

Doctor of Philosophy (Ph.D.) Degree
Major: Teaching & Learning with a Concentration in Music Education

Teacher Education Program

Program Theme: Educator as Researcher

The Ph.D. program with a concentration in Music Education is designed to prepare professional music educators for leadership positions by developing a substantial knowledge base. In addition, the program prepares professional music educators as scholarly inquirers who ask thoughtful and meaningful questions, who conduct rigorous inquiry that makes a difference, and who are qualified to recommend informed policy.

Program of Study**A. Core Area (minimum of 27 semester hours)**

The purpose of the core is to develop general research skills including expertise in at least one particular mode of inquiry appropriate to music education and/or the dissertation research. In addition, the core is intended to develop an awareness of the context in which educational issues can be understood, interpreted, and critiqued.

Research Core (minimum of 15 required courses)

EPRS 8530	Educational Statistics, I (3) or equivalent statistics course
EPRS 8540	Educational Statistics, II (3)
EDCI 9990	Dissertation credit (9)

Research Tracks (minimum of 6 semester hours of Research Courses below)

EPS 9820 Methods of Education Inquiry (3) AND one from any research track below

OR

Any two courses from a *single* research track outlined below:

Quantitative Methodology

EPRS 8550	Educational Statistics, III (3)
EPRS 8620	Educational Evaluation (3)
EPRS 8830	Survey Research, Sampling, and Questionnaire Design (3)
EPRS 8840	Meta Analysis (3)
EPRS 9550	Multivariate Analysis (3)
EPRS 9560	Structural Equation Models (3)
EPRS 9570	Hierarchical Linear Models (3)
EPRS 9900	Advanced Research (3)

Qualitative Methodology

EPRS 8500 Ethnography in School & Community Settings (3)

Sequenced with

EPRS 8510	Ethnographic Approaches to Educational Research (3)
EPRS 8640	Case Study Methods (3)
EPSF 9280	Interpretive Inquiry in Education
Anth 8010	Qualitative Methods in Anthropology

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
EPY 8860 Applications of Single-Case Methodology (3)
Psy 8011 Single-Case Research Methodology (3)

Historical/Sociological/Philosophical Approaches

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
EPSF 9930 Philosophical Analysis and Method (3)
Hist 8000 Introduction to Historical Research (3)

Measurement Methodology

- EPRS 7920 Educational Measurement (3)
EPRS 8410 Introduction to Item Response Theory (3)
EPRS 9330 Advanced Measurement Theory (3)
EPRS 9360 Advanced Measurement Theory (3)

Social Foundations and Psychology of Learning Core

(minimum 6 courses from below to complete the 27 semester hours Core Area)

The Ph.D. degree in the College of Education not only expects highly specialized areas of research, it also requires a deep understanding of comprehensive, theoretical principals and broad ideological conceptualizations. The Social Foundations and Psychology of Learning Core consists of 6 semester hours.

Through historical, philosophical, sociological, and anthropological inquiry, social foundations foster the types of conceptual investigation essential for a thorough understanding of theoretical principles and ideological conceptualizations necessary to maintain the integrity of the Ph.D. degree. The psychology of learning core is based on the following two guiding principals: 1. Educational leaders make judgments that affect learning, and 2. Doctoral students should have a substantial understanding of the psychology of learning.

The social foundations requirement is fulfilled by selecting *one* of the following courses:

- EPSF 8270 Philosophy of Education (3)
EPSF 8280 Anthropology of Education (3)
EPSF 8310 Sociology of Education (3)
EPSF 8240 History of American Education (3)
EPSF 9260 Epistemology and Learning (3)

The psychology of learning requirement is fulfilled by selecting *one* of the following courses:

- EPY 8030 Advanced Applied Behavioral Analysis (3)
EPY 8050 The Psychology of Instruction (3)
EPY 8070 Understanding and Facilitating Adult Learning (3)
EPY 8080 Learning and Cognition in Adults (3)
EPY 8180 Development during School Age (5-18 years) (3)
EPY/CPS 8200 Advanced Developmental Psychology I: Cognition & Intelligence (3)
EPY/CPS 8220 Advanced Developmental Psychology II: Personality & Socialization (3)

B. Major Area (minimum of 21 semester hours)

Required:

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

Depending on background and career goals, students select an additional 12 semester hours of course work in Music Education.

C. Cognate Area (minimum of 18 semester hours)

Required:

EDCI 8970 Seminar in Teaching and Learning

The cognate area requirement provides opportunities for the doctoral student to develop an extended knowledge base associated with Music Education. The course work should lead toward the development of understanding of the origin, history, ontology philosophy, conceptual foundations, or appropriate application of teaching and learning in the student's area of concentration. *The remaining 15 semester hours of the cognate should be selected from 7000 to 9000-level courses from areas approved by the doctoral committee.*

Total: Minimum of 66 semester hours