



CASE WESTERN RESERVE  
UNIVERSITY EST. 1826

2021-22 Academic Year

Department of Music  
Graduate Student Handbook

*August 1, 2021*

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Dear CWRU Music Students,

On behalf of our department, I'd like to welcome you to the 2021-22 academic year. And to those of you who are new students: welcome to the CWRU community! You often hear that CWRU is a special place, and it is. Its character, traditions, diversity, and academic and artistic excellence, as well as its beautiful surroundings in University Circle, make CWRU a truly remarkable place to study music.

Please check your resources pages for [New Students](https://case.edu/artsci/music/academics/new-students) (<https://case.edu/artsci/music/academics/new-students>) and [Current Students](https://case.edu/artsci/music/academics/current-students) (<https://case.edu/artsci/music/academics/current-students>) for our operational plans and other helpful information, including guidelines for maintaining campus safety during the COVID-19 pandemic, which may be subject to frequent change—keep checking back in and carefully read all university communications on the topic.

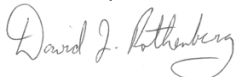
Our devoted [faculty and staff](https://case.edu/artsci/music/about/people) (<https://case.edu/artsci/music/about/people>) work together to assist students to achieve their educational and career goals. You can [contact us](https://case.edu/artsci/music/general/contact-us) (<https://case.edu/artsci/music/general/contact-us>) or reach music office staff members during regular business hours (M-F, 8:30AM-5:00PM). We are here to help.

We begin this year with some on-campus connecting. For your convenience a calendar of upcoming events is included below:

- Graduate Orientation  
(<https://case.edu/gradstudies/new-students/graduate-student-orientation>)
- Music Graduate Orientation and Welcome Reception: August 19-20  
(<https://drive.google.com/file/d/12RzajPBc7yM8OpkWizA2xTVgHQSegcr8/view>)
- Fall Semester Begins: Monday, August 23
- Drop/Add Period Ends: Friday, September 3
- [Homecoming Weekend](https://case.edu/events/featured-events/homecoming) (Save the Date): October 21-24  
(<https://case.edu/events/featured-events/homecoming>)

We are excited for your arrival (return) to campus and wish you a productive year ahead!

Sincerely,



David J. Rothenberg

## PART I. PERSONNEL, FACILITIES, RESOURCES, and PROCEDURES

Please note: Part I will be updated from year to year; students are responsible for staying current with any changes, which will be underlined when introduced.

### General

<https://case.edu/artsci/music/general>

The Department of Music is an academic department within the [College of Arts and Sciences](https://case.edu/artsci/music/general) (<https://artsci.case.edu/>). Here you will find more information about our department including our mission statement, the faculty and staff directories, facilities policies, details about our active centers and collaborations, and who to contact or how to visit us.

- About the Department of Music: <https://case.edu/artsci/music/general/about-department-music>
- Joint Music Program with CIM: <https://case.edu/artsci/music/general/joint-music-program>
- People (Faculty + Staff): <https://case.edu/artsci/music/about/people>
- Graduate Student Directory: <https://case.edu/artsci/music/general/people/graduate-student-directory>
- Student Office Staff: <https://case.edu/artsci/music/general/people/student-office-staff>
- Joint Music Program Faculty: <https://case.edu/artsci/music/general/people/joint-music-program-faculty>
- Facilities, Center, and Partnerships: <https://case.edu/artsci/music/about/facilities>
- Visit Us (directions + parking): <https://case.edu/artsci/music/general/visit-us>
- Contact Us (who to contact): <https://case.edu/artsci/music/general/contact-us>

### Department of Music Facilities Policies and Procedures

<https://case.edu/artsci/music/about/facilities/music-facilities-policies-and-procedures>

The CWRU Department of Music strives to maintain a safe, secure and productive environment for musical creation by university groups and individuals. The following policies and procedures describe which spaces are accessible and for what purpose. Every effort is made to meet the needs of all parties as equitably as possible while preserving the integrity of our facilities.

Reservations are granted on a first come first served basis as often as needed and upon confirmation. Priority is given to music faculty and music majors. Every effort is made to match the first choice, but the Department of Music reserves the right to adjust space to accommodate as many requests as possible. We can provide space for activities to the extent that space is available. Classrooms are not to serve as public event spaces unless permission is given by the Department of Music.

