code-Last 7 digits: 1275701

Type of Action (choose one): ~~Delete~~ and ~~Add~~ New Academic Degree

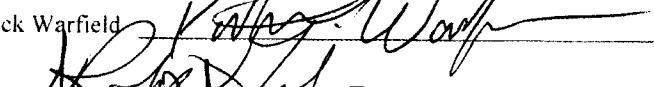
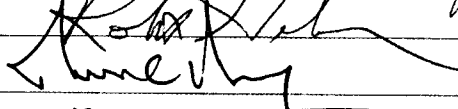
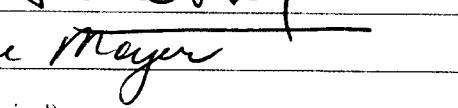
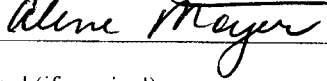
Summary of Proposed Action:

This proposal eliminates the Music Education Ph.D. in Curriculum and Instruction currently granted by the College of Education and replaces it with a new degree, the Ph.D. in Music Education, granted by the School of Music. The new program substantially revises the existing program and formally places it within the School where it has long been informally housed. Three new courses are proposed for this degree: MUED 697 Curriculum and Assessment in Music Education, MUED 785 Teaching Music in Higher Education, and MUED 790 Music Education Research Design & Analysis. In consultation with the Director of the School of Music, the Chair of Music Education will adjust the faculty teaching assignments as needed to accommodate the new courses, which will be offered in alternating years.

See new cover for summary

Departmental/Unit Contact Person for Proposal: Patrick Warfield, Dir. of Grad. Studies, School of Music, pwarfiel@umd.edu

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair: Patrick Warfield  4/2/14
2. Department Chair: Robert Gibson  4/2/14
3. College/School PCC Chair  Thomas C. Moser, Jr. 4/14/2014
4. Dean  4/14/2014
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

PROPOSAL FOR
NEW AREA OF CONCENTRATION in MUSIC EDUCATION
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
within the
Ph.D. in MUSIC

COLLEGE OF ARTS AND HUMANITIES

BONNIE THORNTON DILL, DEAN

GRADUATE SCHOOL
CHARLES CARMELLO, DEAN

{**KIND OF DEGREE**} Ph.D.

Proposed Initiation Date: Fall 2015 (pending approval from the National Association of Schools of Music)

I. OVERVIEW and RATIONALE

Overview

This proposal is to move and revise the curriculum of the University's current doctoral training in Music Education. It has existed as an Area of Concentration within the Ph.D. in Curriculum and Instruction in the College of Education, but has been effectively housed in the College of Arts and Humanities' School of Music since inception. A major redesign of the Curriculum and Instruction doctoral program was carried out last year, and Music Education is no longer an appropriate fit. It would be better situated as an Area of Concentration within the Ph.D. in Music. This new arrangement will bring the University of Maryland more in line with peers, make the program more competitive, and better enable the School of Music to recruit music education professionals who have already attained solid musical training and successful teaching experience in the K-12 public schools.

The proposed Area of Concentration in Music Education is designed to attract students with a variety of career interests, including those who desire to continue as music educators, those who wish to focus on research, and those interested in music education advocacy. The curriculum will also prepare students for faculty appointments in music education at research-intensive universities. Toward this end, students will develop strong publication and presentation records prior to earning the doctorate.

The guiding principle behind the program is to extend and refine students' prior experiences in musical performance and pedagogy through advanced study in music teacher education and social science research methodology. The proposed new curriculum draws on existing faculty, courses, and other resources to accomplish this goal. Moving the Music Education curriculum under the Music Ph.D. program is also in line with the existing Master's level offerings in Music Education that already reside in the School of Music.

