Online Doctor of Musical Arts in Music Education

bu.edu/cfa/online
Doctor of Musical Arts in Music Education

Your passion for music is equal only to your passion for teaching. Boston University’s Doctor of Musical Arts in Music Education online program is designed for dynamic music educators interested in improving their teaching skills, expanding their knowledge, and advancing their profession. As a student, you will have access to the resources of a world-class university, without disrupting your personal and professional responsibilities. You will be challenged intellectually, and find that you want to incorporate concepts into your classroom teaching as you go along.

Choose the Doctor of Musical Arts in Music Education at BU, and:

• Participate in a weeklong residency on campus with faculty and other students
• Learn new techniques and strategies that can be applied in your classrooms
• Collaborate with influential leaders in the music education profession
• Pursue your scholarly interests and connect them to music education theories and practices
• Advance your career and discover new opportunities

We strive to graduate a music educator who will help shape the future of the profession by serving as a leader and advocate to artists for generations to come.

Sample Course Offerings

MUSIC EDUCATION

ME 859: Critique in Music Education
This course normally serves as the final course in the DMA sequence. It brings theoretical and conceptual understandings from prior courses together with a range of research strategies, so that students can consider a possible research path. [4 cr.]

ME 740: Introduction to Music Education Research
In this course, students become acquainted with a variety of research that informs music education, learn both to critique and apply that research, and develop their scholarly writing skills. Note: This course is typically waived for DMA students who have enrolled in a similar course during Master’s degree study. [4 cr.]

ME 741: Foundations of Music Education I: Philosophy and History
The purpose of this course is to examine and discuss historical and contemporary philosophical ideas and problems in music and music education. A goal is for students to develop a sharpened sensitivity to past and present thought (primarily, but not limited to historical and philosophical thought) in the field of music education in order to better inform their own curricular and instructional choices. [4 cr.]

ME 742: Foundations of Music Education II: Psychology and Sociology
The purpose of this course is to critically examine psychological and sociological concepts as they relate to music and education. Topics include key issues and concepts in psychology and sociology; psychology as related to music education processes; problems encountered in the sociology of music education; and cultural influences that affect both the psychology of the individual and the sociological aspects of group dynamics. [4 cr.]

ME 841: Quantitative Research Methods in Music Education
Quantitative research methods and their application to educational research contexts; quantitative research design, sampling techniques, reliability and validity, descriptive and inferential statistics, quantitative studies in music education, and using software to conduct statistical analysis. [4 cr.]

ME 842: Qualitative Research Methods in Music Education
This course introduces graduate students to key issues and concepts in qualitative research. Students develop skills in conducting interviews, and observations; they gain experience with ethnographic and narrative techniques including transcribing, coding, interpreting data and presenting results of analysis. [4 cr.]

ME 542: Music Technology Pedagogy
This course serves to expand the knowledge that many teachers have about uses of technology for teaching music. Students explore music technology pedagogy; that is, the practice of teaching music in a technologically enhanced environment and the special kinds of teaching skills required to do so effectively. Students examine theoretical foundations of the uses of technology for music teaching, including theories of student interaction with technology, multimedia principles, and technology-infused music curricula. [4 cr.]
Enrollment in MT400 is determined by results from the music theory proficiency exam. It is a 2 credit prerequisite music theory course and is not eligible for Stafford Direct Student Loans.

**Topical Development of Policy.** Topics include the interpretation, implementation, and development of policy. Focus on the state of music education in schools. Study of current issues influencing the education of music education, music therapy, and music and society. Examination of economic milieu including movements for equity, social justice, and public policy, politics, advocacy, diversity, evaluation, and curriculum. [4 credits]

**MUSICOLOGY**

**MH 835: American Music**
Overview of early music in the colonies. Various attempts to create an individual "American" musical style. Diversity of influences: European, African-American, Indian, Spanish-Mexican, religious, jazz, folk song, minstrel, etc. Music of Billings, Lowell, Mason, Gottschalk, MacDowell, Ives, Gershwin, Copland, and others. [4 cr.]

**MH 837: Crossroads: Musical and Cultural Perspectives on the Blues**
Examination of the blues in its musical and cultural dimensions. Focuses on defining the blues as a place where cultures and styles meet. Chord structure, cultural background, characteristics, major themes, different regional styles and dialects, and its place in history will be examined along with the cultural idea of “crossroads.” [4 cr.]

**MH 700: Research and Bibliography**
Methods and materials of research in the music disciplines, including bibliographical and writing styles. [4 cr.]