Visit the Music Facilities Policies and Procedures webpage for:

- Operational Plans
- Building Hours, Card Swipe Access, University Keys
- Room Schedules and Reservations
- Events & Performances (Planning in Advance)
- Student Recitals and Graduate Degree Recitals
- Recording Services
- Practice Rooms
- Instrumental Lockers and Borrowing Instruments or Equipment
- General Housekeeping Rules and Year-End Closing Procedures
- Campus Security and Safe Ride Program

### Resources for Current Graduate and Professional Students

<https://case.edu/artsci/music/academics/current-students/graduate-and-professional-students>

This is a "central hub" of resources and materials for graduate and professional student enrolled in the Department of Music. This section of the website contains information about the following:

- Advising and Handbooks
- Ensembles and Lessons
- Forms
- Facilities
- Technology
- Library Resources
- Sample Documents
- Accreditation
- "Who should I contact?"
- Tutorials
- Announcements and Awards/Recognition
- Quick links to other departments and offices on campus (see below)

The **School of Graduate Studies** (<https://case.edu/gradstudies/>) oversees programs in the humanities and social sciences, biological and physical sciences, engineering, and selected professional fields. The SGS office is located in the 2<sup>nd</sup> floor of Tomlinson Hall, and office hours are 8:30 a.m. to 5:00 p.m., Monday through Thursday (3:00 p.m. Friday). The SGS maintains a career center and is a good source of information regarding fellowships, grants, and other funding opportunities.

Additionally, the **School of Graduate Studies** maintains its own section in the **General Bulletin** (<https://bulletin.case.edu/schoolofgraduatestudies/>) that contains important information for all graduate students, including academic policies, specific deadlines, graduation requirements, and many other topics. All graduate students should become familiar with the information contained therein as all students will be held responsible for the contents.

The **Center of International Affairs: Student Services** (<https://case.edu/international/international-student-services>), located in the 1<sup>st</sup> floor of Tomlinson Hall, provides special assistance and services for international students. The office provides advice regarding academic concerns as well as immigration issues and other practical matters, and sponsors a range of special events.

**University Counseling Services** (<https://case.edu/studentlife/healthcounseling/>), a division of Student Affairs, is located in Sears 220. All enrolled graduate students are eligible to receive services. Get care anytime - a counselor is on call 24/7 at (216) 368.5872. Send a non-urgent message through **MyHealthConnect** (<https://case.edu/studentlife/healthcounseling/myhealthconnect>).

**Student Success:** <https://case.edu/studentssuccess/academic-resources>

**Flora Stone Mather Center for Women:** <https://case.edu/centerforwomen/>

**LGBT Center:** <https://case.edu/lgbt/>

The **General Medical Clinic at University Health Service** is designed to help students with minor ailments and injuries (<https://case.edu/studentlife/healthcounseling/health-services/general-clinic>). There is no charge for visits for registered students at CWRU.

The **Baker-Nord Center for the Humanities** (<https://case.edu/artsci/bakernord/>) offers a lecture series and many opportunities for graduate students, including residencies and grants. Please bookmark its website and consult it regularly.

**Post-Graduate Planning and Experiential Education** (<https://case.edu/postgrad/>) offers individualized services to students and alumni seeking career advice.

## **Program Advisors**

(<https://case.edu/artsci/music/academics/areas-study>)

The graduate programs in the Department of Music are headed by the Coordinator of Graduate Studies (CGS) for Musicology, the CGS for Music Education, and the Head of HPP. (The CGS for Musicology and the Head of HPP liaise over the shared areas of their respective programs.) The Coordinator of Graduate Studies for Music Education and the Head of HPP will advise all students in those respective programs. Musicology students, who initially are advised by the CGS in musicology, may choose a research advisor as soon as they wish upon entering the program, and should have a research advisor in place at least by the end of the third semester. During the 1<sup>st</sup> year of study all students should acquaint themselves with the research interests of the full-time musicology faculty so that they can identify a faculty member to serve as their research advisor. The research advisor will be listed along with the CGS on SIS, and musicology students should work with both to ensure that all requirements are fulfilled.

