Doctor of Philosophy, Music Education

University of Missouri-Columbia
# Table of Contents

Executive Summary .................................................................................................................. 6
1. Introduction .......................................................................................................................... 8
2. Fit with University Mission and Other Academic Programs .............................................. 9
   2.A. Alignment with Mission and Goals .............................................................................. 9
   2.B. Duplication and Collaboration Within Campus and Across System ....................... 10
3. Business-Related Criteria and Justification ...................................................................... 11
   3.A. Market Analysis .......................................................................................................... 11
      3.A.1. Need for Program ................................................................................................. 11
      3.A.2. Student Demand for Program ............................................................................ 11
   3.B. Financial Projections .................................................................................................. 12
      3.B.1. Additional Resources Needed ............................................................................... 12
      3.B.2. Revenue ................................................................................................................ 12
      3.B.3. Net Revenue .......................................................................................................... 12
   3.C. Business and Marketing Plan: Recruiting and Retaining Students ......................... 14
4. Institutional Capacity ......................................................................................................... 14
5. Program Characteristics ..................................................................................................... 15
   5.A. Program Outcomes ...................................................................................................... 15
   5.B. Structure ...................................................................................................................... 15
   5.C. Program Design and Content ..................................................................................... 15
   PROGRAM STRUCTURE .................................................................................................... 16
   5.D. Program Goals and Assessment ............................................................................... 18
   5.E. Student Preparation .................................................................................................... 18
   5.F. Faculty and Administration ......................................................................................... 18
   5.G. Alumni and Employer Survey .................................................................................... 19
   5.H. Program Accreditation ............................................................................................... 19
APPENDIX A: Letters Explaining the Autonomy of Emphasis Areas in the Department of Learning, Teaching & Curriculum Ph.D. Program ......................................................... 20
APPENDIX B: Letters of Support from the Director of the School of Music, Dr. Julia Gaines, and the Dean of the College of Arts & Science, Dr. Patricia Okker ...................... 23
APPENDIX C: Music Education PhD Graduates’ Employment – Past 20 Years .................... 27
APPENDIX D: External Review Letters and Author Response ................................................ 29
Executive Summary

This proposal is to replace the Doctor of Philosophy in Learning, Teaching & Curriculum: Emphasis Music Education, which is currently administered through the College of Education in close cooperation with the School of Music, with a degree offered/administered by the School of Music in the College of Arts & Science (A&S), to be titled Doctor of Philosophy in Music Education, effective immediately. This is a new degree because there is no other doctorate offered by the MU School of Music. However, the PhD in Learning, Teaching & Curriculum with an Emphasis in Music Education has been offered at MU since the late 1970s, and is fully accredited as a unique degree program by the National Association of Schools of Music.

This reconfiguration is consistent with the agreement to move the entire music education program from the College of Education to the College of Arts & Science in 2015, including the lines of two tenured music education faculty members who had previously held joint appointments. The major curriculum components and degree structure will not change as a result of this move.

The first graduate of the degree program upon which this is based, the Doctor of Philosophy with an Emphasis in Music Education from the MU Department of Curriculum & Instruction (now the Department of Learning, Teaching and Curriculum), was in 1979. There have been 68 graduates to date, and the degree has been fully accredited/re-accredited by the National Association of Schools of Music every 10 years since 1989. Enrollment is approximately 12-15 students in various stages of the degree (coursework, comprehensive examinations, dissertation), with 1 to 5 graduates per year. Because this program is fully functional and will retain the current curriculum structure, there will be no additional expenses incurred by moving the degree’s home.

This degree is designed to prepare students for careers in higher education as music education teachers/researchers, as ensemble conductors with a strong commitment to music education teaching and research, or as expert teachers or music supervisors/administrators in the preK-12 school system. Students pursuing this degree often serve as graduate teaching assistants both in the Department of Learning, Teaching & Curriculum (e.g., required music education courses for pre-service teachers, student teaching intern supervision) and the School of Music (e.g., general education courses in music, music courses for pre-service teachers, assisting with music ensembles such as Marching Mizzou). Because admission requirements include successful music teaching experience, these students are highly qualified instructors who receive very positive student course evaluations, and who play a critical role in meeting instructional needs.

A large number of the graduates have taken jobs as music educators in colleges, universities, and/or preK-12 schools within the state of Missouri (not counting the international students), where they directly contribute to the delivery of high quality instruction and teacher preparation in this state. The international students who have returned to their countries, as well as domestic students who have taken jobs outside of
Missouri, enhance the reputation of our program at their institutions, and send students to MU for undergraduate and graduate degrees. In the area of research and creative achievement, doctoral students collaborate with faculty as well as publish independently as part of their program, significantly enhancing the research output of the Music Education program. Many provide service to the department, campus, and state or national professional organizations, by serving on committees, presenting research at conferences, and presenting practice-oriented workshops to preK-12 teachers and/or students.
1. Introduction

The PhD in Music Education is designed to prepare students for careers in higher education as music education teachers/researchers, as ensemble conductors with a strong commitment to music education teaching and research, or as expert teachers or music supervisors/administrators in the pre-K-12 school system.

This degree program has been offered at MU since the late 1970s, as a Doctor of Philosophy in Curriculum and Instruction with an Emphasis in Music Education, from the MU Department of Curriculum & Instruction (now the Department of Learning, Teaching & Curriculum). The first graduate of the degree program was in 1979, and there have been 68 graduates to date.

The degree program has been fully accredited/re-accredited as a doctorate in music education by the National Association of Schools of Music every 10 years since 1989. Therefore, this proposal is to replace the Doctor of Philosophy in Learning, Teaching & Curriculum: Emphasis Music Education, which is currently administered through the College of Education in close cooperation with the School of Music, with a degree offered/administered by the School of Music in the College of Arts & Science (A&S), to be titled Doctor of Philosophy in Music Education, effective immediately.

Please note that emphasis area programs in the Department of Learning, Teaching & Curriculum (LTC) were administered with a great deal of autonomy within the program areas, actually functioning as degrees in each content area (e.g., Ph.D. in Mathematics Education, English Education, Music Education, etc.). Letters of explanation and support from longtime LTC faculty members, Curators Distinguished Professor Emerita Dr. Barbara Reys and Emeritus Professor and past department chair Dr. Roy Fox can be found in Appendix A.

As the School of Music breaks ground on a new music building, its visibility has been enhanced, including recognition of the School’s important contributions to the campus and community. Music education students at all levels play a critical role in the School’s success, including participation in music ensembles, and as highly successful alumni, many of whom pursue teaching careers in Missouri schools. The Ph.D. in Music Education is the only doctoral degree offered in music at MU. Offering a “full-service” music education program, bachelor’s through doctorate, is critical to the ongoing success and stature of the School of Music. This commitment has recently been demonstrated by the hiring of a third tenure-track music education faculty member to fill a position that had remained vacant for two years due to hiring freezes, following a resignation. The individual began in August 2017, and has already begun serving as a doctoral committee member.

