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 a 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.

Departmental/Unit Contact Person for Proposal: Patrick Warfield, Dir. of Grad. Studies, School of Music, pwarfield@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
4. Dean
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 INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
Ph.D. in MUSIC EDUCATION

COLLEGE OF ARTS AND HUMANITIES

BONNIE THORNTON DILL, DEAN

GRADUATE SCHOOL
CHARLES CARAMELLO, 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 has two goals: 1) to eliminate the Music Education Ph.D. in Curriculum and Instruction currently granted by the College of Education but housed in the College of Arts and Humanities’ School of Music, and 2) replace it with a new degree, the Ph.D. in Music Education, granted by the School of Music in the College of Arts and Humanities. This new degree will bring the University of Maryland more inline with our peers, make us 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 Ph.D. 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 program 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. To this end, the proposed program is not a mere revision of the existing Ph.D., but rather a new degree that draws on existing faculty, courses, and other resources.
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, faculty collaborated to bring different programs together into one Ph.D. program with related specializations. The newly merged faculty members are 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 these divisions 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 with a specialization in Music Education. Each year between one and three new doctoral students are admitted to the program. These numbers are not anticipated to change with the proposed Ph.D. program in Music Education. Therefore, we would expect between six and ten students to be enrolled in the program 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 programs offered through the School of Music (which require between 40 and 45 credits). The School of Music currently offers three Ph.D. programs (in addition to several professional DMA programs). The Ph.D. in 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). The Ph.D. in 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). Because of its substantial fieldwork requirements, the Ph.D. in Ethnomusicology requires just thirty-six credit hours of coursework.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Music Education Doctoral Core</td>
</tr>
<tr>
<td>2</td>
<td>Music Academic Core</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative Reasoning/Inter. Statics</td>
</tr>
<tr>
<td>4</td>
<td>Advanced Research Methods</td>
</tr>
<tr>
<td>5</td>
<td>Cognate Outside of Music</td>
</tr>
<tr>
<td>6</td>
<td>Dissertation Research</td>
</tr>
</tbody>
</table>

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

   **Existing Courses**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 780</td>
<td>Seminar in Music Teacher Education</td>
<td>3cr.</td>
</tr>
<tr>
<td>MUED 6xx</td>
<td>Elective in Music Education</td>
<td>3cr.</td>
</tr>
<tr>
<td></td>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>MUED 691</td>
<td>Psychology of Music Education</td>
<td></td>
</tr>
<tr>
<td>MUED 692</td>
<td>Foundations and Hist. Perspect. in Music Education</td>
<td></td>
</tr>
</tbody>
</table>

   **New Courses**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 697</td>
<td>Curriculum and Assessment in Music Education</td>
<td>3cr.</td>
</tr>
<tr>
<td>MUED 785</td>
<td>Teaching Music in Higher Education</td>
<td>3cr.</td>
</tr>
<tr>
<td>MUED 790</td>
<td>Music Education Research Design &amp; Analysis</td>
<td>3cr.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMS 646</td>
<td>Quantitative Research Methods I</td>
<td>3cr.</td>
</tr>
<tr>
<td>PSYC 601</td>
<td>Quantitative Methods I</td>
<td>4cr.</td>
</tr>
<tr>
<td>SURV 615</td>
<td>Statistical Methods I</td>
<td>3cr.</td>
</tr>
<tr>
<td>SOCY 601</td>
<td>Statistics for Social Research I</td>
<td>3cr.</td>
</tr>
</tbody>
</table>

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**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPS 730</td>
<td>Seminar on Case Study Methods</td>
<td>3cr.</td>
</tr>
<tr>
<td>EDPS 735</td>
<td>Phenomenological Inquiry I</td>
<td>3cr.</td>
</tr>
</tbody>
</table>

   **Quantitative Research**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMS 651</td>
<td>Applied Multiple Regression Analysis</td>
<td>3cr.</td>
</tr>
<tr>
<td>EDMS 657</td>
<td>Factor Analysis</td>
<td>3cr.</td>
</tr>
</tbody>
</table>
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, and (3) have taught music in a school setting for a minimum of three years. 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.

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)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED Elective</td>
<td>3 cr.</td>
<td>MUED 790 Research Design &amp; Analysis** 3 cr.</td>
</tr>
<tr>
<td>Music Academic Core</td>
<td>3 cr.</td>
<td>MUED 785 Teaching Music in Higher Ed*** 3 cr.</td>
</tr>
<tr>
<td>EDPS 615 Economics of Education*</td>
<td>3 cr.</td>
<td>Quantitative Reasoning/Statistics 3 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 780 Seminar in Music Teacher Educ</td>
<td>3 cr.</td>
<td>Music Academic Core 3 cr.</td>
</tr>
<tr>
<td>MUED 697 Curriculum &amp; Assessment</td>
<td>3 cr.</td>
<td>EDPS 620 Education Policy Analysis* 3 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 899 Dissertation</td>
<td>6 cr.</td>
<td>MUED 899 Dissertation 6 cr.</td>
</tr>
</tbody>
</table>

* 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)
Appendix B

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

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 780 Research on Theories of Teaching and Learning</td>
<td>3cr.</td>
<td>EDCI 790 Epistemology</td>
</tr>
<tr>
<td>MUED 690 Research in Music Education</td>
<td>3cr.</td>
<td>MUED 692 Foundations of Music Educ</td>
</tr>
<tr>
<td>EDPS 776 Diversity in the Classroom</td>
<td>3cr.</td>
<td>EDMS 645 Quantitative Research I*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 780 Seminar in Music Teacher Educ</td>
<td>3cr.</td>
<td>Music Academic Core</td>
</tr>
<tr>
<td>EDMS 646 Quantitative Research II</td>
<td>3cr.</td>
<td>MUED 6xx Advanced Methodology-Elective</td>
</tr>
<tr>
<td>Cognate</td>
<td>3cr.</td>
<td>Cognate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 791 or EDMS 651</td>
<td>3cr.</td>
<td>EDCI 791 or EDMS 657</td>
</tr>
<tr>
<td>Music Academic Core</td>
<td>3cr.</td>
<td>Cognate</td>
</tr>
<tr>
<td>Cognate</td>
<td>3cr.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 899 Dissertation</td>
<td>6cr.</td>
<td>MUED 899 Dissertation</td>
</tr>
</tbody>
</table>

* Does not count toward degree
Appendix C

Sample Letters of Support

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

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 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
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
April 4, 2014

Dr. Janet Montgomery  
School of Music  
CAMPUS

Dear Janet,

Thank you for the information regarding the plans for a new degree program--PhD in Music Education offered through the School of Music, and the elimination of the current Music Education program in the PhD in Curriculum and Instruction (TLPL). I recognize that the new specialization of Language, Literacy, and Social Inquiry may not adequately meet the needs of future music teacher educators and scholars.

However, I can confirm that future students in the new program would be eligible 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.

Best wishes for your new program.

Sincerely,

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