Students should meet regularly with their research advisors for advising regarding course work, thesis and/or dissertation topics, and all other matters touching on their program of study. During the formal advisement periods taking place in October and April they are responsible for scheduling an appointment with the advisor in order to receive clearance to register for the following semester. The Coordinator of Graduate Studies will also assist with advising, scheduling exams, and planning the program of study. If there are questions or concerns, the student should speak first with the advisor, then the CGS, then the department chair, and if questions or problems remain unresolved the CGS will contact SGS to resolve them.

## **Music Office Administration**

### **Laura Stauffer, Department Administrator**

(<https://case.edu/artsci/music/about/people/staff/laura-stauffer>)

For personnel/HR, graduate admission, financial reporting, records/databases, travel, procurement, purchasing, payroll, memos of assistance, reimbursements, invoices/purchase orders, independent contractors, booth rentals, festivals or conferences (including reception catering), and subscription advertising.

### **Jennifer Harmon, Coordinator of Department Operations & Undergraduate Recruitment**

(<https://case.edu/artsci/music/about/people/staff/jennifer-wright>)

For undergraduate admission, academic programs and recruitment, General Bulletin, student handbooks, schedule of classes (SIS), lesson registration, academic spaces and classroom scheduling, calendars, digital news/publicity or print materials, key orders, office operations, general office supplies, and student office staff.

### **Summer Canter, Coordinator of Performance Facilities & Operations**

(<https://case.edu/artsci/music/about/people/staff/summer-canter>)

For facilities operations (performance, rehearsal rooms, studios, practice rooms/modules), instrument storage and maintenance, piano tuning, building access (card swipe or lockbox), event scheduling and logistics, weddings, program or poster templates, and student event staff.

### **Ken Wendt, Information Technology Coordinator**

(<https://case.edu/artsci/music/general/people/staff/ken-wendt>)

For *The Core* Mac Computer Lab (Haydn Hall, 16), AV equipment, audio recording services, and web updates.

## **Student Mailboxes**

Each graduate student is assigned a mailbox in Haydn Hall, 216. Graduate teaching or research assistants will receive periodic emails regarding the pickup of more sensitive communications and grades. Please check your mailboxes regularly for departmental mail and other materials.

## **CWRU Gmail**

(<https://case.edu/utech/help/knowledge-base/g-suite-education/g-suite-education-information/cwru-gmail>)

Each student is assigned a CWRU Gmail account and Network ID. CWRU Gmail is widely used by the Department and the University for important communications, and should be checked on a daily basis. Please reply to all department faculty and office queries within 24 hours. The Department will communicate via your CWRU Gmail address only, and asks that you use this address for all department communication. If you use another account for email, set up your CWRU account to forward all messages. You are responsible for all information sent from the Department; failure to set up your CWRU account does not excuse you from this responsibility.

## **Graduate Offices**

Communal spaces for graduate students may be used as needed and as available (Haydn Hall, 05 + 08). Doctoral students with teaching assignments have first consideration. When a student is assigned a departmental office space it is with the understanding that the space is to be used for University business including required duties and studying, etc. As such, the space should be treated as a professional space and kept orderly and clean. Access to office space is a privilege. Non-compliance with departmental requests to clear your space for cleaning or failure to keep this space in an acceptable condition (free of excessive trash, discarded food items, etc.) will result in the loss of your office privileges. There is also a public lounge located on the 1<sup>st</sup> floor of Haydn Hall in Room 103.

## **Photocopies and Office Supplies**

Printers are available in each of the graduate offices, and a photocopier is available in Haydn Hall, 216. Upon request, the Coordinator of Department Operations will supply each TA with copying responsibilities an individual copier code to facilitate official work for class. If a student requires office supplies to fulfill their TA responsibilities, they can make the proper arrangements with the faculty member supervising their work. The Department encourages scanning materials as much as possible (no charges applied). Graduate students are provided a general password to access the scanning feature of the copier, which sends PDF documents to their CWRU Gmail. Copy guidelines and charges are posted in Haydn Hall, 216. High-quality scanners may also be found in Kelvin Smith Library.