Administrators of both colleges and departments, the MU Graduate Faculty Senate, and MU administration have all supported this request. Letters of support are included from

April 12-13, 2018
the Director of the School of Music, Dr. Julia Gaines, and the Dean of the College of Arts & Science, Dr. Patricia Okker (see Appendix B). Because this is currently operating as an active program, all coursework is currently in place and offered on a regular basis, as some of these courses serve master’s students, as well. Enrollment is approximately 12-15 students annually, in various stages of the degree (coursework, comprehensive examinations, dissertation), with 1 to 5 graduates per year.

Wendy Sims, Professor and Director of Music Education, has been responsible for the success of this program since 1987. From 1985-2015 she (and the other music education faculty, currently Associate Professor Brian Silvey) held joint appointments in the School of Music and Department of Learning, Teaching & Curriculum. In 2015, these two tenured/tenure-track lines were moved to 100% appointments in the School of Music (the bachelor’s and master’s degree programs have already been moved from the Department of Learning, Teaching & Curriculum to the School of Music). Effective in Fall of 2017, the third tenure-track music education faculty member was hired to fill the position that had remained vacant for two years due to hiring freezes.

2. Fit with University Mission and Other Academic Programs

2.A. Alignment with Mission and Goals

Mission Statement (http://missouri.edu/about/mission.php): Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

This campus mission statement discusses advancing the arts and humanities and improving the quality of life in the state, the nation, and the world. By educating doctoral students who prepare music teachers and serve as leaders in music education in Missouri, the state, and a variety of other countries, graduates of this program have a direct impact on the quality of music instruction in schools and communities. This is an important way to advance the arts and humanities and thus enhance the quality of life of participants and consumers of the arts. Additionally, arts programs contribute millions of dollars to the economy each year, and an educated public is an important aspect of perpetuating these financial benefits.

This degree program is consistent with campus, college, and department goals by preparing graduates to achieve excellence in teaching, research, and service throughout
their careers—as Mizzou 2020 states, “to discover and disseminate knowledge.” The doctoral students collaborate with faculty as well as publish independently as part of their program, enhancing the research output of the School of Music program significantly. Many provide service to the department, campus, and state or national professional organizations, by serving on committees, presenting research at conferences, and presenting practice-oriented workshops to preK-12 teachers and/or students. Students pursuing this degree often serve as graduate teaching assistants both in the Department of Learning, Teaching & Curriculum (e.g., required music education courses for pre-service teachers, student teaching intern supervision) and the School of Music (e.g., general education courses in music, music courses for pre-service teachers, assisting with music ensembles such as Marching Mizzou). Because admission requirements include successful music teaching experience, these students are highly qualified instructors who receive very positive student course evaluations, and who play a critical role in meeting instructional needs. Undergraduate and master’s students in music education benefit from their interactions with these experienced music teachers, who share their expertise and serve as role models for the younger students.

A large number of the graduates have taken jobs as music educators in colleges, universities, and/or preK-12 schools within the state of Missouri, where they directly contribute to the delivery of high quality instruction and teacher preparation in this state. The international students who have returned to their countries, as well as domestic students who have taken jobs outside of Missouri, enhance the reputation of our program at their institutions, and send students to us for undergraduate and graduate degrees.

As the School of Music prepares to celebrate its 100th anniversary in 2017, faculty have been gathering information about alumni of the various degree programs. It is clear that doctoral students in music education and doctoral alumni have played an important role in the history of the teaching, creative/scholarly, and service contributions of the School of Music for the past 40 years.

2.B. Duplication and Collaboration Within Campus and Across System

The most similar degree in the UM system is UMKC's Interdisciplinary PhD (IPhD) with music education as a component area, as offered by the Conservatory of Music and Dance. MU’s PhD and UMKC’s IPhD serve different constituencies, and have co-existed successfully for many years. We do not compete for doctoral students—our programs, strengths/specialties and locations attract students with different interests. Although music education faculty from both institutions work together in areas such as the state music educators associations, collaboration on a music education degree would be difficult because the full-time doctoral students are needed on each campus, where they make significant contributions as instructors, performers and conductors in music ensembles, and assistants with faculty research.
3. Business-Related Criteria and Justification

3.A. Market Analysis

Need and demand have been demonstrated by the success of the program to date. Enrollment is approximately 12-15 students in various stages of the degree (coursework, comprehensive examinations, dissertation), with 1 to 5 graduates per year. Graduates who actively seek employment upon completing the degree typically are hired by colleges, universities, and school districts in Missouri, across the country, or for international students, in their home countries. Please see Appendix C for a list of the last 20 years’ worth of program graduates and their places of employment.

3.A.1. Need for Program

3.A.2. Student Demand for Program

Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>10</td>
<td>9-11</td>
<td>9-11</td>
<td>9-11</td>
<td>9-11</td>
</tr>
<tr>
<td>Part-Time*</td>
<td>4</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>10-15</td>
<td>10-15</td>
<td>10-15</td>
<td>10-15</td>
</tr>
</tbody>
</table>

*Part-Time students are typically those engaged in comprehensive examinations of dissertation research. Ranges of numbers are provided because students working on dissertation research may spend from 1 to 5 years, depending on many factors including employment and/or family status.

Table 1b. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were new to campus).

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>3</td>
<td>3</td>
<td>3-5</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>3-5</td>
<td>3-4</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Table 1c. Projected Number of Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Degrees Awarded</td>
<td>2</td>
<td>4</td>
<td>3-5</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
</tr>
</tbody>
</table>
3.B. Financial Projections

This program is fully functional with current resources. No additional resources are needed. The required courses are currently included in faculty loads and are offered regularly, as some serve master’s students, as well. Library and other research resources are sufficient.

3.B.1. Additional Resources Needed

3.B.2. Revenue

3.B.3. Net Revenue


Table 2
Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.

<table>
<thead>
<tr>
<th>Viability</th>
<th>Minimum Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>10-15</td>
</tr>
<tr>
<td>Academic</td>
<td>10-15</td>
</tr>
</tbody>
</table>
Table 2. Financial Projections for Proposed Program for Years 1 Through 5.

