

**GUIDELINES FOR COGNATE IN MUSIC EDUCATION
FOR DMA OR PHD CANDIDATES IN OTHER DISCIPLINES
2020-2021**

The cognate (minor) in music education for DMA or PhD candidates in other disciplines is strongly recommended by the Music Education faculty as a viable option for students who: 1) are interested in becoming familiar with the concepts and literature of music education; 2) wish to improve their own teaching skills; and/or 3) have had previous experience in music education. Students should be aware that a cognate DOES NOT provide adequate preparation to teach within a music education department at the school or collegiate level, but does provide an introduction to selected issues and techniques within the discipline.

COURSEWORK

Different DMA degrees allow for varying numbers of credit hours in composing a cognate. Students must meet the requirements within their degree program, but the minimum set by the Music Education Division for a cognate in music education is 8 credits. All graduate level courses are offered at the 400- and 500-level. Any course taken at a lower level will not count toward a cognate area. Individuals should select from the following:

Comprehensive Courses (4 credit hours required of all candidates)

Select at least 4 hours from the following options:

Fall 2020	MUS 532, Curricular Perspectives on Music Education	Dr. Nichols
Fall 2020	MUS 535, Philosophic Inquiry in Music Education	Dr. Barrett
Sum 2021	MUS 532, Curricular Perspectives on Music Education	Dr. Gallo
Sum 2021	MUS 533, Research in Music Education	Dr. Fairbanks

Special Interest Courses (select 4 credit hours)

The student must select, in consultation with the Cognate Coordinator in Music Education, Dr. Janet R. Barrett, four (4) additional hours from Music Education offerings. These may include another comprehensive course from those listed above, courses in pedagogy or methods, technology, or other topics in the student's area of interest.

Fall 2020	MUS 437, Popular Music Pedagogy	Dr. Kruse
Fall 2020	MUS 529, Transformative Music Education	Dr. McCall
Spr 2021	MUS 499: Hip-Hop, Schooling, and Music Education	Dr. Kruse
Spr 2021	MUS 499 STT: Social Transformation, Technology, & Music	Dr. McCall
Spr 2021	MUS 434: Assessment and Evaluation	Dr. Fairbanks
Spr 2021	MUS 430A: Applied Music Pedagogy (String Pedagogy)	Dr. Fairbanks
Summer 2021	MUS 433, Music in the Interdisciplinary Curriculum	Dr. Barrett
Summer 2021	MUS 545: Topics in Music Education: Culturally Relevant Pedagogy .	Dr. McCall

Summer 2021	MUS 437: Popular Music Pedagogy	Dr. Kruse
Summer 2021	MUS 441: Contemporary Issues in Instrumental Music Education	Dr. Nichols

With the approval of the Coordinator, students may also create a slightly different configuration of hours that meets individuals' needs and interests.

PROCEDURES

Students wishing to complete a cognate in music education must

1. pick up the appropriate cognate form from Jenny Phillips in the Graduate Music Office.
2. review the MUE course descriptions found on the online catalogue and develop a cognate plan.
3. set up an appointment with the Coordinator of Graduate Studies in Music Education to review the plan.
4. returned the signed cognate form to the Graduate Music Office so that it can be placed in the student's file

The first two steps must be completed before enrollment in any music education course work. Students are encouraged to plan early for their selection of cognate courses in music education. As with many divisions, graduate courses are not offered every semester and may not be available if planning is delayed. This list of courses, particularly the list of spring courses, is subject to change.

Additional notes and recommendations regarding Qualifying and Preliminary Exams

Students who elect a cognate in music education must make an appointment with the Cognate Coordinator in Music Education to discuss the selection of a music education faculty member to serve on the examining committee ("mini-committee") for Qualifying Exam 2. The Coordinator keeps an updated list of faculty membership on committees and can make recommendations based on that list. Before this meeting with the Coordinator, students should prepare an outline of the potential topic areas that may be further developed into the exam questions in the music education area. The student's topical focus will inform the selection of a music education faculty member for the committee, in tandem with faculty availability and willingness to serve on the committee.

The music education faculty member who reads the qualifying exam question for the cognate also typically serves on the DMA preliminary exam committee. When it is time for finalize the membership of this committee, students are asked to consult again with the Coordinator of Graduate Studies in Music Education to ensure that the music education division faculty member is willing to continue in this role and is available to serve.

Occasionally, DMA students wish to pursue a doctoral project based on topics or approaches that align with contemporary research or current issues in music education. A project of this nature requires preliminary support from the Cognate Coordinator and involved faculty in the Music Education division before subsequent approval through the preliminary examination and final examination processes. Depending upon the scope and complexity of the proposed project, the music education division may require additional study in research methodology or conceptual/theoretical foundations before such a plan can be supported. At minimum, successful completion of MUS 533 will be required. DMA students are further advised to select courses for the cognate in the areas of the proposed faculty member's expertise. Working closely with faculty in music education through course work will make it more likely that approval of a music-education related project will be granted.