## **Specialized Access/Keys**

Students using office space or teaching a course will not need to obtain keys. Students should first obtain an ID card from CWRU Access Services (basement of Crawford Hall). Once a student has their physical ID, they can arrange for specialized room access through the Department of Music. Students will first be asked to fill out a request form.

If a University key must be ordered, the student should fill out the Key Request Form. Prior to requesting key(s), the student must first receive authorization from their supervisor, faculty advisor, or ensemble director. A lost key, duplicate key, or a key that is not picked up within the 45-day window, will result in a \$50.00 charge per key. Unreturned keys result in the same charge. Keys must be returned before graduating. Access Services issues a return receipt, which should then be submitted to the music office (Haydn Hall, 201).

## **Card Swipe/After-Hours Building Access**

All music majors are given after-hours card access to Haydn Hall and Denison Hall. Students can request access by submitting the Music Building Access Request located on the student resources page.

Note: According to University policy, students may not lend their keys or IDs to another student or borrow another key/ID for any reason. If the Department receives a report of any student misusing his/her access privileges, the student will be given one written warning via email. If the reports continue, key/access privileges will be revoked. Also, final transcripts may be withheld from students if keys are not returned before graduating. Lost keys must be reported to the Music Office and Access Services immediately.

## Practice Rooms

Practice rooms are located on the second floor of Haydn Hall and in Denison Hall. There are also two HPP studios located in the basement of Haydn Hall. Please be sure to review the guidelines for reserving and using these spaces. If you discover a problem with one of the pianos, please contact the Coordinator of Performance Facilities and Operations so a technician can be contacted.

## Lockers

A limited number of lockers in Haydn Hall will be assigned to HPP students (and others if available) on a first come, first-served basis; for a locker please see the Coordinator of Performance Facilities & Operations, and the HPP Instruments Assistant. Instrument lockers are available in the Denison Hall for ensemble members by assignment. Please note that personal belongings, including instruments and laptops, are not covered by CWRU insurance in case of loss or damage.

## Instrument Loans

Any CWRU student enrolled in a class or ensemble that requires the use of a secondary instrument, or is assigned to a specialized instrument, is eligible to borrow a school instrument. Dr. Scherber [rvs23@case.edu](mailto:rvs23@case.edu) issues wind instruments, Dr. Horvath [kah24@case.edu](mailto:kah24@case.edu) string instruments, and Dr. Andrijeski [jxa4@case.edu](mailto:jxa4@case.edu) period instruments.

It is expected that the student who signs out the musical instrument will be the only user of the instrument. All parts of the instrument outfit (instrument, case, accessories, etc.) should be returned in the best possible condition (normal wear and tear is to be expected) by the date specified. If the instrument is lost or stolen the student will bear total financial responsibility for replacing the instrument and accessories. Such loss may be covered by homeowner's insurance. Be sure to notify your insurance company when you are issued an instrument. Failure to return the instrument by the due date can result in the withholding of grades, blocking of registration, and the cost of a replacement instrument being billed to your student account.

## Fellowship Courses

(<https://case.edu/gradstudies/student-resources/fellowships-and-travel-awards>)

Through the School of Graduate Studies Fellowship Tuition program, graduate students are eligible to take courses beyond their degree requirements with no tuition cost. With advisor approval, graduate humanities courses may count as program electives. Students may take up to (8) courses, including language courses.

Fellowship courses cannot be audited. The grade that a student receives in the course will not count toward the degree program GPA or total hours.

## Procedures and Activities

### Registration Procedures for Applied Lessons and CIM Courses

Graduate students may register for applied music lessons (MUAP) at no cost, pending approval. All CWRU students are to obtain all permit releases in two stages: first, meeting with your CWRU Academic Advisor; second, meeting with the Coordinator of Department Operations (Haydn Hall, 201). The CDO releases permits (by appointment) for Applied Lessons. The CIM Registrar releases permits for all CIM classes (permits for these courses can be requested through SIS or by visiting the CIM Registrar).

Students must notify the CIM Registrar if they drop/withdraw from a CIM class, and/or the CWRU music office if they drop an applied lesson.