This program is fully functional with current resources. No additional resources are needed. The required courses are currently included in faculty loads and are offered regularly. Library and other research resources are sufficient.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Expenses per year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. One-time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New/Renovated Space</td>
<td>No expenses required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>No expenses required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>No expenses required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>No expenses required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total one-time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Recurring</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>No new faculty required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>No new staff required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Graduate Teaching Assistant stipends (see Table 4, below) + benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total recurring</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A+B)</td>
<td>Graduate Teaching Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Revenue per year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>Approx. $9,000 tuition/fees per resident full-time student per academic year including summer, $15,000 per non-resident; during and after completing comprehensive exams, approx. $1800-2520 per student per academic year. For 2017-2018, 4 resident, 5 non-resident, 5 post-comprehensive students = approx. $120,720</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Aid -- CBHE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Aid -- Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Net revenue (loss) per year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Cumulative revenue (loss)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>9-11</td>
<td>1-4</td>
<td>10-16</td>
</tr>
</tbody>
</table>

3.C. Business and Marketing Plan: Recruiting and Retaining Students

The program already has been marketed as part of the School of Music’s organized recruiting activities. Given the history of the program and the visibility of the faculty and alumni, there are sufficient qualified applicants to meet the program goals and needs. The announcement of the new degree in the School of Music will provide an opportunity for additional publicity and advertising.

Students enrolled in the program have received ongoing support with graduate teaching/research assistantships from the School of Music and/or the Department of Learning, Teaching & Curriculum. Doctoral students typically teach courses for non-music majors including required coursework in music for elementary and early childhood education majors, general education coursework in music, and music ensembles, and provide music student teacher supervision and seminars. Below is a table indicating the financial support provided to doctoral students in music education.

Table 4. Financial Support for Doctoral Students in Music Education, 2015-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$83,103</td>
<td>$96,188</td>
<td>$87,117</td>
</tr>
<tr>
<td>Number of students supported</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

4. Institutional Capacity

This program is currently fully operational. The capacity to offer this program has been demonstrated.
5. Program Characteristics

5.A. Program Outcomes

The program is designed to prepare graduates for careers in higher education as music education teachers/researchers, as ensemble conductors with a strong commitment to music education teaching and research, or as expert teachers or music supervisors/administrators in the preK-12 school system. Most graduates pursue and obtain employment in these areas.

5.B. Structure

Within the general framework, the PhD program is individualized for each student. The degree requires 72 hours beyond the bachelor’s degree in designated categories.

5.C. Program Design and Content

Specific coursework is planned by the doctoral student and the four- to five-member doctoral committee to meet the student’s individual needs and future goals. All students complete coursework in music education and research methods/statistics courses. Students choose a support area in music, and an optional second area in music or in a related field such as early childhood education or educational leadership. In addition to the coursework requirements, students complete one “research internship” and one “teaching internship,” which may or may not be attached to credit hours. These are faculty-supervised experiences designed to help prepare the students with skills they will need to become independent researchers and meet their future career aspirations.

The curriculum and all necessary courses are already in place, and where necessary, courses have already been moved from the Department of Learning, Teaching & Curriculum to the School of Music. Research courses from departments including Learning, Teaching & Curriculum, Educational School & Counseling Psychology, Agricultural Education, Journalism, and others remain available to the music education students. No new courses are required for the degree to be implemented fully.

Residency

Residency is essential to the acquisition of experiences necessary for success in the program and the profession. Students’ commitment to spending at least one academic year (fall and spring semester) as a full-time student on the MU campus is required (enrollment in a minimum of 9 credit hours per semester; may be a Teaching Assistant or Research Assistant, but not hold more than a part-time position elsewhere, to be negotiated with the doctoral committee). Students are expected to complete the degree in a timely manner, meeting all Graduate School deadlines. Typically, this will be 3 to 4 years of full-time study.
PROGRAM STRUCTURE

1. Total credits required for graduation: 72

2. Residency requirements, if any: 1 year of full-time enrollment

3. General education Not applicable to PhD degrees

Total credits for general education courses: NA

Courses (specific course or distribution area and credit hours):

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Education</td>
<td></td>
</tr>
<tr>
<td>Foundations of Music Education</td>
<td></td>
</tr>
<tr>
<td>Psychology of Music Instruction and Performance</td>
<td></td>
</tr>
<tr>
<td>Current Issues in Music Education</td>
<td></td>
</tr>
<tr>
<td>Doctoral Seminar in Music Education (taken each spring semester – includes college teaching content)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Materials in Music Education or Advanced Techniques in Music Education</td>
<td></td>
</tr>
<tr>
<td>Independent study, internship, research</td>
<td></td>
</tr>
<tr>
<td>Research/Statistics</td>
<td></td>
</tr>
<tr>
<td>Measurement and Research in Music Education</td>
<td></td>
</tr>
<tr>
<td>Quantitative Research Methods (selected from courses offered by Educational, School &amp; Counseling Psychology, Agricultural Education, Psychology)</td>
<td></td>
</tr>
<tr>
<td>Qualitative Research Methods (selected from courses offered by Educational, School &amp; Counseling Psychology, Agricultural Education, Psychology, Journalism, Learning, Teaching &amp; Curriculum)</td>
<td></td>
</tr>
<tr>
<td>Research/Statistics Elective (Quantitative or Qualitative)</td>
<td></td>
</tr>
<tr>
<td>Music Support Area (e.g., Choral or Instrumental Repertoire and Conducting, Music Performance and Pedagogy, Music Theory, etc.)</td>
<td></td>
</tr>
<tr>
<td>Doctoral Research</td>
<td>9</td>
</tr>
<tr>
<td>Coursework from Master’s AND/OR Second Support area AND/OR Electives</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>
5. Free elective credits

Total free elective credits: Electives are planned to meet the student’s program of study and approved by the student’s doctoral committee.

6. Requirement for thesis, internship or other capstone experience:

Students complete comprehensive examinations upon the completion of their formal coursework. These include projects, essays, and/or a public performance assigned by the music education and support-area faculty, designed to demonstrate that the students have synthesized degree materials at a high level, and achieved appropriate research expertise to undertake the dissertation research. The comprehensive examination experience concludes with an oral examination.

The final stage is completion of a doctoral dissertation that demonstrates the candidate’s potential to become a scholar in the field, and which makes a contribution to knowledge related to some aspect of music teaching and/or learning.

7. Any unique features such as interdepartmental cooperation:

Research courses from departments including Learning, Teaching & Curriculum, Educational School & Counseling Psychology, Educational Leadership & Policy Analysis, Agricultural Education, Journalism, and others are available to the music education students for use in meeting the research course requirements for this degree. Some students will also pursue support areas in one of these departments.
5.D. Program Goals and Assessment

PhD students in music education do not take standardized assessments. They complete written and oral comprehensive examinations and a doctoral dissertation with defense, all of which must be passed and approved by the doctoral committee.