Rationale

Current doctoral students in music education are enrolled in the Ph.D. program in Curriculum and Instruction offered through the College of Education. With the July 2011 reorganization of that College, the Department of Curriculum and Instruction (EDCI) was merged with one other department and one specialization to become a new department called Teaching and Learning, Policy and Leadership (TLPL). As part of this reorganization, TLPL collaborated to bring different programs together into one Ph.D. program with related specializations. The TLPL unit is now divided into three divisions: Division I (Science, Mathematics and Technology Education), Division II (Language, Literacy and Social Inquiry), and Division III (Education Policy and Leadership). The members of TLPL have sent a proposal to the University Senate for a curriculum change that describes the revision of sixteen areas of study into six new specializations in a single doctoral program to be named the TLPL Ph.D. Program.

These six new specializations are:

- Education Policy and Leadership
- Language, Literacy and Social Inquiry (to include Music Education)
- Mathematics and Science Education
- Minority and Urban Education
- Teacher Education and Professional Development
- Technology, Learning and Leadership

The School of Music has been considering proposing its own Ph.D. in music education for some time, and this reorganization within the College of Education provides an appropriate moment to do so. Quite simply, the new TLPL curriculum does not adequately support the needs of our students: future music teacher educators and social science researchers, who may serve as music education leaders and scholars in universities, state departments of education, and school districts.

Size and Students

There are currently five doctoral students enrolled in the Ph.D. in Curriculum and Instruction in the n Area of Concentration in Music Education. Each year, between one and three new doctoral students are admitted to this area. (The yield is not necessarily 100%). These numbers are not anticipated to change with the proposed AOC in Music Education within the Music Ph.D. program. Therefore, we would expect between six and ten students to be enrolled at any one time. Current students who have not yet advanced to candidacy (including one who was admitted to the TLPL program during the summer of 2014) will be given the option of continuing in the new degree once it is approved. In the meantime they are enrolled in courses that will apply—and are common—to both programs.

II. CURRICULUM

Educational Objectives: Upon completion of the program, students will be able to:

- Demonstrate a deep understanding of the knowledge and theories associated with music education
- Demonstrate a full understanding of the research skills and practices associated with music education
- Demonstrate the professional competencies required to apply knowledge, conduct research, and provide leadership associated with music education

Requirements for the Proposed Doctor of Philosophy (Ph.D.) in Music Education

Doctoral students will be required to take a minimum of 48 credits beyond the master's degree. This course load is similar to that required by the other Ph.D. degree program curricula offered through the School of Music (which require between 40 and 45 credits).¹ These credits are divided into six areas:

1	Music Education Doctoral Core	5 courses at 3cr.	15cr.
2	Music Academic Core	2 courses at 3cr.	6cr.
3	Quantitative Reasoning/Inter. Statics	1 course at 3cr.	3cr.
4	Advanced Research Methods	2 courses at 3cr.	6cr.
5	Cognate Outside of Music	2 courses at 3cr.	6cr.
6	Dissertation Research		12cr.

The courses to be taken in each of these credit areas are described below, along with an indication of which areas require newly proposed courses (the new courses have been submitted through the Curriculum Management System). For an indication of how a student will work through these requirements, see Appendix A at the end of this document. Appendix B shows the current EDCI Ph.D. program in Music Education.

¹ The School of Music currently offerstwo Ph.D. programs (in addition to several professional DMA programs). The Ph.D. in Music has two active Areas of Concentration. Musicology requires forty-two credits beyond the master's degree. These credits must include MUSC 642 (Early Music Notation), MUSC 646 (Introduction to Musicology), at least one 600-level course in Ethnomusicology, and twelve credits of MUSC 899 (the balance of the coursework is selected in consultation with the advisor). Music Theory requires a minimum of forty credit hours beyond the master's degree. These credits must include MUSC 651 (Theories of Heinrich Schenker), MUSC 661 (Theory and Analysis of Atonal and Twelve-tone Music), MUSC 675 (Music Theory Pedagogy), two additional courses in the Theory and Analysis series, MUSC 646 (Introduction to Musicology), at least one 400 or 600-level course in music history, and twelve credits of MUSC 899 (the balance of the coursework is selected in consultation with the advisor). The second standalone Ph.D. program, in Ethnomusicology, requires just thirty-six credit hours of coursework because of its substantial fieldwork requirements.