Students may take applied lessons at CIM at no cost for the duration of time they are receiving department funding in the form of fellowships or GAs. Non-HPP students who would like to take HPP lessons or participate in HPP



ensembles are advised to meet with the Head of HPP in order to determine appropriate placement and navigate registration/audition procedures.

### **Independent Study Courses**

Students who wish to take an Independent Study Course should first consult with and receive approval from the faculty member who will supervise the project and the research advisor. Before registering in SIS, the student must complete the Independent Study Agreement. The completed Agreement should then be signed by your instructor and advisor and submitted to the Music Office. The form should be accompanied by 1) a course outline and 2) course learning objectives.

Students taking an Independent Study at the master's level should register for MUHI 501: Special Readings (MA and MM) and at the PhD level, MUHI 601: Special Readings PhD/DMA.

### **Leave of Absence**

Occasionally, for reasons of illness, special grants, employment at a different institution, etc., students will need to take an unpaid Leave of Absence (LOA). Students taking a LOA will not register for credits, and will need to complete paperwork with the School of Graduate Studies.

For most fellowships supporting work towards the degree, such as the Fulbright, it is probably to the student's advantage to remain registered rather than taking a LOA, but this varies according to individual circumstances. LOAs do not stop the clock on the timeline for degree completion, nor is stipend funding guaranteed upon return. For these reasons, students should thoroughly discuss the logistics (including financial logistics) with their advisor and/or CGS before embarking on a LOA.

### **Paid Leave**

In a number of situations, including for extended illnesses and new parents, students who receive fellowship support may be eligible to take paid leave instead of a LOA. Students taking paid leave will remain registered and will need to make appropriate arrangements with the department as soon as possible.

The minimum required length of this leave is set by policies from the School of Graduate Studies, but the department is permitted to extend the leave period. Students anticipating the need for paid leave should discuss logistics with their advisor and/or CGS as soon as they can. They should also consult the policies on the School of Graduate Studies website.

### **Planned Program of Study**

<https://case.edu/gradstudies/current-students/planned-program-study>

All students enrolled in the School of Graduate Studies must have a Planned Program of Study (PPOS) on file. This document, planned in collaboration with and certified by the research advisor, should list all coursework required for the student's degree program. At the latest, this form must be completed and submitted to Graduate Studies by the end of the second semester of study (end of 1<sup>st</sup> year). It should only include coursework hours, not research courses (level 601, 651, 701). Only include courses that are required for graduation. It will be assumed that the courses listed on the form will have a passing grade.

### **Registration Guidelines for Music Education**

All music education graduate students will meet with their academic advisor to plan out their courses. Once students have confirmed their classes with their academic advisor, the SIS registration hold will be released so students can register for those courses. When students log into SIS, they should look under "Academics" in the upper-left side. In the drop-down window, select "Academic Requirements" and click the arrows to the right. The classes students need to complete for your degree program will appear. These classes are already pre-loaded and sorted into the various banks of classes that correspond to the music department's graduate handbook: required MUED courses, graduate music core, electives, cognate courses, thesis/dissertation credits, etc. It lists these

courses and whether students have taken them (green) or not (yellow). Any category that is unfolded (downward facing carrots) indicates that particular bank of classes is unfulfilled (classes that have yet to be taken). Any categories that are folded up (sideways facing carrots) indicates that those particular courses or prerequisites already have been fulfilled. However, students can click on the carrots at any time to reveal what is underneath them. The goal will be to "fill in" each section over time, so that all of the course requirements for a student's degree are accounted for. If students need to substitute a course along the way, or place a course under a different category, their academic advisor can simply email the graduate school, request the switch, and provide a reason. Once moved, that course would count toward that particular bank of classes, and the rest of the page would update accordingly. The system also will keep track of why a class was switched (a reason code), so that students and faculty have a record that can be reconciled prior to graduation.

### **Academic Progress Report (APR)**

Students in all areas are responsible for submitting the "Academic Progress Report for Graduate Students" (found on the department website under Resources for Current Students) summarizing their academic progress over the past semester. These are due on Dec. 1 of each academic year. After consulting with the advisor, the CGS in each area of study will meet with all students individually to review these forms and their advisor's assessment early in the spring semester.