Doctoral students in music education typically begin their doctoral degree work after having taught at the preK-higher education levels for at least several, and often many, years. Life/family/financial circumstances sometimes change once these adult students begin the doctoral program, requiring them to make decisions about whether or not to continue pursuing the degree, and 2 students during the past 15 years have withdrawn from the program for personal reasons. No students have been dismissed based on their academic abilities or lack of ability to achieve degree course and research requirements during the past 15 years.

5.E. Student Preparation

Admissions are selective. Applicants submit college transcripts, GRE (general test) scores, TOEFL scores (international students only), letters of recommendation, departmental Personal Data Sheet (CV information), formal statement of purpose, writing sample, and must meet to interview with music education faculty in person, if possible, or, if not, via video conferencing. Depending on their interest and specialty areas, applicants may be required to audition for conducting or applied/studio music faculty. Admissions decisions are based on multiple criteria, including faculty time commitments and availability, judgment of the student’s potential for success in the program and profession, program needs, and the fit between the student and the program. Thus, not everyone who meets the minimum qualifications “on paper” is admitted.

Applicants must be certified music teachers with a bachelor and/or master’s degree in music education and a minimum of two-years’ teaching experience, or present evidence of equivalent experiences.

5.F. Faculty and Administration

There are two tenured music education faculty members who are primarily responsible for the program, and one tenure-track faculty member who began at MU in August 2017. That new hire filled a vacancy that had remained unfilled for the previous two school years, due to hiring freezes. In addition to these three faculty, each doctoral student works with a doctoral committee composed of individuals representing the student’s unique teaching, scholarly, and creative interests.

All doctoral committees are composed to meet the specifications for MU doctoral degree programs. Advisors have obtained/renewed membership on the MU doctoral faculty through the Department of Learning, Teaching & Curriculum. The School of Music is in the process of establishing an approved doctoral faculty membership process.
The three music education faculty members who are directly responsible for this program hold the PhD degree in music education from major universities and are actively engaged in music education research, teaching, and professional service: Professor Wendy Sims (member of Doctoral Faculty and serving as doctoral advisor since 1987), Associate Professor Brian Silvey (member of Doctoral Faculty and serving as doctoral advisor since 2010) and Assistant Professor Brandon Boyd (will serve as a committee member until gaining Doctoral Faculty status).

A number of Music faculty members also participate as teachers and members of doctoral committees. These individuals play a critical role in the preparation of music education doctoral students in the areas of conducting, music performance, and music literature and history. Faculty from other departments in which students may take research or support area courses also serve on doctoral advisory committees when their expertise is required.

Please see Appendix D for biographical information about the key music education and music faculty members involved in this program.

5.G. Alumni and Employer Survey

Follow-up surveys have been administered by the Department of Learning, Teaching & Curriculum. Once the degree is moved to the School of Music, this degree will be come part of the School of Music’s graduate follow-up process.

Doctoral students typically develop strong and positive relationships with their advisors as they work together closely over the course of the degree and doctoral dissertation. Therefore, it is not unusual for them to remain in touch with the faculty and seek mentorship throughout their careers. This facilitates the faculty following their progress, and observing that graduates of this program have a strong record of being successfully engaged in their careers, advancing through tenured faculty ranks and/or administrative positions, publishing, presenting, and being active as participants and/or leaders in schools and professional organizations. The School of Music 100th Anniversary History book being prepared documents some our graduates’ important contributions to the field of music education.

5.H. Program Accreditation

This degree has been fully accredited by the National Association of Schools of Music since 1989, with re-accreditation every 10 years. This was not dependent on the department through which the degree was offered. The plan is to continue to apply for re-accreditation along with the other School of Music degrees. The program described here continues to meet all accreditation criteria.
APPENDIX A: Letters Explaining the Autonomy of Emphasis Areas in the Department of Learning, Teaching & Curriculum Ph.D. Program

Mathematics Education
Department of Learning, Teaching & Curriculum
303 Townsend Hall
Columbia, Missouri 65211
Phone: 573-882-4406
Fax: 573-882-4481

University of Missouri

January 7, 2017

Dr. Steve Graham
Senior Associate Vice President for Academic Affairs
University of Missouri System
309 University Hall
Columbia, MO 65211

Dear Dr. Graham:

I write in support of the request to move an existing (strong) doctoral program (Music Education) from the Department of Learning, Teaching, and Curriculum to the School of Music. In addition, I provide a bit of context that I hope will assure those reviewing the request of the nature of the programs in LTC listed under the “emphasis area” umbrella.

Like the Music Education doctoral program, the mathematics education doctoral program (in which I worked), is considered a stand-alone program by faculty, students, graduates, and employers seeking faculty with expertise in the area (in my case, mathematics education). The programs of study of all LTC emphasis area programs are unique and include a major emphasis on the core knowledge in the particular area. Faculty in each emphasis area make and implement policies regarding their unique program. That includes development and improvement of courses, internships, and doctoral research. For example, the mathematics education program developed a Doctoral Program Handbook, policies related to annual review of doctoral students, and a student organization devoted to graduate students in the area. With external funding, faculty also organized national conferences focused on the improvement of doctoral programs in mathematics education.

The emphasis area organization is an historical artifact. It does not represent the true nature of the program. It has allowed faculty in education areas to collaborate in some administrative tasks and, when appropriate, faculty across emphasis areas have collaborated on the improvement of some shared courses (e.g., education research methods sequence). However, these tasks can also be accomplished with programs under other structures and/or across departments/colleges.

April 12-13, 2018

OPEN – AS&RED 1-20
Now that the Music Education faculty have moved their tenure home and work responsibilities to the School of Music, it makes perfect sense that the doctoral program in Music Education would move to the School of Music. I’m confident that doing so would allow a strong program to continue to flourish and would also allow continued collaboration, where appropriate, among faculty working to improve doctoral programs that serve the education community.

If additional information would be helpful as the request from the School of Music is considered, please let me know.

Sincerely,

Barbara J. Reys
Curators’ Distinguished Professor Emerita
reysb@missouri.edu
January 7, 2017

Dr. Steve Graham  
Senior Associate Vice President  
Academic Affairs, UM System  
University of Missouri  

Dear Dr. Graham:

I write to clarify a recent question re: the transfer of the Music Education doctoral degree program from the Department of Learning, Teaching, & Curriculum, to the School of Music. From 1991-2015, I served as a faculty member and as the Director of the English Education program (Bachelor’s, Master’s, and PhD levels). I also served for eight years as Department Chair (2000-2008).