1. *Music Education Doctoral Core* (5 courses at 3cr.; 15 credits total)

Existing Courses

MUED 780	Seminar in Music Teacher Education	3cr.
MUED 6xx	Elective in Music Education	3cr.
	Examples	
	MUED 691 Psychology of Music Education	
	MUED 692 Foundations and Hist. Perspect. in Music Education	

New Courses

MUED 697	Curriculum and Assessment in Music Education	3cr.
MUED 785	Teaching Music in Higher Education	3cr.
MUED 790	Music Education Research Design & Analysis	3cr.

2. *Music Academic Core* (2 courses at 3cr.; 6 credits total)

Chosen in consultation with the advisor from the School of Music's offerings in music theory, musicology, ethnomusicology, music technology, or jazz. Such courses might include MUSC 655 (Theory of Jazz) or items from the MUSC 699x series (Selected Topics in . . .).

3. *Quantitative Reasoning/Intermediate Statistics* (1 course at 3cr; 3 credits total)

Chosen in consultation with the advisor to complement the student's prior experiences in quantitative research analysis and research interests. Such courses might include:

EDMS 646	Quantitative Research Methods II	3cr.
PSYC 601	Quantitative Methods I	4cr.
SOCY 601	Statistics for Social Research I	3cr.

4. *Advanced Research Methods Sequence* (2 courses at 3cr; 6 credits total)

A two-course sequence, chosen in consultation with the advisor, and used to support the student's research agenda in either qualitative or quantitative research. Typical sequences include:

Qualitative Research

EDPS 730	Seminar on Case Study Methods	3cr.
EDPS 735	Phenomenological Inquiry I	3cr.

Quantitative Research

EDMS 651	Applied Multiple Regression Analysis	3cr.
EDMS 657	Factor Analysis	3cr.

5. *Cognate Outside of Music* (2 courses at 3cr; 6 credits total)

Chosen in consultation with the advisor to complement the advanced research methods sequence. Typical cognates include:

Cognate in Human Development

EDCI 688J	Special Topics in C&I: Adol. Learning & Develop.	3cr.
EDHD 720	Social Development and Socialization Processes	3cr.

Cognate in Social Justice Issues

EDCI 697	Embracing Diversity in Classroom Communities	3cr.
EDCI 788F	Selected Topics: School Excl., Policy, Practice, & Prev.	3 cr.

Cognate in Educational Policy

EDPS 615	Economics of Education	3cr.
EDPS 620	Education Policy Analysis	3cr.

Other cognates may be chosen from Psychology, Sociology, Neuroscience and Cognitive Science, and Teaching and Learning, Leadership and Policy.

Admissions Policy

To be admitted to the program, applicants must (1) hold an earned bachelor's degree and master's degree, at least one of which is in the field of music education, (2) hold state or national licensure—as appropriate to their citizenship—to teach school music, (3) have taught music in a school setting for a minimum of three years, and (4) meet all UMD Graduate School requirements. Preferred applicants, with a greater chance of admission to the program, will: (1) hold an earned master's degree in music education from a program that emphasized research, and (2) have taught music in a school setting for a minimum of five years.

III. STUDENT LEARNING OUTCOMES and ASSESSMENT

Learning Outcomes Assessments

In addition to their coursework, students will be assessed at four points: (1) a pre-candidacy portfolio, (2) a preliminary examination, (3) a defense of the dissertation prospectus, and (4) a defense of the dissertation. Items one and two have been newly designed for this program.

1. Pre-Candidacy Portfolio

Each student will compile a pre-candidacy portfolio that demonstrates a level of thinking and writing equal to what is typically required of junior scholars in the profession. This portfolio is designed to encourage early experiences that are consistent with the professional life of junior faculty. The portfolio consists of four parts:

A. First Year Paper

The First Year Paper will be an article written for a practitioner audience that is based on current philosophy, theory, and/or research findings from the field of music education.

B. Second Year Paper

The Second Year Paper will be an article written for a research audience that is based on original, empirical research conducted by the student.

C. Public Lecture, Paper, or Practitioner Presentation

Prior to advancement to candidacy, the student will present a public lecture, paper, or presentation of his or her scholarly work at a venue outside of the University of Maryland.