### **Ensemble Performance Opportunities**

<https://case.edu/artsci/music/ensembles-lessons/general-information>

All graduate students are welcome to participate in performance groups. Information about our many academic ensembles may be found on the Department website; additional informational is available by contacting individual ensemble directors.

### **Lecture/Colloquium Opportunities**

<https://case.edu/artsci/music/news-events/music-colloquium-series>

The Department of Music Colloquium Series takes place on Fridays at 4:00 p.m. in Harkness Classroom. All graduate students in residence are expected to attend. PhD students are given the opportunity to present on this series; students interested in presenting should contact their advisor and the coordinators well in advance during the spring semester for the following year.

### **Petitions for Exceptional Treatment**

Students in exceptional circumstances of any kind may submit a petition to the music faculty, via an email addressed to the CGS in their area, to waive or modify policies or procedures. The petition should include an explanation/justification of why the exception is necessary. It will be considered at the next faculty meeting and students will be informed of the outcome in a timely manner.

### **Graduate Assistantships (GAs)**

For those students receiving financial assistance, assignments will be made upon recommendation of the Department Chair or faculty representative from each program. Toward the end of each semester, students will be informed by email of their assignments for the following semester. They will also receive a "Memo of Assistance" (MOA) in the summer by the end of July; this serves as the official contract for the year (subject to revision in December should the assignment change). The GA assignment entails an average number of hours required, depending on the degree program and funding level. (An average of 10 hours per week is required by Musicology and HPP; MuEd hours vary according to the type of assistantship.) Students are asked to keep careful track of their hours and to inform their supervisor, CGS, or department chair if their responsibilities seem excessive. The Assignment categories are listed below, with a brief summary of duties. Students should touch base with their supervisors at the end of the semester preceding duties and should arrive on campus ready to assume duties in the week before classes begin. At the end of each GA assignments, supervisors will provide a GA Feedback document reviewing students' activities, noting areas of strength, and making suggestions for improvement.

## Teaching and Research Assistantships

(<https://case.edu/ucite/ta-training>)

All new graduate students who have or will have instructional responsibilities must enroll in the non-credit course UNIV 400A (Professional Development for Graduate Teaching Assistants), or UNIV 400C ("Future Professor Track"). International students can also enroll in UNIV 400C; UNIV 400B is for international students who need support with mastering spoken English. This required course consists of seminars, led primarily by faculty, that focus on effective professional communication skills and that provide teaching assistants with opportunities to discuss and reflect upon their instructional roles. New graduate students with TA responsibilities are also expected to attend the campus-wide TA orientation in August, and to be aware of the policies and guidelines presented in the TA Manual, which is available online.

Students who at any time have difficulty fulfilling their responsibilities as a TA must contact the Department Chair and CGS. Also, they must consult with the advisor, the Department Chair, and the Department Administrator prior to altering the number of credits for which they are registered in a given semester, as financial aid and/or teaching assignment may be affected by the change. Assignments are made after careful consideration, and must be fulfilled unless a formal justification can be provided.

In the Music Department, TA/RA responsibilities typically fall into one of several categories:

- **Reader/Grader.** Graders work closely with a professor, either individually or with other graders, to evaluate quizzes, examinations, final papers, and other assignments. Although formal structured contact with students may be minimal, graders meet informally with students who may have questions about grades. Maintaining consistent grading procedures within the course is imperative.
- **Instructor of Record.** An Instructor TA works under the supervision of a faculty member but holds the major responsibility for a class section. This responsibility may include setting the syllabus, choosing texts, and determining final grades for each student. Working with supervising faculty, Instructor TAs determine the content of each class session, teach these sessions, evaluate all student work and encourage communication through individual conferences with their students. If you are assigned primary teaching responsibility for a course, you must be appointed as an Instructor of Record. Please see the Coordinator of Department Operations to expedite this process. All Instructor TAs should be observed by a faculty member during each semester of teaching, after which feedback will be given; the Instructor TA is responsible for arranging a course observation with your teaching mentor/s before the last week of class. The mentor will meet with the student to offer specific feedback and will write up an evaluation memo for the student's file.