The LTC Department is unique in the way that the traditional academic areas function within the College of Education. Throughout this period, as well as for many years prior, the Music Education doctoral degree program within LTC operated similarly to the other “emphasis area” degrees, such as those in Math Education, Science Education, Social Studies Education, Art Education, English Education, and others. Until very recently, each program had its own director, advisors, and faculty members. Each program area was complete and autonomous, while simultaneously following the general College of Education and Department guidelines.

As well, each program determined its own specific curriculum and course requirements, administered its own comprehensive exams, decided on its own graduate assistants and made its own admissions recommendations to the LTC Admissions Committee and Doctoral Faculty Committee. Many of these programs (or “Emphasis Areas) had their own “Handbooks” for doctoral programs. Like the other LTC doctoral programs, Music Education was accredited by its premier professional organization (the National Association of Schools of Music). Since the late 1970s, the Music Education doctoral program has produced approximately 65 graduates.

In short, the Music Education doctoral program cannot be considered “new” in any sense of the word, nor just an “emphasis area.” Please feel free to contact me with any questions.

Best wishes,
Roy F. Fox  
President, The Missouri Writing Project Collaborative  
Emeritus Professor of English Education
APPENDIX B: Letters of Support from the Director of the School of Music, Dr. Julia Gaines, and the Dean of the College of Arts & Science, Dr. Patricia Okker

(Please Note: Dr. Okker was the Interim Dean when she submitted this letter, but was recently appointed to the Dean position)
July 25, 2017

Steve Graham
Senior Associate Vice President for Academic Affairs

Dear Dr. Graham:

As Director of the School of Music, I cannot overstate how important it is for the Ph.D. in Music Education to become part of the School of Music degree offerings. The music education program is one of our strongest, with the students and faculty playing vital roles in every aspect of our School. We have always considered music education students to be “music majors” regardless of their academic home, given the amount of time these students spend engaged in music coursework, ensembles, and departmental activities, so the formal move of the music education degree programs from the College of Education to Arts & Science was most welcome.

Although this will be a new degree offered by the School of Music, the degree has an almost 40-year history being offered through the College of Education, and 28 years of accreditation by the National Association of Schools of Music. Doctoral students in music education have made valuable musical and scholarly contributions to the School of Music and have been supported by graduate assistantships throughout the degree’s history.

Our music education faculty members are among the School of Music’s most highly visible and successful researchers and authors, benefitting significantly from collaboration with and assistance by the doctoral students. Faculty in the areas of music conducting, performance, and academics also play important roles in doctoral student preparation and benefit from these students’ contributions to their programs. The doctoral students, with their strong records of musicianship, enhance the level of performance and conducting of our music studios and ensembles.

Because admission to this program requires prior teaching experience, our doctoral students provide expert instruction in required music classes for elementary and early childhood education majors offered by the College of Education, and in classes for music majors and non-majors in the School of Music. They serve as mentors for our undergraduates, most importantly during the student teaching semester, and provide role models for the master’s degree students. Doctoral students also provide service to the community and profession, working with our partner schools in the community and with local and statewide professional organizations.

I urge the approval of this program, and look forward to officially announcing this degree as an integral part of the culture and success of the School of Music.

Sincerely,

Dr. Julia Gaines
Director
July 24, 2017

Dr. Steve Graham  
Senior Associate Vice President for Academic Affairs  
University of Missouri System  
309 University Hall

Dear Dr. Graham:

In 2015, the College of Arts & Science had the opportunity to acquire the Music Education Program, moving the degree programs and joint-appointment faculty lines from the College of Education to the School of Music. All parties agreed that this was an appropriate home for a program whose students already played an integral role in the School. This transition has been relatively seamless, with the exception of the move of the Ph.D. degree program. The Ph.D. in Learning, Teaching & Curriculum with an emphasis in Music Education functions as a Ph.D. in Music Education and was nationally accredited as such. Because there is no other doctoral degree offered by the School of Music, however, this is being submitted as a new degree proposal.

Music Education is a critical, foundational program in the School of Music. Music Education majors, bachelor through doctorate, play important roles as performers in School of Music ensembles, and academically are among the School’s highest achieving students. Graduates at all levels are sought after for music-teaching positions. The award-winning music education faculty members are among the most productive scholars and outstanding teachers in the School of Music, and their work is recognized across the state, country, and within the international music education community.

With the upcoming celebration of the 100th anniversary of the School and the imminent groundbreaking of the new donor-funded music building, the prominence of the School of Music and its contributions to the campus, the community, and the state will be highlighted and enhanced in the coming years. Based on program needs and quality, we have recently demonstrated our commitment by adding a third tenure-track music education faculty member to the program. Offering the full range of music education degrees, from bachelor through doctorate, is critical to maintaining the stature and contributions of our School of Music as an educational and cultural leader in the profession. The resources and support structure for offering the Ph.D. in Music Education through the School of Music are already in place, functioning well, and require no new funding.
The College of Arts & Science gives its full support to this proposal, so that the doctoral program in music education, which has been offered for thirty-eight years through the College of Education, can continue its history of excellence—now as a degree program offered by the School of Music in the College of Arts and Science.

