MUSIC EDUCATION - PH.D.
College of the Arts
School of Music
www.kent.edu/music/

Examples of Possible Careers*
Art, drama, and music teachers, postsecondary
- 5.6% faster than the average
- 116,300 number of jobs
- $69,690 potential earnings

Education teachers, postsecondary
- 4.8% about as fast as the average
- 77,300 number of jobs
- $65,440 potential earnings

Middle school teachers, except special and career/technical education
- 3.6% about as fast as the average
- 627,100 number of jobs
- $60,810 potential earnings

Secondary school teachers, except special and career/technical education
- 3.8% about as fast as the average
- 1,050,800 number of jobs
- $62,870 potential earnings

Contact Information
- Program Coordinator: Jay Dorfman | jdorfma2@kent.edu | 330-672-3871
- Chat with an Admissions Counselor

Fully Offered
- Kent Campus

Admission Terms
- Fall
- Spring
- Summer

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics’ Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

Description
The Ph.D. degree in Music Education integrates teaching, theory and research in inquiry about music teaching and learning. Through a collaboration with Kent State’s College of Education, Health and Human Services, the degree program allows for emerging scholars to engage in coursework and research in areas connecting musical and educational pedagogies. Students pursuing the Ph.D. degree are interested in preparing music teacher educators at institutions of higher learning; engaging in arts education activities; and exploring emerging practices in curriculum, artistic instruction and educational thought.

Accreditation
National Association of Schools of Music; National Council for Accreditation of Teacher Education

Admission Requirements
- Master’s degree from an accredited college or university for unconditional admission
- Bachelor’s or master’s degree in music education for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Current and valid state teaching license earned from an accredited U.S. university program
- Minimum three years of successful teaching experience at elementary and/or secondary levels
- Video/DVD sample of school music teaching
- Résumé or curriculum vitae of professional musical and teaching work
- Goal statement
- Scholarly writing sample of related discipline
- Three letters of reference (professional and pedagogical)
- Interview with music education faculty (via voice, video or personal campus visit)
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score
  - Minimum 100 Duolingo test score

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education’s admission website.

Program Learning Outcomes
Graduates of the program will be able to:
1. Demonstrate knowledge of music education research and practice relative to primary, secondary, undergraduate, masters and doctoral levels through writing and oral communication.
2. Engage in research activities appropriate to doctoral and professional level practice in music education.
3. Demonstrate active involvement at local, national and global levels through diverse professional activities, including but not limited to scholarly publications and presentations, collaborative research and
engagement with other scholars in order to share knowledge in music and related fields.

4. Communicate a comprehensive and sophisticated knowledge of music education through the lens of history, philosophy, psychology, sociology, research methodologies, advanced pedagogy, learning theories and methods of curricular structure.

5. Demonstrate reading, research, writing and critical-thinking skills related to contemporary music education contexts.

### Program Requirements

#### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CI 77001</td>
<td>FUNDAMENTALS OF CURRICULUM</td>
<td>3</td>
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<tr>
<td>CI 87000</td>
<td>THEORY AND RESEARCH IN TEACHING</td>
<td>3</td>
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<tr>
<td>MUS 73261</td>
<td>ADVANCED STUDIES IN SECONDARY CHORAL AND GENERAL MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 73262</td>
<td>ADVANCED STUDIES IN INSTRUMENTAL MUSIC</td>
<td></td>
</tr>
<tr>
<td>or MUS 73263</td>
<td>ADVANCED STUDIES IN GENERAL MUSIC FOR CHILDREN</td>
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<tr>
<td>MUS 73283</td>
<td>RESEARCH IN MUSIC EDUCATION</td>
<td>3</td>
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<tr>
<td>MUS 86001</td>
<td>SEMINAR IN MUSIC EDUCATION I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 86002</td>
<td>SEMINAR IN MUSIC EDUCATION II</td>
<td>3</td>
</tr>
<tr>
<td>RMS 75510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>RMS 85515</td>
<td>QUANTITATIVE RESEARCH DESIGN AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>or RMS 85516</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
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#### Musical Literacy Electives

1. Music Education Electives, choose from the following:

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<tr>
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<td>MUS 73272</td>
<td>LEARNING THEORIES IN MUSIC</td>
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<td>MUS 73273</td>
<td>PSYCHOLOGY OF MUSIC</td>
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<td>MUS 73274</td>
<td>FOUNDATIONS OF MUSIC EDUCATION</td>
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<td>MUS 73284</td>
<td>HISTORY OF MUSIC EDUCATION</td>
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<tr>
<td>MUS 73285</td>
<td>PHILOSOPHY OF MUSIC EDUCATION</td>
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<tr>
<td>MUS 73286</td>
<td>SOCIOLOGY OF MUSIC EDUCATION</td>
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<tr>
<td>MUS 73295</td>
<td>SPECIAL TOPICS IN MUSIC EDUCATION</td>
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</table>

#### Curriculum and Instruction Electives

1. Curriculum and Instruction Electives, choose from the following:

<table>
<thead>
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<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>CI 71130</td>
<td>MULTICULTURAL EDUCATION: STRATEGIES</td>
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<tr>
<td>CI 77002</td>
<td>CURRICULUM LEADERSHIP</td>
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<tr>
<td>CI 77003</td>
<td>TEACHER EDUCATION</td>
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<tr>
<td>CI 77004</td>
<td>PROFESSIONAL DEVELOPMENT IN TEACHING</td>
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<tr>
<td>CI 77010</td>
<td>CURRICULUM EVALUATION</td>
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<tr>
<td>CI 87001</td>
<td>THEORY AND RESEARCH IN CURRICULUM</td>
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<tr>
<td>CI 87002</td>
<td>FORMS OF INQUIRY IN CURRICULUM AND INSTRUCTION</td>
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#### Culminating Requirement

<table>
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<tr>
<td>MUS 88199</td>
<td>DISSERTATION I</td>
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Minimum Total Credit Hours: 75

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1. Students may be required to take courses in music theory, which will be applied toward the Musical Literacy requirement of the degree. Requirements will be determined based on the results of a diagnostic exam as stated in the Music Graduate Handbook. Remaining Musical Literacy credit hours are fulfilled by taking courses in music theory, music history, ethnomusicology, composition, conducting, music performance or other related topics of student interest as approved by the academic advisor.

2. Upon successful completion of the candidacy examination, students take a dissertation topic from the proposal stage through approval, writing, submission and an oral defense process with a faculty committee comprised of the music education advisor, one additional music education faculty member, one representative from music education or education, a member from another music discipline area or education and an appointed graduate faculty representative. Each doctoral candidate, upon admission to candidacy, must register for MUS 88199 for a total of 30 credit hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter MUS 88299, each semester, until all requirements for the degree have been met.

### Graduation Requirements

#### Residency Requirements

Student must complete a residency requirement of minimum 9 credit hours each year until qualifying exams.

#### Candidacy Requirements

For the Ph.D. a comprehensive, qualifying, candidacy examination is taken when the student has substantially completed his/her coursework and has received the consent of the advisor committee to attempt the examination. The examination includes an extensive written section consisting of proctored and non-proctored questions, and an oral section taken before a faculty committee. Material for both written and oral sections is drawn from the coursework taken during the degree program, current professional research literature, and current topics in music education. Students who fail the candidacy examination two times will be dismissed from the doctoral program.