

The Ph.D. program in music education is administered by the School of Music. Graduate students follow the policies listed in the [School of Music Graduate Student Handbook](#). In addition to the policies and procedures stated below, all graduate students are subject to the rules of the Graduate College as set forth in the [Graduate College Manual of Rules and Regulations](#). All graduate students are expected to be familiar with and adhere to these rules and regulations. Questions about them should be discussed with the coordinator of music education or music therapy immediately.

I. Purpose of Program

The Ph.D. program in music education/therapy is designed to prepare students for careers in teaching, therapy, research, supervision, and/or the following types of positions:

- College positions—teachers of pre- or in-service music educators and music therapists, ensemble directors, research positions, or other related positions.
- Public school positions—music teachers, music therapists, research coordinators, or curriculum coordinators/consultants.
- Community music positions or consultants in healthcare, education, mental health, rehabilitation, or private practice settings.

II. Admission to Program

All students seeking to register for the first time in the Graduate College of the University of Iowa must secure formal admission from the director of admissions. Applicants may obtain the proper forms from: Director of Admissions, 107 Calvin Hall, The University of Iowa, Iowa City, Iowa 52242-1396 or via the internet.

A. Regular Admission

1. Regular admission to the Ph.D. program in music education is based on the following criteria:
 - a. A minimum of 3.0 graduate grade-point average.
 - b. Holding, or being qualified for, a valid teaching certificate, with a minimum of two years of successful music teaching experience. Alternative forms of professional experience (e.g., music therapist in hospitals, clinics, educational centers, etc.) will be considered for those applicants whose professional background and future aspirations are in the field of music therapy. Applicants whose background and career goals are focused on music therapy should contact Dr. Dvorak to discuss admission requirements and curricular options.
 - c. International student applicants whose native language is not English must take and pass the Test of English as a Foreign Language (TOEFL) unless they have received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand. Students are required to complete any English as a Second Language coursework (typically within the first year of study) specified as a result of the English proficiency evaluation.
 - d. Students who do not meet the above criteria or who are unable to provide all of the application materials may be considered for conditional admission (see Section II.B).

2. In addition to the above admissions requirements, students are required to submit the following materials:
 - a. copy of teaching certificate or board certification for music therapists, or documentation that a certificate can be obtained;
 - b. samples of the applicant's writing ability, such as copies of graduate course papers, research reports, or published papers;
 - c. three letters of reference from college-university teachers who could provide an evaluation of academic and musical ability and probable success in a Ph.D. program and school officials who could provide an appraisal of teaching success;
 - d. an interview (in person or online)
3. Students may choose, but are not required, to submit scores from the General Aptitude Test (Verbal/Quantitative/Analytical portions, not the Music specialty test) of the Graduate Record Examination (GRE).
4. Prospective Ph.D. students (U. S. citizens) apply to the music education area head at the time of [application for admission to the Graduate College](#) (December 1 for Fall registration, October 1 for Spring registration).
5. Students seeking teaching or research assistantships should submit materials with their application (see Section IX for more information).
6. Regular admission status cannot be granted until all required divisional admission materials (evaluations of teaching, etc.) are received and the music education faculty has reviewed the prospective student's qualifications. Prospective doctoral students will be informed by letter of their admission status prior to the first planned registration.
7. Admission to the Ph.D. program is not the equivalent of acceptance as a candidate for the Ph.D. degree. Candidacy is earned only by passing successfully the comprehensive examination.

B. Conditional Admission

1. Students who are interested in working toward the Ph.D. may need to demonstrate their ability to do satisfactory graduate work in specified courses before being admitted to regular status. Conditional admission to the Ph.D. program is considered by the department when:
 - a. recommendations and evaluations of academic ability and teaching (or for music therapists, clinical) success have not been received in time to complete an appraisal before initial registration as an advanced graduate student. A decision on regular status can be made as soon as these materials are available.
 - b. if the faculty determines, from review of these evaluations, other admission materials, and graduate coursework that the student does not meet the admission requirements, the student will be apprised of this decision in writing and will be terminated from the program at the end of the registration period in which the decision was made.
2. Prospective doctoral students admitted conditionally will be informed by letter of the reasons for their conditional status prior to the first planned registration.
3. The student on conditional status must achieve regular status within two sessions of registration in the Graduate College by achieving a UI Cumulative GPA of at least 3.00, and acceptance by the major department, or be dismissed.