Sincerely,

Patricia Okker
Interim Dean
## APPENDIX C: Music Education PhD Graduates’ Employment – Past 20 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>Carvalho, Edson Dias</td>
<td>University of Brasilia, Brazil</td>
</tr>
<tr>
<td>1997</td>
<td>Jacobs, Deborah T.</td>
<td>Columbus State University, GA; Columbia Public Schools, MO</td>
</tr>
<tr>
<td>1998</td>
<td>Hayes, Christopher D.</td>
<td>Ohio University, OH</td>
</tr>
<tr>
<td>1998</td>
<td>Koster, Keith A.</td>
<td>Christopher Newport University, VA; Nazareth College, NY</td>
</tr>
<tr>
<td>1998</td>
<td>Thornton, Linda Porter</td>
<td>State University of New York, Fredonia; Pennsylvania State University</td>
</tr>
<tr>
<td>1999</td>
<td>Tomlison, Rondal Scott</td>
<td>Manchester College, IA; McPherson College, KY; Mercyhurst College, PA</td>
</tr>
<tr>
<td>1999</td>
<td>Hamel, Barbara Lynn</td>
<td>Central Methodist University, MO</td>
</tr>
<tr>
<td>1999</td>
<td>Carlson, Mary Christine</td>
<td>Nazareth College, NY</td>
</tr>
<tr>
<td>2000</td>
<td>Fuller, Gregory Alan</td>
<td>Briar Cliff University, IA; University of Southern Mississippi, MS</td>
</tr>
<tr>
<td>2000</td>
<td>Sinclair, Jr., Robert</td>
<td>Vandercook College of Music, IL</td>
</tr>
<tr>
<td>2001</td>
<td>Cecconi-Roberts, Lecia</td>
<td>Wake County Public Schools, NC</td>
</tr>
<tr>
<td>2001</td>
<td>Young, Sylvester</td>
<td>Hampton College, VA; Ohio University, OH; Florida A &amp; M University, FL</td>
</tr>
<tr>
<td>2001</td>
<td>Nolker, D. Brett</td>
<td>University of North Carolina-Greensboro, NC</td>
</tr>
<tr>
<td>2002</td>
<td>Nicklas, Eric William</td>
<td>MOREnet, Columbia, MO</td>
</tr>
<tr>
<td>2003</td>
<td>Haan, Keith Alan</td>
<td>St. Ambrose University, IA; Glennville State College, WV</td>
</tr>
<tr>
<td>2003</td>
<td>Wilson, Catherine C.</td>
<td>Bridgestone Americas Corporation, IA</td>
</tr>
<tr>
<td>2004</td>
<td>Keast, Daniel A.</td>
<td>University of Texas at Permian Basin, TX</td>
</tr>
<tr>
<td>2004</td>
<td>Stumbo, Jason A.</td>
<td>University of Toledo, OH</td>
</tr>
<tr>
<td>2005</td>
<td>Udtaisuk, Dneya Bunnag</td>
<td>Chulalongkorn University, Bangkok, Thailand</td>
</tr>
<tr>
<td>2005</td>
<td>Hook, Sally</td>
<td>Missouri State University, MO</td>
</tr>
<tr>
<td>2005</td>
<td>Baker, Kevin L.</td>
<td>St. Norbert College, MN; Culver-Stockton College, MO; Southern Utah University, UT</td>
</tr>
<tr>
<td>2005</td>
<td>Jenkins, Bonnie L.</td>
<td>Evangel University, MO</td>
</tr>
<tr>
<td>2005</td>
<td>McWhirter, Jamila L.</td>
<td>Middle Tennessee State University, TN</td>
</tr>
<tr>
<td>2007</td>
<td>Laing, Daniel Robert</td>
<td>Hastings College, NE</td>
</tr>
<tr>
<td>2007</td>
<td>Huang, Fang Ting</td>
<td>Industrial Technology Research Institute, Taiwan</td>
</tr>
<tr>
<td>2007</td>
<td>Frederickson, Matthew L.</td>
<td>Superintendent, Bowling Green Schools, MO</td>
</tr>
<tr>
<td>2007</td>
<td>Smith, Derek T.</td>
<td>Lincoln University, MO (deceased)</td>
</tr>
<tr>
<td>2008</td>
<td>Westfall, Claude R.</td>
<td>Central Methodist University, MO</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Institution</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>2008</td>
<td>Lee, Youngae</td>
<td>Korea National Open University</td>
</tr>
<tr>
<td>2008</td>
<td>Youm, Hyun Kyung</td>
<td>Ewha Woman’s University; Sungkyunkwan University, Korea</td>
</tr>
<tr>
<td>2009</td>
<td>Waggoner, Dori</td>
<td>Central Methodist University, MO</td>
</tr>
<tr>
<td>2009</td>
<td>Liu, Chang</td>
<td>Central China Normal University</td>
</tr>
<tr>
<td>2012</td>
<td>Martin, Nancy</td>
<td>Springfield Public Schools, MO; Evangel University, Springfield, MO</td>
</tr>
<tr>
<td>2012</td>
<td>Baumgartner, Christopher</td>
<td>University of Oklahoma, OK</td>
</tr>
<tr>
<td>2013</td>
<td>Lin, Pei-Ying</td>
<td>The Archer School for Girls, Los Angeles, CA</td>
</tr>
<tr>
<td>2014</td>
<td>Baughman, Melissa</td>
<td>University of Oklahoma, OK</td>
</tr>
<tr>
<td>2015</td>
<td>Lordo, Jackie</td>
<td>Cottey College, MO</td>
</tr>
<tr>
<td>2016</td>
<td>Eubanks, Steven</td>
<td>University of Nevada-Reno, NV</td>
</tr>
<tr>
<td>2016</td>
<td>Jeffs, Kenneth</td>
<td>Lindenwood University, MO</td>
</tr>
<tr>
<td>2017</td>
<td>Kitchel, Laura</td>
<td>The Ohio State University, OH</td>
</tr>
<tr>
<td>2017</td>
<td>McFarland, Elizabeth</td>
<td>Southeast Missouri State University, MO</td>
</tr>
<tr>
<td>2017</td>
<td>Wacker, Aaron</td>
<td>Missouri Valley College, MO</td>
</tr>
<tr>
<td>2017</td>
<td>Ryan McLouth</td>
<td>Central Methodist University</td>
</tr>
</tbody>
</table>
APPENDIX D: External Review Letters and Author Response
Review of Doctor of Philosophy in Music Education New Degree Proposal
Colleen Conway, Professor of Music Education, University of Michigan

Will the curriculum produce high-quality graduates who are capable of making significant contributions in this field?
It is my assessment that the UM-Columbia has a long history of already producing these graduates through the previous program in the College of Education so it is expected that the music education degree housed in the School of Music is fully capable of doing the same.

Is there a sufficient “market” for doctoral students interested in this area to allow the program to be viable over time?
Again, it appears that the previous program has already attracted a substantial number of music education students and in evaluating the proposed curriculum I have every reason to believe that they will continue to do so.

Do the courses, faculty, and financial plan outlined in the proposal provide the necessary elements for the doctoral-level education in music education?
The addition of a new faculty member in music education and the proposed course schedule and financial plan all suggest the necessary resources for success with this degree.

How does this program compare with other similar programs in the country and does the program have the potential to achieve a national reputation?
- Having created the currently offered PhD program in music education at the University of Michigan in 2005 I can confidently share that the UM-Columbia program includes all the important curricular components of a successful program. It has already achieved a “national reputation” as evidenced by the long list of PhD alumni in important positions in higher education and leadership in music education. I will include here a list of proposed program elements that differ from the University of Michigan program not to suggest changes for better or worse, but just as comparison.
- Michigan program has no credit requirement. Students are able to count 500-level masters in music education courses taken as MM students towards the four 500 level courses in our degree (Research, Curriculum, Philosophy, Psychology) and students are able to count one MM level theory course towards a two-course requirement and one MM level history course towards a two-course requirement in history. One addition theory-musicology-composition-jazz course I also required.
- Michigan requires just one cognate area (2-3 courses) which can be within music or outside.
- Michigan requires a two-year residency and provides funding for three years. Most students complete the degree in three years.
- I do not see a doctoral level course in Music Teacher Education which Michigan offers. Maybe teacher education instruction is addressed through the “teaching internship” but it is unclear where students would study the music teacher education research literature.
- Michigan does not require the GRE or any test but we do require the submission of a teaching video.