D. Teaching Demonstrations

Prior to advancement to candidacy, the student will present two one-hour teaching demonstrations similar to those required by research universities as part of faculty searches. These teaching demonstrations are to be presented to two different undergraduate or graduate MUED courses.

The entire portfolio must be approved by a committee of three Music Education Faculty.

2. Preliminary Examination

At a time mutually agreed upon by the candidate and the advisor, but no earlier than the semester in which the student is enrolled in the thirty-sixth credit of coursework and no later than six months following the completion of the thirty-sixth credit of coursework, the student will take the Music Education Preliminary Examination. Successful passage of the examination is required for advancement to candidacy. The examination is designed to assess the student's mastery of the field of music education and consists of a written portion and an oral defense. Students at this stage in the program should demonstrate a sophisticated knowledge of the field, display a broad familiarity with qualitative and quantitative social science research methods, show an understanding of how that knowledge is significant to the overall field, and effectively communicate that knowledge in writing and speaking.

The Written Portion of the Preliminary Examination is designed to evaluate the student's ability to write in a scholarly manner for multiple audiences and purposes. Each of the following documents parallels various types of writing that are typically part of a music education researcher's professional responsibilities.

Submission of the Written Portion to the music education faculty shall be no later than two weeks (fourteen calendar days) prior to the scheduled oral exam.

Written Portion

Document 1: Philosophical, Historical, Theoretical, or Policy Paper 20 pgs.

Document 2: A Synthetic Review of Literature 20 pgs.

This document must be in an area *other* than that of the student's intended dissertation proposal.

Document 3: Connection of Cognate Area to Music Education 20 pgs.

Document 4: Essay on a Topic in Music Ed. Chosen by the Faculty 8–15 pgs.

Document 5: Essay on Research Methodologies 10–20 pgs.

This document will address a question related to research methodologies or techniques. This paper may be related to the student's dissertation proposal topic.

Oral Exam

No sooner than two weeks following the submission of the Written Portion of the Preliminary Examination, the student will meet with the music education faculty for an oral exam and defense of the documents. The student will discuss, and be prepared to defend, the ideas put forth in the Written Portion. Evaluation of both portions will be made according to the policies governing Preliminary Examinations as laid out in the School of Music Graduate Handbook. Upon completion of the examinations, the student may apply to become a candidate for the doctoral degree.

3. Defense of the Dissertation Prospectus

Upon successful completion of the Preliminary Examination, the student will prepare and submit a written Dissertation Prospectus to the dissertation advisor. The prospectus will be comprised of a detailed outline of the dissertation, including a definition of the problem, necessary background, summary of relevant sources, and methodology to be employed. Ordinarily, the prospectus will be comprised of the first three chapters of the dissertation. The prospectus might also discuss the work's anticipated scholarly contribution to the field. The student must also select a Dissertation Committee that conforms to the guidelines and criteria set forth in the Graduate School Catalog. Once the dissertation prospectus is complete, the student will schedule a brief oral presentation and defense of the prospectus before the major advisor and the additional Dissertation Committee members. The student must not undertake any research activity or apply to the Institutional Review Board prior to approval of the Prospectus.

4. Dissertation Defense

Upon completion of the written dissertation to the satisfaction of the dissertation advisor, the student will schedule an oral presentation and defense before the Dissertation Committee, no sooner than two weeks following the submission of the final dissertation to the members of the Dissertation Committee. The dissertation document and its oral defense must follow the guidelines laid out in the School of Music Graduate Handbook and the Graduate School Catalog. The dissertation and oral defense should show evidence that the student has developed new knowledge that makes a significant contribution to the field. Additionally, the presentation should show that the student is able to communicate the meaning and significance of the research effectively, successfully field questions from the Committee regarding the research, and defend conclusions.

IV. FACULTY AND ORGANIZATION

The School of Music, a unit of the College of Arts and Humanities, has forty-two tenured/tenure track faculty members, including four music education faculty, who each have defined areas of expertise in music performance and scholarship. These scholars and performers hold and have held leadership positions in major professional organizations, and have performed in highly-respected national and international venues.