C. Students in other Doctoral Programs

Students pursuing other doctoral programs in the School of Music will be considered for admission to the Ph.D. in music education program if: (1) they meet the criteria and conditions identified in section A above, and (2) they have not completed more than eighteen semester hours in the initial doctoral program.

III. Advisory System

See the School of Music Graduate Handbook section on Advising. During the first semester of registration all newly admitted students to the Ph.D. program in music education must arrange for a meeting with the student's assigned advisor. For students with a music therapy emphasis, this meeting should also include the Director of Graduate Studies in Music Therapy. The purpose of the meeting is to discuss desired professional goals and to determine the amount of required study in specific areas. The faculty advisor will review the Ph.D. program (policies and procedures) and have the student complete the Ph.D. Program Planning Form in the Prospectus.

A. Academic Advisor

A music education faculty member will serve as the advisor during the coursework phase of the program. For students with a music therapy emphasis, the Director of Graduate Studies in Music Therapy will serve as academic advisor. During this time, the academic advisor will be responsible for: (1) consulting with the student prior to early registration, (2) collecting needed information on student, (3) determining, in consultation with the other music education faculty members, the types and amount of transfer credit to be accepted toward the Ph.D. program, (4) completion of the Prospectus (outline of program). During the final semester of coursework the student will develop, in consultation with the area head, the Graduate College's Plan of Study form in preparation submitting a request for a comprehensive examination.

B. Dissertation Advisor

Students request who they wish to work with for their dissertation advisor. The dissertation advisor is the faculty member(s) who support(s) the student through the completion of their dissertation proposal and defense. Traditionally one faculty member serves in this role, occasionally there are co-advisors who work with the student in this role. Student choices will be honored to the extent possible. Section VIII.A for more information regarding dissertation advisor eligibility.

IV. Degree Requirements

A. Advisory Examinations

Advisory examinations in music theory and musicology are not required of music education and music therapy Ph.D. students. Should a student wish to take music theory coursework, they should take the School of Music Advisory Examinations in music theory (harmony, ear training, forms, and counterpoint). Scores earned on these tests determine course choices in this area of study. See the School of Music Handbook section on advisory exams for more information.

B. Registration Status

Nine semester hours in the regular semester constitute full-time registration. Students registered in the Graduate College may register for no more than 15 semester hours in all courses eligible for graduate credit (3000-level or above).

C. Total number of Semester Hours

The Graduate College requires that a Ph.D. contain a minimum of 72 post-baccalaureate semester hours with at least 39 semester hours earned at the University of Iowa while in a doctoral program.

D. Language requirement

The Ph.D. in Music Education does not have a world language requirement.

E. Transfer Credit

All graduate work completed at other accredited institutions will be entered on the student's permanent record. The amount of transfer credit applicable toward the Ph.D. in music education is dependent upon (a) the similarity of transfer courses (content and hour distribution) to those required in the Ph.D. program in music education at the University of Iowa, (b) the grades earned ("B" quality or higher), and (c) the length of time since the coursework was completed. Students may petition for transfer of graduate courses completed ten years before the semester of the comprehensive examination. Students are encouraged to request transfer credit early in their first semester in the program in order to facilitate advising. See the [School of Music Graduate Transfer Credit Policy](#) on transfer credit for more details.

V. Academic Standing, Probation, and Dismissal from Program

A minimum grade-point requirement for continuance in the Ph.D. program in music education is 3.00. A student who falls below this grade-point level will be notified in writing that they will be placed on probation for one semester. If, after completing 9 more semester hours of graded (A, B, C, D, F) graduate work at this University, the student's UI Cumulative GPA remains below 3.00, the student will be dropped from the degree program and denied permission to re-register within any Graduate College doctoral degree program. The student may apply for and be accepted into a non-doctoral degree or certificate program.