**MUSIC THEORY**

**MT 400: Graduate Theory Review**
Review of fundamental music theory and analysis through study of chord grammar, voice-leading principles, figured bass, four-part chorale harmonizations and form. Materials are approached through listening, writing and completing analytical work. Credits from this review course will not apply toward degree completion. [2 cr.]

**MT 600: Analytical Techniques I**
Investigations (systemic and empirical) into formal and compositional procedures of selected masterworks from the tonal repertoire. Lectures lead to individual analytical projects. [4 cr.]

**MT 781: Jazz and Popular Arranging**
Analysis of combo, vocal and jazz ensemble literature from a variety of grade levels. Development of arranging and composing skills in the jazz idiom. Overview of score study, rehearsal, and programming topics pertaining to jazz ensemble development and leadership. Individual analytical and arranging projects. [4 cr.]

**MT 630: Orchestration**
Contemporary orchestral techniques, focusing on scoring for modern winds, brass, strings and mixed ensembles, including full orchestra. Concepts include chord spacing, melodic projection, layering and delineation of material, and extended instrumental techniques. Materials are approached through readings, listening, writing and analytical work. [4 cr.]

**DISSertation**

**ME 921: Research and Directed Study in Music Education**
All other courses must be completed prior to enrollment in MU780. A week-long residency on campus with faculty where students define a need for research, develop a research problem, think critically about theoretical frameworks, and discuss appropriate research strategies. [1 cr.]

**ME 995: DMA Dissertation**
Last class (dissertation) in Doctoral program. Selection of dissertation topic; research techniques; compilation of preliminary bibliography. After students complete their coursework, they are given additional time to complete their dissertation under the direction of a faculty advisor. [3 cr.]

*Enrollment in MT400 is determined by results from the music theory proficiency exam. It is a 2 credit prerequisite music theory course and is not eligible for Stafford Direct Student Loans.*

“This has been an incredible academic journey that has stretched me a great deal as an educator and as a researcher. I feel much more in touch with the profession than I did when I began.”

Daniel Brame, DMA’12, Libertyville, IL
Student Spotlight

“The moment I stepped off the plane and met another BU residency student, that week turned out to be the most valuable and amazing experience of my entire time as a student at Boston University. The CFA faculty and staff were so extremely helpful, understanding, and genuine in their efforts to help us focus our tasks. The daily work was pertinent to our studies, and the evenings were filled with fun times! The most rewarding experience for me was finally meeting face to face those whom with I had been in classes over the past few years, and being surrounded by such intellectualism. In sharing this experience with my colleagues and the professors, I feel I have not only been able to focus more on my topic of research, but I have made some good life-long friends.”

Denisse Santos, DMA Student, July 2012

Residency Spotlight

Students attend a week-long residency on campus with faculty where they define a need for research, develop a research problem, think critically about theoretical frameworks, and discuss appropriate research strategies. During the week, students attended workshops, participated in seminars, attended guest lectures, and met with the music education faculty and staff. Our students learned more about how to write their dissertation proposals and they narrowed down their research topic/methodology.

“Earning a DMA is the fulfillment of a lifelong goal for me. One that I thought was unattainable, given the demands of my teaching career. I have found the online DMA program at BU to be rigorous and challenging, yet flexible enough to accommodate my busy schedule. I am confident that this degree will open new doors of opportunity.”

Kenneth Moore, DMA’12, Dexter, MI

Admission Requirements

Applications to the Doctor of Musical Arts in Music Education online degree program are accepted once per year for the fall term. The application deadline is January 2. Applicants will be reviewed for admission based upon the following criteria and materials:

Professional Portfolio Including:
• Completion of College of Fine Arts Online Application
• Response Statement to provided prompts (available on website)
• Statement of Research Interest
• Personal Statement
• Official Transcripts from ALL Colleges and Universities attended
• Two Letters of Reference
• Curriculum Vitae
• International students applying to the Doctor of Musical Arts program must have a minimum TOEFL (ibT) score of 100

Qualities of a Competitive Applicant:
• Bachelor's and Master's degrees from regionally accredited institutions
• At least 3 years of music teaching experience at the primary, secondary or university level
• Leadership through activities such as designing curriculum, mentoring new teachers, serving on executive boards of professional organizations, and publishing articles
• Cumulative GPA of 3.0 or higher

Detailed requirements available on our website at www.bu.edu/cfa/online/onlineadmissions.

Please refer to the online application for instructions on how to submit application materials.

For assistance, please contact our Manager of Online Admissions at 1-855-884-5636 or email cfaapply@bu.edu.