Academic direction and oversight of the degree will be provided by the Music Education Faculty, the School of Music's Graduate Committee and Director of Graduate Studies, the Associate Director of Academic Affairs, and the Director of the School of Music.

VII. COMMITMENT TO DIVERSITY

The Music Education Division within the School of Music continues to develop recruitment strategies to attract a diverse body of graduate students, including teachers from nearby school districts who serve a diverse population of K–12 students, as well as

teachers from all areas of the state, the nation, and the world. The Music Education Division in the School of Music continues to create a welcoming, supportive climate that is inclusive of all students.

VIII. REQUIRED PHYSICAL RESOURCES

The Michelle Smith Performing Arts Library (MSPAL), the central location on the College Park campus for music, theatre, and dance materials, will be an excellent resource for this program. The circulating, reference, serial, and special collections include 56,000 books, 156,000 musical scores, 130,000 audio and video recordings, 4,500 microform titles, and 281 active journal subscriptions. The Michelle Smith Performing Arts Library is home to several special collections and archives of materials relating to the arts in general and music education in particular. Thanks to the excellent music education holdings of the MSPAL, no new library or information resources are required by this proposal. This proposal also does not require additional facilities, facility modifications, equipment, or faculty.

New Courses

Three new courses have been proposed for this degree. They will be taught by existing members of the Music Education faculty.

MUED 697 Curriculum and Assessment in Music Education (3 credits)

MUED 785 Teaching Music in Higher Education (3 credits)

MUED 790 Music Education Research Design and Analysis (3 credits)

Although one new course, MUED 790, is designed for Ph.D. Music Education students only, the other new courses should appeal to a broader range of School of Music students and generate enrollment of between 6–10 students. MUED 697 will be an elective course for all students in the Master of Music Education or Master of Arts degrees. MUED 785 will be open to all doctoral students in the School of Music.

Faculty

The proposed program requires no new faculty and only slight adjustments to the current teaching rotation of the existing faculty. Just three new courses are required. One, MUED 697 Curriculum and Assessment, is a revision and combination of two existing courses already offered on a rotational basis. The two remaining new courses will also be offered in alternating years. In consultation with the Director of the School of Music, the Chair of Music Education will adjust the faculty teaching assignments as needed to accommodate the new courses. Three Music Education faculty members have created syllabi that have been submitted to the Curriculum Management System.

Appendix A

Sample Program of Coursework for Proposed Ph.D. in Music Education (Year by Year)

YEAR 1			
<i>Fall</i>		<i>Spring</i>	
MUED Elective	3cr.	MUED 790 Research Design & Analysis**	3cr.
MUED 785 Teaching Music in Higher Ed***	3cr.	Music Academic Core	3cr.
EDPS 615 Economics of Education*	3cr.	Quantitative Reasoning/Statistics	3cr.
YEAR 2			
<i>Fall</i>		<i>Spring</i>	
MUED 780 Seminar in Music Teacher Educ	3cr.	Music Academic Core	3cr.
MUED 697 Curriculum & Assessment****	3cr.	EDPS 620 Education Policy Analysis*	3cr.
Adv Research Methods	3cr.	Adv Research Methods	3cr.
YEAR 3			
<i>Fall</i>		<i>Spring</i>	
MUED 899 Dissertation	6cr.	MUED 899 Dissertation	6cr.

* example of a selected cognate course

** new course available only to doctoral students in music education. (The pre-requisites for MUED790 will be handled through advising upon entry into the program.)