VI. Research Proficiency

Ph.D. students must demonstrate research competency by completing two independent or collaborative research projects before defending their dissertation proposal. Students must obtain approval for each project from their advisor and consult with a faculty member throughout the project's completion. Projects may be empirical, historical, and/or philosophical and comprise a portion of the work done in a course or completed outside of classes. Students are encouraged to develop projects related to their dissertation topic and line of research.

Research projects must be disseminated in one or more of the following ways:

1. Submit a written research report to a peer-reviewed journal;
2. Present at a state, regional, national, or international music education or music therapy conference;
3. Another research plan approved by the advisor (i.e., grant proposal to external agency, creative scholarship with an accompanying written component, etc.).

See Appendix B for the Research Proficiency Completion Form.

VII. Comprehensive Examination

Before scheduling the comprehensive exam, students must submit a Plan of Study, which indicates the hours accomplished and hours needed to complete the degree. The comprehensive examination usually is scheduled during the semester in which the final coursework is taken. However, students may enroll in dissertation credits (MUS:7950) during the semester that they complete their comprehensive examination with the permission of their advisor. See the School of Music Graduate Student Policies [section on Doctoral Comprehensive Exams](#).

This written examination is a take-home exam given under the direction of a committee chair who provides a question along with three committee members at approximately the middle of fall and spring semesters. Specific dates for comprehensive examinations for a given semester are available from the School of Music Academic Office.

1. Examination questions are prepared by the student's Comprehensive Examination Committee, which should be selected in consultation with the student's major advisor. It is the student's responsibility to contact faculty members to ask if they are willing to serve on their exam committee. The Music Education Department encourages students to construct PhD examining committees which are comprised of faculty members with varying, but related, areas of expertise. The comprehensive examinations are conducted by committees of no fewer than four members of the Graduate Faculty approved by the dean upon recommendation of the major department or program. Examination committees must include at least three tenure-track faculty members. The fourth member can be tenure-track faculty or another member of the faculty (i.e., clinical professor, professor of instruction, visiting professor, or adjunct) who has a terminal degree and approval from the Dean of the Graduate College. See the School of Music Graduate Student Policies section on [Graduate Committee Structure](#).
2. The comprehensive examination is an inclusive evaluation of the student's mastery of their fields of study. The comprehensive examination will be evaluated by the examining committee as being satisfactory, satisfactory with reservations, or unsatisfactory. In the case of an unsatisfactory committee report, the committee may grant the student permission to retake the examination, but not sooner than four months after the first examination. The examination may be repeated only once. If the evaluation results in a "satisfactory with reservations" report, the committee will stipulate additional coursework, paper preparation, or examinations to be completed in a specified time before the reservations can be removed from the initial committee report to the Graduate College. A period of two weeks is normally required for all committee members to read the examination.
3. A student becomes a candidate for the Ph.D. degree only after they have successfully passed the comprehensive examination.

VIII. Dissertation

The dissertation should focus on a topic/issue relevant to music education/therapy and make a novel contribution to scholarly knowledge about the selected topic. The student should discuss

the topic and scope of the project with their advisor before starting the proposal. See the Graduate College [thesis and dissertation resources](#) for more information.

A. Dissertation Committee

The dissertation committee includes four members who provide guidance, share feedback, evaluate documents, and serve as adjudicators during the dissertation proposal and final examination. Students are responsible for contacting faculty to inquire if they can serve on their dissertation committee. The members of this committee may be the same or different than their comprehensive exam committee. However, the same rules of membership apply: Dissertation committees must include at least three tenure-track faculty. The fourth member can be tenure-track faculty or another member of the faculty (i.e., clinical professor, professor of instruction, visiting professor, or adjunct) who has a terminal degree and approval from the Dean of the Graduate College. If the student wishes to request a non-tenure track faculty member to serve as the chair, that faculty member will co-chair with a tenure track faculty member on the committee. In some cases, a non-UI faculty member with specific expertise related to the dissertation topic can serve as the fourth committee member. Interested students should discuss the petition process with their faculty advisor and the School of Music Director of Graduate Studies.