Please feel free to contact me for any clarification. I am enthusiastically in support of this proposal.
Review of proposed PhD program in music education

Patricia J. Flowers, Dean
Florida State University, Tallahassee
pjflowers@fsu.edu 850-644-4361

1. Will the curriculum produce high-quality graduates who are capable of making significant contributions in this field?

The current PhD program in Music Education housed within the College of Education has been active for some 40 years. It has an excellent track record with 67 degree recipients as noted in the proposal. Those graduates have gone on to successful careers in higher education and leadership positions in K-12 schools. The reputation of the program is very strong nationally. The proposed move to the School of Music would maintain and enhance the program by attracting applicants who prefer a closer identification with the highly regarded music program at MU. The program structure (curriculum) is rigorous and comprehensive, covering foundational courses in the discipline, supportive studies, e.g., qualitative and quantitative research, and additional electives within the major that would build specialized expertise and enhance career prospects of graduates, e.g., conducting, pedagogy. The program is fully accredited by the National Association of Schools of Music and would continue to be so following the administrative move to the School of Music.

2. Is there a sufficient “market” for doctoral students interested in this area to allow the program to be viable over time?

At the national level, there is a healthy and sustainable balance between number of PhD graduates and available positions in higher education. Most doctoral graduates can find work in college teaching if that is their desired career path. The Higher Education Arts Data Services (HEADS) showed 104 new PhD music education graduates nationally during 2015-16. At the same time, there were 101 music education positions in higher education advertised in the widely-read Music Vacancy List published by the College Music Society. Given that some doctoral graduates choose to re-enter K-12 education, this is good evidence that an adequate number of jobs exist for qualified individuals. Although it remains to be seen, many college administrators have predicted that there will be an abundance of positions opening up over the next decade as the baby boomer generation (and the one before that) move into retirement. All of these are positive indicators for the marketability of PhD music education graduates and the need for the degree.

3. Do the courses, faculty, and financial plan outlined in the proposal provide the necessary elements for the doctoral-level education in music education.

Courses. The program’s position within a large R1 institution (doctoral - very high research activity) is an advantage in the broad array of high level coursework it provides to graduate students. At a university such as MU, opportunities are available for interdisciplinary classes, cognates, and specializations that engage and challenge the most advanced students. The list of coursework options presented in the proposal are a good indication of the comprehensiveness
and rigor of the program. The requirement of both a research internship and a teaching internship supports the focus on career preparation and individualized learning. Surely these advantages have contributed to the high quality of the current PhD program in music education as it is currently housed.

Faculty. The music education faculty at MU has attained international distinction in teaching, research, creative activity, and service to the profession. Although small in number for a university the size of MU, the addition of a third music education specialist will be a boon to the program. While these renowned professors provide core leadership in the PhD program in music education, the entire tenure track faculty in the School of Music and the university at large offer expertise and relevance through their course offerings and ability to serve as graduate committee members.

Financial Plan. The transition of the PhD program from the College of Education to the School of Music requires no new funding. Current resources (faculty salaries, TAships) are sufficient to sustain the program at its current size.

4. How does this program compare with other similar programs in the country and does the program have the potential to achieve a national reputation?

The current program compares favorably with other PhD music education programs at large, research intensive universities nationally. The consistent research productivity and eminence of the music faculty, and the success of its PhD graduates are strong indicators of the program’s viability. It is difficult to estimate an exact ranking because US News & World Report has not ranked music programs since the mid-90’s. There is every reason to think that the national reputation of the PhD Music Education program at UM will remain strong with the enhancement of the new tenure-track faculty member, and a closer identification with the School of Music.

In summary, I strongly endorse the transition of the PhD program in music education from the College of Education to the School of Music. All needed resources are in place for a rigorous and comprehensive curriculum, recruitment of excellent students, and the provision of instruction by internationally distinguished faculty. The current program already has a national reputation that will only be enhanced by a move closer to the content area that it represents.
To Whom It May Concern:

I have been asked to write a review for the University of Missouri System regarding a proposed program change. This program change would result in a new Doctor of Philosophy program in Music Education. I currently hold this same degree from a Research 1 institution (The University of Michigan). I am also very aware of the market and viability of such a program as the Director of the School of Music at Ball State University.

**Will the curriculum produce high-quality graduates who are capable of making significant contributions in this field?**

High-quality graduates stem from high-quality faculty and strong curriculum. It is important to point out that, in the current iteration, MU already has had strong graduates that have been placed in impressive appointments all over the world. However, I have reviewed the curriculum and it mirrors what is traditionally offered at similar Ph. D. programs with an emphasis on research and pedagogy at an expert-level in music education. I also appreciate the flexibility of the capstone experiences as well as the added strength of coursework in other graduate areas across campus. These aforementioned components are a strength to this proposed program.

Lead by Dr. Wendy Sims, the faculty in music education at the University of Missouri are highly respected in our field and will attract strong applicants from around the country. However, there is one very important component to this program. There must always be enough graduate assistantship support to develop a strong cohort and learning community of Ph. D. candidates. Doctoral students require support from each other. This support must also be flexible enough to control for varying numbers of applicants from year-to-year. This often happens at good programs.

It is my view that the new Doctor of Philosophy program at the University of Missouri will produce high-quality graduates who are capable of making significant contributions to the field.

**Is there a sufficient “market” for doctoral students interested in this area to allow the program to be viable over time?**

Since I became the Director of the School of Music in 2014, we have done two searches for tenure-track music education faculty members. I can tell you first-hand that the number of qualified candidates (e.g., either A.B.D. or completed Ph. D.) was staggeringly low. There is a gap in our profession at this level (PhD-Research 1.
Institutions). Based on the proposal, even without this new focus, MU has done a fantastic job placing individuals in high-quality appointments.

Do the courses, faculty, and financial plan outlined in the proposal provide the necessary elements for the doctoral-level education in music education?

As mentioned above, the coursework is rigorous and meets the needs of a high-quality Ph. D. program. There was an addition of a third Ph. D. in Music Education in the fall of 2017. This addition, along with the other two faculty members make this program viable. It is important to have a variety of faculty who have different research interests and skills for students to see and chose from when deciding who will lead their final project. The financial plan, including the support of faculty, graduate stipends and tuition waivers is in-line with the industry standard for such programs.

How does this program compare with other similar programs in the country and does the program have the potential to achieve a national reputation?