*** new course (available to all doctoral students in School of Music)

**** new course (available to students in the master's or doctoral degree in music education)

Appendix B

Sample Program of Coursework for Previous Ph.D. in EDCI (Music Education) (Year by Year)

YEAR 1			
<i>Fall</i>		<i>Spring</i>	
EDCI 780 Research on Theories of Teaching and Learning	3cr.	EDCI 790 Epistemology	3cr.
MUED 690 Research in Music Education	3cr.	MUED 692 Foundations of Music Educ	3cr.
EDPS 776 Diversity in the Classroom	3cr.	EDMS 645 Quantitative Research I*	3cr.
YEAR 2			
<i>Fall</i>		<i>Spring</i>	
MUED 780 Seminar in Music Teacher Educ	3cr.	Music Academic Core	3cr.
EDMS 646 Quantitative Research II	3cr.	MUED 6xx Advanced Methodology-Elective	3cr.
Cognate	3cr.	Cognate	3cr.
YEAR 3			
<i>Fall</i>		<i>Spring</i>	
EDCI 791 or EDMS 651	3cr.	EDCI 791 or EDMS 657	3cr.
Music Academic Core	3cr.	Cognate	3cr.
Cognate	3cr.		
YEAR 4			
<i>Fall</i>		<i>Spring</i>	
MUED 899 Dissertation	6cr.	MUED 899 Dissertation	6cr.

* Does not count toward degree

Appendix C

Sample Letters of Support

February 20, 2014

Dear Prof. Montgomery,

This note is to confirm that students from the proposed PhD program in Music Education will be eligible to take seminars in the sociology graduate program, subject to space availability and with permission of the instructor. We usually have room in our seminars for interested graduate students from different departments on campus, and welcome their participation.

Best of luck with the new program.

Sincerely,
Philip Cohen
Professor and Director of Graduate Studies
Department of Sociology

February 20, 2014

Janet,

Thanks for the information on your proposed Ph.D. program in Music Education.

I am happy to provide permission to allow future PhD students in Music Education to enroll in one or two graduate level courses in in the Psychology Department—courses that do not require specific prerequisites—as part of their chosen cognate outside of music in the new degree program. Each student would consult with the course instructor regarding his/her knowledge, experience, and interest so that instructor could determine on a case-by case basis if the student is well-suited for a particular course. Enrollment in any graduate course in PSYC would ultimately be contingent on instructor approval.

Please let me know if you require additional information.

I wish you the best of luck with the new Ph.D. program.

Sincerely,
Jack
Jack J. Blanchard, Ph.D.
Professor & Chair
Department of Psychology
February 24, 2014

Dear Dr. Montgomery:

In response to your request, the Neuroscience and Cognitive Science (NACS) graduate program at the University of Maryland College Park (UMCP) agrees to allow up to 3 students in the Music Education program at UMCP to enroll in the NACS642: Cognitive Neuroscience course (4 credits) or the NACS645: Cognitive Science course (4 credits) each year at the discretion of the instructor of each course.

Sincerely,
Jens Herberholz

Associate Professor, Department of Psychology
Director, **Neuroscience & Cognitive Science Program**
University of Maryland
College Park, MD 20742
Phone: 301-405-5902
Email: jherberh@umd.edu

Dear Prof. Warfield,

Thank you for the opportunity to review the PCC proposal for a new Ph.D in Music Education to be granted by the School of Music in the College of Arts and Humanities. Since this new degree would largely be the same as the one currently granted by the College of Education (which the UMD Libraries and the Michelle Smith Performing Arts Library have been supporting for some time) I agree that "no new library or information resources are required by this proposal."

Best of luck with the new program. I look forward to continuing to support music education research at the University of Maryland.

Sincerely,

Stephen Henry
Music Librarian and Interim Head, Michelle Smith Performing Arts **Library**



2311 Benjamin Bldg.
College Park, Maryland 20742-1125
301.405.3324 TEL 301.314.9055 FAX

October 13, 2014

Dr. Janet Montgomery
Clinical Associate Professor
Chair of Music Education
University of Maryland, 2130B CSPAC
College Park, MD 20742

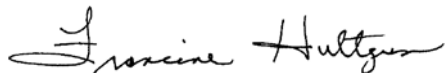
Dear Janet,

Thank you for the information regarding the plans for your new Ph.D. program in Music Education (MUED) offered through the School of Music, and the elimination of the current joint Ph.D. Music Education program with Curriculum and Instruction in our Department of Teaching and Learning, Policy and Leadership (TLPL). I support the creation of this new Ph.D. in Music Education in the School of Music, and I do not foresee any conflict of interest with the new specialization of Language, Literacy, and Social Inquiry offered in our TLPL Department.

