

# GRADUATE STUDY IN MUSIC EDUCATION AND MUSIC THERAPY



**KU** THE UNIVERSITY OF KANSAS

*A distinguishing characteristic of music education and music therapy graduate study at KU is its emphasis on musical behavior as a function of biological, psychological, social, cultural, and environmental variables. The graduate degree programs emphasize the development of high-level expertise in the major and competence to do scientific research and apply research results to professional practice.*

*Advanced music education study focuses on developing broad musicianship, teaching skills, and a data-based system for evaluating musical activity and its relationships with other aspects of life. Advanced music therapy study includes a focus on the clinical skills required for effective music therapy practice and outcome-specific program development for particular client populations.*



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Music Education and Music Therapy (MEMT) offers advanced study leading to the following degrees and programs:

- Doctor of Philosophy (Ph.D.)
  - Major in music education with emphases in music education, music therapy
- Master of Music Education (M.M.E.)
  - Major in music education, including a master's degree track in choral pedagogy in cooperation with the KU Division of Choral Music
  - Major in music therapy
- Music therapy graduate equivalency program

The MEMT Ph.D. degree emphasizes research and scholarship. It often is sought by those who aspire to careers in research and graduate-level teaching in higher education. Degree components help the student develop broad and profound understanding of musical behavior, sophisticated skill and extensive



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experience in pursuing new knowledge of musical behavior, and a system for evaluating the relationships between the student's specialty and other areas of human endeavor. The program culminates with the completion of a substantial piece of original research.

The M.M.E. with a major in music education further develops the professional music educator's skills as a teacher, musician, scholar, and member of the broader professional education community. Students may elect to earn the M.M.E. with a major in music education with a thesis or nonthesis option. The degree requires a minimum of 30 hours of approved graduate credit.

There are two tracks for the M.M.E. with a major in music therapy, one for the Board Certified Music Therapist and one for the individual seeking graduate equivalency in music therapy who chooses also to earn the master's degree. The main objective of the M.M.E. with a major in music therapy for the Board Certified Music Therapist is further development of skills as a clinician, musician, and scholar. Advanced clinical studies are available in such areas as philosophy and theory of music therapy, music therapy in early childhood, hospice, pediatrics, medical wellness, neurologic music therapy, improvisation, and assessment. Individuals in the combined graduate equivalency program and master's degree program may also have the opportunity to participate in the selection of advanced studies once basic competencies are met. Students may elect to earn the M.M.E. with a major in music therapy with a thesis or nonthesis option. The degree requires a minimum of 30 hours of approved graduate credit.

The music therapy graduate equivalency program leads to initial entry into the profession for those with undergraduate degrees in closely related fields. For a student with an undergraduate music education degree, the music therapy equivalency typically requires two academic years on campus plus six months of full-time internship. Depending on the individual's undergraduate degree and subsequent course work, the equivalency requires collateral undergraduate study as well as graduate course work. Completion of the equivalency program qualifies the student to take the national board certification examination offered by the Certification Board for Music Therapists. Although the equivalency program may be completed without earning a degree, the program's graduate course work can count toward the M.M.E. with a music therapy major.

MEMT offers a number of high-quality distance courses at the graduate level. At least one course each semester features live interaction; additional courses are Web-based. A more complete listing appears at [www.memt.ku.edu](http://www.memt.ku.edu). Some graduate courses are available during a special three-week June term, for either degree-seeking or nondegree-seeking graduate students.

MEMT also provides opportunities for advanced nondegree studies. These range from specific work focused on current and emerging professional issues to post-doctoral research. Practicing music educators and music therapists often use MEMT graduate offerings to update their skills and to renew professional licenses and certificates.

## Graduate Student Support

Graduate students compete for four sources of support—scholarships, graduate teaching assistantships, Graduate Studies scholarships and fellowships, and research assistantships. Graduate teaching assistants fill a variety of instructional roles. Benefits at the 40-percent appointment level include a stipend and a full tuition waiver. Graduate teaching assistants have office space and participate in a variety of MEMT activities. From time to time, funded research projects include support for graduate research assistants.

## Admission

Information about MEMT graduate degrees, campus visits, admission, financial aid, graduate teaching assistantships, housing, and student life is online at [www.memt.ku.edu](http://www.memt.ku.edu) and in the Graduate Catalog, [www.catalogs.ku.edu/graduate](http://www.catalogs.ku.edu/graduate). Information specific to the process for applying for an MEMT graduate degree program is online at [www.memt.ku.edu](http://www.memt.ku.edu)

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# MUSIC EDUCATION AND MUSIC THERAPY

The University of Kansas

## Music Education and Music Therapy at KU

KU's first music education Ph.D. was granted in 1951. MEMT graduates have achieved positions of leadership as deans, directors of schools, chairpersons, directors of music education and music therapy, and faculty members in major universities and colleges throughout the U.S. and abroad. Others hold leadership positions in public schools and clinical settings throughout the world. MEMT graduates also have served as Presidents of MENC: The National Association for Music Education, the National Association for Music Therapy, and the American Music Therapy Association.