The faculty that are in place already and the appointments of recent graduates to positions has already afforded the University of Missouri a national reputation in the current iteration of the doctoral program. With Dr. Simms as chair, I see no reason why, over time, this program would not achieve or continue to achieve a national/international reputation.

If you have any questions or concerns about this review or my thoughts, please feel free to contact me on my personal mobile number (765) 702-7884.

Sincerely,

Ryan Hourigan Ph. D.
Director, School of Music
Professor of Music Education
National Workshop Leader,
The John F. Kennedy Center
School of Music
Ball State University
Muncie, IN 47306
0: 765-285-5402
External Review of Proposed Ph.D. in Music Education
University of Missouri-Columbia
Joanne Rukowski
December 8, 2017

1. Will the curriculum produce high-quality graduates who are capable of making significant contributions in this field?

The curriculum for the new program, administered by the School of Music, is very similar to the degree as administered by the College of Education. This program, and the faculty who administer the program, are highly regarded. Former students have made significant contributions to the field. For example, I know one of these graduates well as she was a colleague of mine. She was recently promoted to Full Professor and serves as Chair of the Society for Music Teacher Education, a national appointment. She is considered a leader in the field. Other graduates are making significant contributions. I see no reason why graduates of the program, administered through the School of Music, would be any different.

2. Is there a sufficient “market” for doctoral students interested in this area to allow the program to be viable over time?

The market for doctoral students in Music Education, and their future job prospects, have been, and continue to be, quite stable. The program at University of Missouri-Columbia has been viable for almost 40 years. I have every reason to believe that it will continue to be so. In fact, given the reputation of the faculty, the recent addition of a tenure-line faculty position in choral music education, and the administrative move of the program to the School of Music, I feel the program has potential to grow. There is no indication that it will decline in student enrollment over time.

3. Do the courses, faculty, and financial plan outlined in the proposal provide the necessary elements for the doctoral-level education in music education?

The courses outlined in proposal reflect the traditions in the field as well as the more recently expanding approaches to scholarship. For example, students are required to take research methods courses in both quantitative and qualitative approaches to inquiry. I did notice the course “Measurement and Research in Music Education”, is included in both course areas of Music Education required and Research/Statistics. I suspect this is just a typographical error - I doubt this course is doubled counted or that students take this course twice. That oversight is my only concern about the curriculum.

Faculty members at the University of Missouri-Columbia have outstanding national and international reputations. Dr. Sims recently received the “Outstanding Researcher” award given by the National Association for Music Education’s Society for Research in Music Education.
This is a highly prestigious award illustrating the rigorous scholarship Dr. Sims has exhibited over her career. Dr. Sims was editor of the *Journal for Research in Music Education*, arguably the top tier scholarly national journal in our profession. In addition, she is also a gifted mentor of doctoral students and is interested in exploring processes to assist students in maintaining successful lives as music teacher educators and scholars. We have presented together several times at national conferences on alternative approaches to the doctoral dissertation. Dr. Sims is one of the leading Music Education scholars in the nation. Dr. Brian Silvey is similarly respected as an educator and scholar. He has published numerous articles in top tier journals and is currently on the editorial boards of two highly respected research journals. The recent addition of a new tenure-line position in Music Education and Choral Conducting will strengthen the program even more. This relatively small number of faculty is amazingly productive as scholars, educators, and mentors. The School of Music is fortunate to have these nationally, and internationally, recognized scholars on the faculty. The strength of the doctoral program can, likely, be attributed to their work and reputations.

The financial plan outlined in the proposal indicates no additional resources will be needed to support the program. Continuing to support doctoral students with assistantships is critical for recruitment as well as their preparation as future music teacher educators. The proposal indicates current funding is sufficient, I have no reason to doubt that. If the program grows beyond projections (and it may given the status and reputation of the faculty and the addition of a choral music educator) then additional assistantships would be needed. However the current resources are sufficient at this time.

4. How does this program compare with other similar programs in the country and does the program have the potential to achieve a national reputation?

The program is considered among the strong doctoral programs in the field nationally - the program already has a national reputation. Many similar doctoral degrees are now administered in Schools of Music, rather than Colleges of Education, so this new program has potential to develop even a stronger reputation, as it would align more with standard practice. In addition, the projected enrollment is very consistent with other similar programs. In fact, while not the largest program in the country it is certainly much larger than most.
Responses to External Reviews of the PhD in Music Education Proposal

Colleen Conway

Dr. Conway pointed out aspects that differ from the University of Michigan, but stated this was “not to suggest changes for better or worse, but just as comparison.”

Highlighted: Michigan requires just one cognate area of 2-3 courses, which can be within music or outside.
Response: We require a cognate (called “support area”) of 9 credit hours in Music, with an option for a second support area outside of music. As Dr. Conway described in the paragraph above the one highlighted, the Michigan students are required to include three music courses in their program from specified categories. Our support area designated “Music” is basically equivalent to the Michigan music coursework requirement, but is a little more flexible and potentially more cohesive. The Music courses are approved by the doctoral advisory committee, and are selected based on the doctoral students’ future goals and the courses they choose to take.

Highlighted: I do not see a doctoral level course in Music Teacher Education which Michigan offers.
Response: This content is included as part of our Doctoral Seminar, a course that the doctoral students are required to take each spring semester.

Joanne Rutkowski

Highlighted: Measurement and Research in Music Education is included twice. . . .
Response: Dr. Rutkowski is correct, this is not double counted or taken twice. I have revised the proposal (p. 14) in the Music Education category to read: (Measurement and Research in Music Education is also required, with the hours counted towards the Research/Statistics category below). Were the course not listed under music education, one of the other reviewers may have indicated that the music education area lacked a research course.

Patricia Flowers

Highlighted: . . . the addition of a third music education specialist will be a boon to this program.
Response: Dr. Brandon Boyd, choral music education, began his tenure-track Assistant Professor position in August. He is already participating as a doctoral committee member.
Change to Proposal: Changed the statement on p. 6 (2nd paragraph from the end) of the proposal from:
“This commitment has recently been demonstrated by the addition of a third tenure-track music education faculty member, who will begin in August 2017.”
to:
“This commitment has recently been demonstrated by the addition of a third tenure-track music education faculty member, who began in August 2017, and has already begun serving as a doctoral committee member.
Additional changes to the proposal:

Changed the date in the proposal’s footer from August to December 13, 2017

Made changes to the title of Appendix B, p. 21. to add the note regarding the new status of the Arts & Science Dean, as follows:

Letters of Support from the Director of the School of Music, Dr. Julia Gaines, and the Dean of the College of Arts and Science, Dr. Patricia Okker.

(Please note: Dr. Okker was Interim Dean when she submitted this letter, but was appointed Dean in November 2017.)