I confirm that future Ph.D. students in your new program would be welcome to enroll in one or two graduate level courses in the TLPL Department as part of their chosen cognate outside of music—based on consultation with the course instructor regarding the student’s knowledge, experience, and interest. After consultation with the student, the course instructor would determine if the student were eligible to enroll in the course. Most courses in TLPL are offered on a yearly basis. If a course is not available when the student needs it to fit into his/her program, MUED faculty can advise the student to look for another course or to rearrange the student’s course plan so that he/she could take the course the next time it is offered.

Best wishes to you and your MUED colleagues and students in the establishment of your new Ph.D. program in Music Education.

Sincerely,

A handwritten signature in cursive script that reads "Francine Hultgren".

Francine Hultgren
Professor and Chair
Department of Teaching and Learning, Policy and Leadership
College of Education



UNIVERSITY OF
MARYLAND

INSTITUTE FOR CHILD STUDY
DEPARTMENT OF HUMAN DEVELOPMENT
AND QUANTITATIVE METHODOLOGY

College of Education
3304 Benjamin Building
College Park, Maryland 20742-1311
301.405.2827 TEL 301.405.2891 FAX

October 21, 2014

Janet Montgomery, Ph.D.
Clinical Associate Professor
Chair of Music Education
University of Maryland
2130B CSPAC
College Park MD 20742

Dear Janet,

Thank you letting me know about the plans for a new degree program--PhD in Music Education offered through the School of Music, and the elimination of the PhD in Curriculum and Instruction in Music Education.

I fully support the idea that future students in the new program would be eligible to enroll in one or more graduate level courses in the Human Development and Quantitative Methodology (HDQM) Department as part of their chosen cognate outside of music or as part of their Advanced Methods in Research courses—based on consultation with the course instructor regarding the student's knowledge, experience, and interest. After consultation with the student, the course instructor would determine if the student were eligible to enroll in the course.

Thanks for considering our courses.

Sincerely,

A handwritten signature in black ink that reads "Nathan Fox".

Nathan Fox
Distinguished University Professor and Interim Chair
Human Development and Quantitative Methodology
College of Education

Current and Proposed MUED Faculty Teaching Loads

Current Faculty Loads					
Year 1		Elpus	Hewitt	Montgomery	Prichard
	Fall	MUED333	MUED420/489I	MUED186	MUED320
		MUSC329	MUED780	MUED471/489G	MUEDGRAD
	Spring	MUED472/489C	(Admin duties)	MUED222	MUED311
		MUSC329		MUED473	MUED411/489I
		MUEDGRAD			
Year 2					
	Fall	MUED333	MUED420/489I	MUED186	MUED320
		MUSC329		MUED471/489G	MUED215
				MUED GRAD	
	Spring	MUED472/489C	(Admin duties)	MUED222	MUED311
		MUSC329		MUED473	MUED411/489I
		MUEDGRAD			
Proposed Faculty Loads					
Year 1		Elpus	Hewitt	Montgomery	Prichard
	Fall	MUED333	MUED420/489I	MUED186	MUED320
		MUSC329	MUED780	MUED471/489G	MUED697
	Spring	MUED472/489C	MUED217	MUED222	MUED311
		MUSC329	MUEDGRAD	MUED473	MUED411/489I
		MUED790			
Year 2					
	Fall	MUED333	MUED420/489I	MUED186	MUED320
		MUSC329	MUED785	MUED471/489G	MUED215
				MUED GRAD	
	Spring	MUED472/489C	MUED217	MUED222	MUEDGRAD
		MUSC329	MUED311	MUED473	MUED411/489I
		MUED690			

*New courses indicated in red. Note that Hewitt will no longer be serving in an administrative capacity moving forward. Regular faculty load is 2 courses/semester.

MUED Ph.D Proposal: Responses to the Senate PCC Committee

- 1) Can you provide a) the current requirements for the Music Ph.D. (at least the part that is in common with all underlying concentrations), and b) the requirements for the PhD in Curriculum and Instruction with the concentration in Music Education as it currently exists. The definition of a "formal area of concentration" in a Ph.D. program is 18 unique sequential credit hours above the master's degree.

