Online Master of Music in Music Education

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Online Master of Music in Music Education

Take your love of music to another level. The Boston University Master of Music in Music Education online program is designed for passionate educators interested in harmonizing their musical talents with advanced academic credentials. 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 Master of Music in Music Education at BU, and learn to:

- Develop new skills in high-quality music instruction
- Collaborate with like-minded music educators
- Prepare for advancement in your career
- Contribute to the growth of the profession

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.

Curriculum

MAJOR AREA COURSES

ME 759: Curriculum Project
This is the final course in the Master of Music in Music Education degree program, and it lasts for 14 weeks. In the course, students focus on the development of a site-specific music curriculum, including the philosophical, psychological, and sociological foundations for that curriculum as well as the prospective implementation and assessment of the project. Because the nature of the project is to bring together elements from all previous coursework, it is graded as the Comprehensive Examination for the degree program. [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.]

MUSICOLOGY AND/OR MUSIC THEORY

MT 700: Research and Bibliography (MusicoLOGY)
Methods and materials of research in the music disciplines including bibliographical and writing styles. [4 cr.]

MT 400: Graduate Theory Review*
Review of fundamental music theory and analysis through the study of chord grammar, voice-leading principles, figured bass, four-part chorale harmonizations and form. Materials are approached through listening, writing and analytical work. Enrollment in this course is determined by results of the music theory proficiency exam. 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.]

“This degree has reshaped how I approach teaching in my classroom. I learned new strategies that have helped delivery of instruction to my students while making it a more enjoyable environment for both me and my students.”

Kathleen Menasco, CFA’12, Atlanta, GA
I am thoroughly impressed with this model of distance learning! I leave here not only better informed and with greater musical perspective, but with new hope and ideas of implementing distance education. As a prospective collegiate music educator, I will take much of what I’ve learned with me, in hopes of training the next generation of musicians and teachers.”

Timothy James Drummond, CFA’12, Henrico, VA

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SELECTION OF APPROVED ELECTIVES

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.]

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.]

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. Students will design a technology based curricular unit of music study and implement that unit in a real-world scenario such as their own classroom or studio. [4 cr.]

ME 751: Community Music Perspectives
Drawing upon the social, cultural, political, and economic milieu including movements in music education, music therapy and ethnomusicology, this course first examines reasons for the growth and development of community music. Students will be asked to trace an aspect of community music that may be considered as part of its heritage and also to evaluate and critique a contemporary community music project through fieldwork. Students will then be in a position to articulate their own vision for community music both as a practicum and as a scholarly pursuit. [4 cr.]

ME 541: Introduction to Music Technology
The course will include activities designed to introduce students to significant technologies that can support music teaching and learning. These technologies will include music sequencing/production, recording, audio and MIDI editing, computer-based notation, graphic-based web authoring, social media for music distribution, and computer-assisted instruction software. The majority of learning activities will begin with a teacher demonstration of a set of skills in music software. Each demonstration will be followed by an assignment designed for students to practice those skills and demonstrate mastery of techniques. Successful completion of MU587 will qualify students for Level 1 certification through Ti:ME (Technology Institute for Music Educators). Information will be provided at the end of the course for students to earn this credential for their professional profile.

ME 753 Principles of Child Development and Early Education
The purposes of this course are to 1) introduce students to principles of child development that will guide the provision of music education for young children (birth through age 8) and 2) investigate the landscape of early childhood education and the educational theories that underlie current approaches to early childhood education. Particular emphasis will be placed on the application of concepts to music teaching and learning. Learning activities will include instructor lectures, guest lectures, readings, and discussions. Students will also conduct no fewer than two observations in early childhood settings.
Admission Requirements

Applications for the online Master of Music in Music Education are accepted six times per year. Applicants will be reviewed for admission based upon the following criteria:

Professional portfolio including:

- Completion of the College of Fine Arts Graduate Online Application
- Submission of official transcripts of all schools attended
- Two professional letters of recommendation
- Resumé
- Personal statement indicating the applicant’s purpose in pursuing graduate work, including career objectives
- An example of scholarly writing such as a research paper written for a Music Theory, Music History, or Music Education course.

Qualities of a Competitive Applicant:

- Completion of a Bachelor’s degree in Music or Music Education from a regionally accredited college or university
- Cumulative GPA of 3.0 or higher
- Current or recent classroom teaching experience
- International students applying to the Master’s program must have a minimum TOEFL (iBT) score of 84: subscores of Reading 21, Listening 18, Speaking 23, Writing 22

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.

“Working on continuing my education through Boston University’s distance learning program has been wonderful. This opportunity has allowed me to connect with other educators around the world while still pursuing a career in international music education. Thank you!”

Elizabeth Ann Melzer, CFA’12, Sturtevant, WI