B. Proposal

The student is required to write a research proposal in consultation with the advisor. The student may not begin data collection until the dissertation proposal has been approved by the dissertation committee. The proposal should include the first three chapters of the dissertation—introduction, literature review, methodology—and a complete reference list. Students may request an alternative format with the approval of the advisor. Once the proposal has been approved by the advisor, the student will submit the proposal to the dissertation committee two weeks prior to the dissertation proposal defense. In this defense, the student will present their dissertation proposal to their committee in a 15- to 20-minute slideshow presentation. The candidate should be prepared to answer questions about their proposal and any supporting scholarship. The committee members will provide feedback, may request edits, and will vote to approve the proposal. Should substantial edits be required, the student may be required to present their dissertation proposal a second time. Students must complete a [Topic Approval Form](#) before their proposal defense, which is available on the School of Music Graduate Student Policies webpage.

C. Active Progress Toward Dissertation Completion

Doctoral candidates are required to register for at least 1 s.h. of dissertation credit (MUS:7950: Ph.D. Thesis) each semester after satisfactory completion of the comprehensive examination. Doctoral candidates must complete a minimum of 12 s.h. of MUS:7950 before or during the final examination (dissertation defense) semester. If a candidate fails to register, they may not be readmitted to candidacy until the student has applied and received approval from their advisor, the Director of the School of Music, and the Dean of the Graduate College. Assistance from the advisor in any way (consultation -- in person or written; first reading and editing, etc.) requires registration in MUS:7950 Ph.D. Thesis. All registrations should accurately reflect the amount and

type of work undertaken, the use of university facilities, and the amount of consultation with the faculty.

No registration for the summer or winter sessions is required when the student makes no use of university resources. The exceptions are when the student is completing the degree at the end of the summer session, or when enrollment is required by the student's department.

D. Alternative Registration for Extenuating Circumstances

Doctoral candidates may encounter personal or professional circumstances that affect their ability to continue making progress on their dissertation. In these circumstances, candidates should register for the following alternative courses to maintain continuous registration and communicate to their advisor that they will not be making progress on their degree and will not require guidance from their advisor during that time. In some cases, these alternatives may also allow for reduced tuition fees. See School of Music Graduate Handbook section on [Post-comprehensive Registration](#) and the Graduate College Student Policies on [Continuing Registration](#) for more information.

1. **For non-progress due to military service, medical leave, maternity leave, or personal/family leave:** a candidate may petition the Graduate College to register for GRAD:6000:0001, which indicates that the student will make no progress toward their degree and allows for the assessment of a special minimum tuition fee. If a petition is granted, it is to be understood that a student will not make significant use of university resources or engage in significant consultation with the faculty.
2. **For non-progress due to other reasons:** a candidate who plans to not make progress on their dissertation for other reasons than those listed in section VII.D.1. may register for GRAD:6002:0002 for 1 s.h. Registering for this course number indicates that the student will not make significant use of university resources or engage in significant consultation with the faculty. Standard tuition and fees for 1 s.h. apply.
3. **For early clearance:** in some cases, candidates may not meet the standard deadlines to graduate within a particular semester but will complete their final examination (dissertation defense) before the following semester. In these cases, candidates may apply for early clearance with the approval of their advisor. Students must contact the Director of Graduate Studies in the School of Music for early clearance deadlines. In these cases, candidates will register for GRAD:6000:0001 in the session following their final examination and will be charged a special minimum tuition fee. Students seeking early clearance can apply to graduate in the last session of full registration by filing an Application for Degree at the Registrar's Office by the deadline established for that session.

