

## 06.03.13 DMA – Major in Music Education

### Description

#### 06.03.13 DMA – Major in Music Education

**Students who enrolled in their current DMA degree program prior to summer 2009 are not affected by the updates indicated below. Please click here for [degree requirements](#) for students who enrolled in spring 2009 or earlier.**

**Prerequisites:** Proficiencies required for entrance to the program include professional experience as an accomplished educator with teaching experience in a variety of settings. Teaching skill is demonstrated through a videotape submission before the interview, and through references that address teaching success. Applicants submit a teaching portfolio which includes examples of student work, concert programs, and performance reviews. With regard to proficiency on an instrument or voice, evidence of preparation in the applied area is provided by a transcript indicating prior study, a resume of concert and recital performances, and references. The applicant auditions with repertoire appropriate to pursue doctoral level study on the instrument.

Upon entry to the program, students take placement exams in music theory and history. If remediation is required, the appropriate courses are taken, but their credit does not count towards the degree. The same is true of any English-language instruction that is required and any instruction in bibliography that is needed.

**Residency:** At least one year of full-time study is required. See section 05.01 ([Residency](#)) for more information.

Requirement	Credits
Applied Music Study (460A) 4 to 5 semesters at 4 credits per semester; two semesters must be consecutive.	16-20

<p>Music Education Courses Required music education courses, if not previously taken during a master’s degree program at Eastman:</p> <ul style="list-style-type: none"> <li>• MTL 402 (Measurement and Evaluation) – 3 credits</li> <li>• MTL 403 (Introduction to Research) – 3 credits</li> <li>• MTL 501 (History and Philosophy Seminar) – 3 credits</li> <li>• MTL 502 (Curriculum Seminar) – 3 credits</li> </ul> <p>Other music education courses that can also be used if the student has already completed one or more of the above courses:</p> <ul style="list-style-type: none"> <li>• MTL 465 (Instrumental Techniques Seminar) – 3 credits</li> <li>• MTL 503 (College Teaching Internship) – 2 credits</li> <li>• MTL 504 (Preparing Future Music Faculty) – 2 credits</li> <li>• MTL 505 (Seminar in Academic Administration) – 3 credits</li> <li>• MTL 506 (Internship in Academic Administration)- 1 to 2 credits</li> <li>• MTL 590 (Independent Study) – variable credits</li> <li>• Summer courses (in consultation with program advisor)</li> </ul>	12
<p>Music History &amp; Theory Six courses consisting of the following:</p> <ul style="list-style-type: none"> <li>• Two theory courses numbered TH 401 or above, and</li> <li>• Four graduate music history courses. At least three must be MHS 594 courses and no more than one may be at the 400-level.</li> </ul>	18
Electives	0-4
DMA Dissertation Project (MTL 596) – see below	12
Remedial courses – Please refer to <a href="#">05.03 Orientation, Placement Examinations, and Remediation</a> .	–
<b>Total Credits</b>	<b>62</b>

**Foreign Language:** There is no foreign language requirement for this major, except in those instances where the knowledge of a foreign language is essential to research or other work in a specific field.

**Jury:** A jury examination is required in this major if the student has not previously passed a jury during an Eastman master’s degree. The jury should be completed prior to the student’s first doctoral recital. See [\(Graduate Juries\)](#).

**Recitals:** DMA students in music education will complete the requirements specified in their performance area. In most cases this will consist of one solo recital (ESM 501 First Doctoral Recital) and one lecture recital (ESM 503 Doctoral Lecture Recital).

The lecture recital must be given after the student has matriculated into the DMA program, and after the student has completed the required solo recital. The student will also be asked to provide:

- A written summary of background research for the lecture recital

- Aims and objectives of the lecture recital
- A recording or video of the lecture recital
- A written self-evaluation of the lecture recital

All DMA lecture recitals are intended to link a theoretical or pedagogical aspect of music with performance. In the DMA music education program of study, the lecture recital must be grounded in music education. Thus, the two advisors for the lecture recital will be the student's applied teacher and a member of the music education faculty.

See section 06.03.06 ([Lecture Recital](#)) for appropriate procedures and timeline for proposing a lecture recital. A committee appointed by the Associate Dean of Graduate Studies will attend and evaluate the recital.