***The current requirements for PhD programs in music are now attached. Additionally, I attached our Graduate Handbook, which includes requirements for all doctoral programs in the School. The proposed music education Ph.D. requirements are found on pp 11 & 12 of the revised proposal. You will notice that the proposed MUED Ph.D. program includes 18 unique sequential credit hours above the MM.

Response:

- 2) Can you provide some more detail about who will teach the courses in the proposed curriculum, perhaps a proposed schedule, with names attached for the five MUED courses? The concern here is two-fold. Firstly, you do address (p 10) the instructional workload of the existing faculty, but will some instruction (e.g., in the undergraduate or master's programs) be cut back in order to accommodate the three new MUED courses?

***The proposed schedule for the new doctoral program is on the new proposal (pp11, 12). The undergraduate curriculum has been restructured so that some classes are taught every-other year, allowing faculty to absorb more of the workload for the graduate program. Specifically, the woodwind (MUED215) and brass (MUED217) instrumental pedagogy classes taught, respectively, by Prichard and Hewitt, will now follow a two-year rotation. Furthermore, Hewitt is beginning a transition returning to full-time status on the music education faculty after serving in an administrative capacity for the past 10 years. The current and proposed faculty workload schedule is part of the proposal on p17.

Faculty members teaching the new courses are:

- MUED785: Hewitt
- MUED790: Elpus
- MUED697: Prichard

Secondly, all of the courses in the quantitative methods areas, the cognate areas, and the advanced research methods areas are offered outside of the Music department, and mostly by the College of Education. Unfortunately the letter from the TLPL department chair confirming that the courses in that department will be available to Music Education students is somewhat ambiguous, so the PCC committee was left with some lack of clarity about what will be available to students. I suggest getting more detail from the College of Education dean's office that a sufficient number and type of courses will be available for the cognate areas for the Music Education Ph.D. track to continue to be viable. Because you will be relying so heavily on courses outside the School of Music, you might even want a formal MOU with the College of Education, since you would surely not want a student to get into a situation of not having access to courses needed to complete their degree program.

*** You will notice that 3 letters of support have been added to the final pages of the revised proposal:

1. Francine Hultgren, Chair of TLPL (which now includes EDCI and EDPS courses) {Note: Francine Hultgren's letter specifically mentions no conflict of interest between programs.}
2. Nathan Fox, Chair of HDQM (which includes EDMS and EDHD courses)
3. Jens Herberholz, Chair of NACS (Neuroscience and Cognitive Science)

After reviewing the list of sample courses, the Music Education faculty decided to omit Survey Methodology. Also, no sample courses include work in CHSE (Counseling, Higher Education, and Special Education). Therefore, no letters of support are included from these areas.

3) The admissions requirements will, no doubt, also include the Graduate School's requirements. In a next iteration of the document this language should be included, although I don't think the PCC members had any question here. A question did arise as to whether you would consider students who had only a bachelor's degree but were otherwise qualified. I guess that you would instead direct them first to your master's program?

***A clause to the final ¶ on p6 indicating that students must meet all UMD Graduate School requirements.

4) Assuming the Senate PCC and the Senate approve the proposal, we'll need to provide information to MHEC about what other programs exist within the state (or would this be unique) and what is the market need, what careers to graduates go on to, etc. I'm optimistic that this will eventually be approved so it would be good to begin to collect this information.

***No other higher education institution in Maryland offers a Ph.D. in music education programs in in the state of Maryland. Graduates in the current program have gone onto careers in academic institutions or serve as arts and music supervisors in K-12 Maryland schools. Others return to their current or more prestigious positions in K-12 teaching. The market need remains level; however with the move to the Big Ten our program is already becoming more attractive to many seeking to enter academic world.

5) In principle, if/when we go to the state, we'll also need a budget that indicates available resources and expenditures. Let's wait on that step, however.

***We will await your guidance as the proposal moves forward.