E. Final Examination (dissertation defense)

The final examination is an oral defense of the candidate's dissertation. The final examination may not be scheduled until the next session after passing the comprehensive examination. The presentation typically includes:

1. A presentation that typically includes the following elements (a) a summary of the related literature that provides a clear rationale for the study, (b) a statement of the purposes and research questions, (c) a description of the methods, (d) a summary of the

- results/findings, (e) a critical inquiry into the impact of the findings. Students may request to use an alternative format with their advisor.
2. A dialogue with the committee about their dissertation research. Students should be prepared to answer substantive questions and receive feedback from their committee members.
 3. Final examinations are open to the public. Any attendees may also ask the candidate questions about their presentation.
 4. The members of the dissertation committee evaluate the final examination as satisfactory or unsatisfactory. Committee members may request revisions before providing a satisfactory evaluation. Two unsatisfactory votes will make the committee report unsatisfactory. When the report is unsatisfactory, the candidate may present themselves for re-examination the following semester. The examination may be repeated only once.

After the satisfactory completion of the final examination and approval from their advisor, the candidate must [submit their dissertation](#) with The Graduate College.

The Ph.D. candidate must take the final examination no later than five years after passing the comprehensive examination. Ph.D. candidates who fail to meet this deadline will be required to re-take the comprehensive examination to determine qualifications for taking the final examination or must request an extension through their advisor. If approved, the advisor will submit an extension to the graduate college. Please see “Section XII.O. Final Examination” of the [Graduate College Manual of Rules and Regulations](#) for more information.

IX. Graduate Assistantships

Graduate assistants must be degree-seeking and enrolled full-time (at least 9 semester hours) or determined to be a full-time equivalent by the approval of a short-hours form--first approved by the student’s advisor. Upon approval, the student will send an email to the director of graduate studies of School of Music (Music Therapy) or the Academic Program Coordinator in the Teaching and Learning Department (Music Education) with the information outlined on the [graduate student policies website](#). Exceptions to these criteria can be made by the Associate Dean for Graduate Education in the college in which the employment is based with the assistance of the Associate Dean for Administrative Affairs in the Graduate College. The appointee must remain in good academic standing throughout their employment as a graduate assistant. Please see the Graduate College policies for [additional eligibility criteria for graduate assistantships](#).

Students accepted into the Ph.D. program will be given preference over those accepted into the M.A. program. The normal term of these appointments is one nine-month academic year subject to renewal for a period of three years. In music education, teaching assistantship contracts are offered on a semester-by-semester basis dependent upon instructional needs and teaching assistant’s skills and experience. Students are encouraged to complete application requirements prior to the graduate college deadline. A zoom or in person interview is required before an official appointment can be recommended. Music education applicants should submit teaching videos with their materials. Music therapy applicants should submit musicianship videos.

Renewals are made upon the recommendation of the music education/music therapy faculty subject to the approval of the Chair of the Teaching and Learning Department in the College of Education and availability of budgetary resources. A teaching assistant's academic progress, quality of work as a teaching assistant, and their professional skills/needs will impact teaching assistantship assignments. Students holding assistantships will be informed by letter each spring (music therapy students) and toward the end of each fall/spring semester (music education students) of the renewal or non-renewal (with reasons) of their assistantships.

Appendix A

Ph.D. in Music Education Course Checklist

This degree checklist is intended to assist in your course planning but is not intended to serve as an official guide to graduation requirements. To confirm progress toward graduation, students are expected to consult with their advisor each semester prior to registration.

The Graduate College requires that a Ph.D. contain a minimum of 72 post-baccalaureate semester hours with at least 39 semester hours earned at the University of Iowa while in a doctoral program.

A. Music Education Core Courses (20 s.h.)

Core Courses (8 s.h.)

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> EDTL:4640	Introduction to Research in Music	3
<input type="checkbox"/> EDTL:5610/6690	Foundations of Music Education/Music Therapy	3
<input type="checkbox"/> EDTL:4630	Psychology of Music	2

Topics Seminars (minimum 12 s.h.)