**Comprehensive Examination:** Required. Music education students take the same written examination required of all DMA students. Please see section 06.03.07 ([Comprehensive Examination – DMA](#)) for additional information regarding this exam.

### **Additional Requirements:**

#### **Leadership in the Profession**

Students are expected to be articulate advocates for music education, both with academic peers and with school- and community-based music educators. Leadership may take the form of articles published in music education journals, research poster sessions, and workshop/clinic presentations at regional or national conferences. Evidence of this type of work should be presented at the student's annual and summative reviews (see below).

#### **Annual reviews**

Each DMA student in music education will be reviewed annually for progress toward completion of the degree. This will take the form of a scheduled meeting with the music education faculty. Annual reviews normally take place during the spring semester. DMA students in music education are expected to be present for an annual review, even if they are not in residence during the academic year. Normally, the annual review committee will comprise the music education faculty and the student's applied teacher. For every review, the DMA student in music education should present an updated curriculum vitae and updated program of study. Other components of the reviews are as follows:

- **Performance in the Applied Area:** Annual reviews should include program copies from all solo and chamber performances. The student can expect to reflect on how programs were selected, which aspects of personal performance have improved, and which still need to be addressed.
- **Leadership:** Annual reviews should include proposals for articles and/or presentations, along with suggested venues. The student can expect to defend the choice of topic and venue, and will also receive suggestions and feedback from faculty for shaping the article or presentation to fit a particular audience or address a particular need in the profession. When presentations are made they should be videotaped and assessed. Assessment means that the student has developed and distributed a brief survey with questions about the effectiveness and usefulness of the presentation. The student should synthesize and summarize the responses to that survey, and

after reviewing the videotape, should create a written report that is a reflection on presentation content and style.

- **Scholarship:** Annual review should include proposals for content of the lecture recital and a projection of the completion date.

## Summative Review

The summative review is the oral portion of the comprehensive examination for the DMA in music education. The review will take place after the written examination has been successfully passed. Normally, four faculty members comprise the examination committee. These include the DMA advisor, the student's applied teacher, another representative from the music education faculty and a representative from the musicology or music theory departments. The Associate Dean of Graduate Studies appoints the examination committee.

During the summative review the DMA music education student can expect to address questions from the committee on all aspects of performance, leadership, and scholarship. While examiners will not rehash specific questions from the written qualifying examination, they will use that examination to identify weaknesses, and follow up with similar questions, using examples from the student's repertoire where possible. As with annual reviews, the student should present an updated curriculum vitae and updated program of study. Other components of the review are as follows:

- **Performance in the Applied Area:** Summative review should include a brief overview of all performances.
- **Leadership:** Summative review should include copies of all publications and written reports on presentations.
- **Scholarship:** Summative review should include all artifacts from the lecture recital, including a program, a videotape of the recital, and any handouts that were distributed to the audience.

The student should also submit a concept paper, which is a proposal for the dissertation. The concept paper should set the context for the dissertation, review the professional literature relevant to the topic of the dissertation, and describe the scholarly procedures that will be employed. The student can expect that the review committee will recommend some changes to the concept paper before it is sent for final approval to the Graduate Professional Committee.

## Dissertation

The DMA dissertation must:

- focus on inquiry that applies principles in music teaching
- be an original research investigation that synthesizes the student's performance area with music education issues; and
- be a scholarly document in tone and presentation

A reading committee guides the dissertation research. Members of this committee are identified in discussion with music education faculty members based upon the student's area of inquiry and faculty expertise. The committee will normally include the student's primary advisor, another reader from the music education department faculty, and an outside reader.

Recent dissertations are available at the Sibley Music Library and should be consulted. A list of doctoral research in progress is available from the music education department office.

Deadlines for submission at each phase of dissertation preparation are published on the graduate calendar. One final electronic copy and one final paper copy are to be presented for deposit in the Sibley Music Library, and one final electronic copy is to be presented to the Music Education Department. The candidate should prepare an additional copy for personal use.

See section 06.03.08 ([Dissertation/Doctoral Research Project](#)) for additional information.

**Date**

2024/07/06