MEMT graduate programs emphasize formal investigation, and graduate students become competent researchers. Faculty and student research has won funding from a variety of private, state, and federal agencies, including the U.S. Office of Education, the National Institutes of Mental Health, and the National Academy of Recording Arts and Sciences. Faculty members serve or have served as editors of the *Journal of Research in Music Education*, the *Journal of Music Therapy*, the *International Journal of Music Education*, the *International Journal of Research in Choral Singing*, the *Journal of Historical Research in Music Education*, the *Bulletin of the Council for Research in Music Education*, and *Music Therapy Perspectives*. Seven of the nine editors of the *Journal of Music Therapy* since its origin in 1963 have been KU music therapy alumni. MEMT at KU has been ranked no. 2 nationally in research productivity, as represented by the number of faculty and alumni publications in the profession's major research journals, and no. 2 nationally in the number of alumni who have served on the editorial committee of the *Journal of Research in Music Education*. Several faculty members have chaired the Executive Committee of the Music Education Research Council and the Society for Research in Music Education, the research arm of MENC: The National Association for Music Education. Others have served in leading positions in the American Music Therapy Association's research committee and have received that organization's national research award.

## Facilities

The MEMT research suite has a variety of flexible spaces dedicated to graduate instruction and research, most with two-way mirrored surfaces. These include Music Therapy Clinics (Large and Small) with an adjoining observation area, a Music Perception and Cognition Laboratory, a Music Behavior Research Laboratory, a Music Behavior Observation Laboratory, and a Vocology Laboratory.

The Music Therapy Clinic in Murphy Hall offers training and research in the therapeutic uses of music with children and adults. The clinic is equipped with percussion, Orff and other instruments, sound systems, video recording capabilities, and observational equipment.

MEMT's innovative Vocology Laboratory provides equipment and resources for research-based approaches to real world singing contexts and has both stationary and mobile capabilities. The stationary lab offers the means to acquire and analyze voice data in a controlled environment, along with work stations for individual and small group tutoring. The Vocology Lab also provides mobile equipment configurations for data acquisition in voice studios, choir rehearsal areas, and school music classrooms. Cooperating laryngologists from the KU Medical Center and the Kansas Voice Center perform laryngeal examinations when needed for graduate student and faculty research projects. For more information, see [www.memt.ku.edu](http://www.memt.ku.edu).



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## Faculty

**Martin J. Bergee**, Ph.D., Univ. of Kansas. Director of Music Education. Instrumental music education, performance assessment, research design and analysis.

**Alicia Ann Clair**, Ph.D., Univ. of Kansas. Influence of music on behavior, music therapy theory and practice, clinical supervision, evidence-based outcomes practice development.

**Cynthia M. Colwell**, Ph.D., Louisiana State Univ. Director of Music Therapy. Music therapy, music for children with special needs, elementary general music education, Orff Schulwerk in music therapy and education.

**James F. Daugherty**, Ph.D., Florida State Univ. Director of Graduate Studies; Director, Vocology Laboratory. Choral/vocal pedagogy; choir teaching, rehearsing, and conducting; voice teaching, voice science, and lifespan voice development; philosophy, history, and foundations of music education; aesthetics; acoustics.

**George L. Duerksen**, Ph.D., Univ. of Kansas. Sociology of music, functional music, measurement/assessment, improvisation.

**Robert E. Foster**, M.Ed., Univ. of Houston. Band conducting, pedagogy, brass pedagogy, band history, band/wind literature.

**J. David Garnett**, M.D., Univ. of Virginia, F.A.C.S. Courtesy Assoc. Prof., Laryngology and Voice Science, School of Music; Assoc. Prof., Otolaryngology, KU Medical Center. Voice science, vocal pedagogy, clinical voice assessment.

**Debra Gordon Hedden**, Ed.D., Univ. of Northern Iowa. General music curriculum, sensory learning, classroom management, teacher stress.

**Steven K. Hedden**, Ph.D., Univ. of Kansas. Psychology of music, listener response to music, arts administration.

**Christopher M. Johnson**, Ph.D., Florida State Univ. Instrumental music education; band/wind teaching, rehearsing, and conducting; research methods; behavior management in musical settings.

**Dena Register**, Ph.D., Florida State Univ. Music therapy, music in early childhood, consultation and collaboration, special music education, music in palliative care.

## The University

The University of Kansas is a major educational and research institution with 30,000 students and 2,400 faculty members. KU includes the main campus in Lawrence, the Medical Center in Kansas City, the KU Edwards Campus in Overland Park, a clinical campus of the School of Medicine in Wichita, and educational and research facilities throughout the state. Visit KU's Web site, [www.ku.edu](http://www.ku.edu).

The University of Kansas prohibits discrimination on the basis of race, color, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, and parental status.

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