Topics Seminars in Music Education (EDTL:7600, 7040), Music Therapy (MUS:6690), or another specialization-related area approved by your advisor

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____

B. Statistics and Research Methods (15 s.h.)

The Music Education Ph.D. follows the College of Education Ph.D. research requirements. Doctoral students must demonstrate proficiency in both qualitative and quantitative research methodologies: 2 Quantitative, 2 Qualitative, and 1 additional course agreed upon by the student and their advisor.

Intermediate Statistics Course (3 s.h.)

Students who have not previously completed an introductory statistics course may be required to complete PSQF:4143 Introduction to Statistical Methods as an elective to fulfill the prerequisite for these courses.

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> PSQF:6242	Selected Applications of Statistical Methods	3
<input type="checkbox"/> PSQF:6243	Intermediate Statistical Methods	3

Research Methods Coursework (12 s.h.)

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> EDTL:7640	Advanced Research in Music Education (Quantitative)	3
<input type="checkbox"/> EDTL: _____	Introduction to Qualitative Research	3
<input type="checkbox"/>	Qualitative: _____	3
<input type="checkbox"/>	Additional Choice: _____	3

Qualitative Research Options

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> EPLS:7373*	Qualitative Research Design and Methods	3
<input type="checkbox"/> RCE:7338*	Essentials of Qualitative Inquiry	3
<input type="checkbox"/> EDTL:7070*	Qualitative Research Methods Teach/Learn	3
<input type="checkbox"/> PSQF:7331*	Qualitative Educational Research Methods	3
<input type="checkbox"/> HIST:6003	History Theory & Interpretation	3
<input type="checkbox"/> EPLS:5195	Research in Cross-Cultural Settings	3
<input type="checkbox"/> EPLS:5240	Introduction to Historical Research Methodologies	3
<input type="checkbox"/> EDTL:7071	Critical Discourse Analysis	3
<input type="checkbox"/> EDTL:7072	Advanced Qualitative Data Analysis	3
<input type="checkbox"/> EDTL:7073	Ethnographic Methods, Theories, and Texts	3
<input type="checkbox"/> ANTH:6115	Ethnographic Field Methods	3

*These are introductory courses and should only be taken if the Music Education Qualitative Research was not available during the student's coursework plan.

Quantitative Research Options

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> EPLS:6206	Research Process and Design	3
<input type="checkbox"/> EPLS:6209	Survey Research and Design	2
<input type="checkbox"/> EPLS:6370	Quantitative Methods for Policy Analysis	3
<input type="checkbox"/> PSQF:6244	Correlation and Regression	3
<input type="checkbox"/> PSQF:6246	Design of Experiments	3
<input type="checkbox"/> PSQF:6249	Factor Analysis and Structural Equation Models	3
<input type="checkbox"/> PSQF:6252	Introduction to Multivariate Statistical Methods	3
<input type="checkbox"/> EDTL:7953	Single Subject Design Research	3

Mixed Methods Research and Program Evaluation Options

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> EPLS:7392	Mixed Methods Research	3
<input type="checkbox"/> EDTL:7410	Mixed Methods Research	3
<input type="checkbox"/> EPLS:6266	Program Evaluation	3

C. Electives (21 s.h.)

<i>Course #</i>	<i>Course Title</i>	<i>s.h.</i>
<input type="checkbox"/> PSQF:4143*	Introduction to Statistical Methods	3
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

*Students who have completed a similar statistics class in their master’s program may be exempt from this course.

D. Comprehensive Examination

- Comprehensive written examination
The student must apply to complete the **comprehensive** written examination after finishing their required coursework. This written examination will cover scholarly and research areas to be determined in consultation with the exam committee members. Students will be provided with guidelines about the format and preparation for this examination after they have applied for examination and consulted with their advisor and committee members.

E. Independent Research Projects

The student will complete two independent research projects prior to the dissertation defense. See the Ph.D. handbook and Appendix B for requirements.

<i>Description</i>	<i>Venue</i>	<i>Date</i>
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

F. Dissertation (12 s.h.)

- MUS:7950 Ph.D. Thesis (12 s.h.)
- Oral defense of the dissertation
In the final semester, Ph.D. students may register for Ph.D. Thesis (MUS:7950), which requires at least 1 s.h. enrollment in dissertation hours.

Appendix B

Research Competency Completion Form

Submit this completed form to your advisor

Student Name:

Date:

Faculty Academic Advisor:

Project Advisor:

Project Number (select one): **first** **second**

APA Formatted Citation of Research Project:

Abstract:

List the venue(s) where the research was presented or submitted for publication:

Appendix C

Dissertation Proposal Elements and Format

Write your proposal in 12-point, Times New Roman font, double-spaced with no additional spacers before or after paragraphs. Most proposals should adhere to all current APA guidelines for citations, header levels, serial list formats, bold/italics/quotations, etc. They should include a running head and page numbers as described in the APA manual. If your dissertation research is historical, write your proposal using *The Chicago Manual of Style* (latest edition). [See University of Iowa Graduate College dissertation template and information.](#)

This document should be thoroughly copy-edited and free of grammatical, style, citation, and formatting errors. Visit the writing center, have others read your work, and carefully edit and revise your writing before submitting a draft to your advisor.

Tips:

- Write in past tense so you don't have to re-edit the document later. However, when making novel arguments with philosophical inquiry, use present tense.
- Use a citation manager. Editing citations individually and creating a reference list for a document that is well over 100 pages will take a very long time.
- Use the header function in your word processor to navigate your document and generate your table of contents. Right click on the headers in your styles menu to format them according to APA guidelines.

Proposals typically include the following elements:

- Title Page using the format guidelines provided by the [Graduate College](#).
- Chapter I: Introduction (work on this chapter after you have drafted chapters two and three. This chapter should provide an overarching argument for your research.)
 - a. Description of your topic
 - b. Brief literature review that couches that topic in existing research literature and clearly describes gaps in that literature that justifies your study
 - c. A clearly written purpose statement and research questions. Please review how to write these in your research methods textbooks
 - d. Significance of the Study
 - e. Definition of terms (if needed)
- Chapter II: Literature Review
 - a. The literature review should be focused on studies that have examined the same topic or an immediately adjacent topic of your dissertation. This review should be extremely comprehensive and writing it should be the **first step** in your dissertation writing process.
 - b. When discussing other scholarship include the following details:
 - i. Context of the study
 - ii. Description of their sample, including *N* and relevant *n* values.
 - iii. Brief description of their method, including any instruments they used
 - iv. Report their relevant findings

- v. Any important points made by the researchers in the discussion
 - vi. Take note of their suggestions for future research. This is where you find the gaps in the literature.
- c. Literature reviews may also contain sections about any theoretical perspective you hope to adopt in your study design or data analysis.
- d. Examine literature outside of music education related to your research question(s). At the very least, you should be examining how this topic has been explored in education research more broadly.
- Chapter III: Method (this chapter typically includes the following information)
 - a. Introduction: Name your method of choice. *Briefly* describe the method you are using, referencing appropriate literature. Do **not** include a complete historical account of your method. Restate the purpose of your study and research questions. Explain why this method is suitable to answer those research questions.
 - b. Participants: Describe the process of recruitment and the context/pool from which you are recruiting. If you plan to use purposive sampling in a qualitative study, describe your selection criteria and anticipated sample size.
 - c. Data Collection: Explain how you will collect/generate data for analysis. List all forms of data you will analyze. Consider how the data produced will answer your research questions. If you are using instruments, surveys, or interviews include the proposed protocol as an Appendix.
 - d. Data Analysis: Include information regarding statistical tests, coding processes, and how you will use any theoretical models to analyze your data ***in a way that will feasibly answer your research questions.***
- References
 - a. Include a full reference for all citations included in the proposal. Only include references cited in the proposal.
 - b. Make sure all citations are formatted according to APA guidelines. Note that citation managers will format references using the information you entered. Check the reference stub in the citation manager for correct punctuation and title casing according to APA guidelines. The information auto-populated using metadata from PDFs is typically not in the correct format and will need to be edited.