Timeline as follows:

- Before the semester, a faculty mentor is assigned, either the advisor or another faculty member with expertise, or both. The mentor/s meet with students to review syllabi, answer questions and offer guidance.
  - During the semester, the mentor observes a class and meets with student to debrief. The mentor and student share the responsibility of scheduling a class time before the last week of the semester.
  - Before the end of the semester, the mentor/s write up a brief evaluation of the course, which they share with the student, with the advisor (if not self), and with the CGS for musicology. The CGS posts this eval on Box to be used by other faculty who are writing recommendations of the student for jobs, etc.
- **Assistant Conductor/Ensemble TA.** A Graduate Assistant serves in the capacity of an assistant to one of the CWRU Music Department ensemble conductors. This individual will have responsibility for such things as

administrative support such as scheduling rehearsals and filing music, leading the rehearsal, score study, running sectionals as needed, taking attendance, setup and teardown, and other duties that facilitate the running of effective and efficient rehearsals.

- **Section Leader.** Section TAs lead class sessions that provide opportunities for students to ask questions about lectures or homework or to review for tests. Section leaders may have prepared lesson plans for these sessions, but usually the discussion centers on student-generated questions. As a result, TA's must be ready for any question; usually dealing with material the students have difficulty understanding.
- **Tutor.** Tutors generally work with students on a one-to-one basis. During regular office hours and extra help sessions, these TAs are sought for their expertise in the subject matter. Their true value, however, lies in encouraging students to explore approaches to solving problems rather than answering questions directly.
- **Research Assistant.** Research Assistantships in the Music Department take a variety of forms: RAs may assist faculty with specific research projects, or work in one of several archives or facilities outside the department, which in the past has included the Cleveland Orchestra Archives (in Severance Hall), the Rock and Roll Hall of Fame and Museum, and the Rock Hall Library & Archives (on the campus of Cuyahoga Community College). If you have questions about available assistantships, you should consult the Coordinator of Graduate Studies in your area.
- **Colloquium and Marketing (HPP and/or Musicology).** These assistants will coordinate activities surrounding the Colloquium Series, and will announce musicology and HPP events and student achievements by email and social media.
- **Editorial.** The Editorial Assistant will assist with editing CIM DMA documents and ESL papers.

### Department Regulations Regarding Graduate Assistantships

An appointment as a Graduate Assistant is based on our review of students' qualifications and on the needs of the student and the Department of Music. Students will be provided support for unfamiliar assignments and are welcome to ask for guidance when needed. Unless noted otherwise, the default supervisor is the faculty member the student is assisting as a GA, and otherwise their research advisor (Head of HPP for HPP students). The amount of the award, the duties of the Assistantship, and the number of hours required will be conveyed to students by the Department of Music. Financial aid is divided into two categories: 1) tuition waiver and 2) monetary stipend (usually in addition to tuition waiver). If a student is granted a tuition waiver, it is their responsibility to know how many tuition hours are granted. It is imperative that students register for the hours that are awarded (stated in the MOA, the letter that serves as a contract). Usually this will be 9 hours per semester, except for dissertation writers for whom it is 3 per semester until 18 are reached, then 1 per semester. (Though less than 9, this is considered full time). Students must obtain permission from their advisor, the Department Chair, the CGS, and the Department Administrator if they wish to register for a different number of credit hours. Students who receive a stipend, **MUST** complete the FAFSA online at the time they are recommended for the award. This is a necessary, one-time final step before students receive the award.

Graduate awards are conditional and require that students maintain good standing in the School of Graduate Studies and Department of Music. If students fail to register before the last day of the late registration period for the session in which their award is valid, they will incur any late fees. The appointment does not exempt them from adherence to the School of Graduate Studies and departmental degree requirements for research and/or teaching experience.

Continued financial assistance is based on performance in three areas:

1. Satisfactory and timely completion of service expectations, completing the hours required within each semester time frame.
2. Meeting high academic expectations, including successful completion of coursework with no grade lower

- than a B-. (The School of Graduate Studies requires a cumulative GPA of 3.0 to qualify for graduation.)
3. Meeting a high level of professionalism with faculty, staff, and students, in and out of coursework.

If performance in any one of these three areas is deemed unsatisfactory by the faculty, students will be given a warning. If at that point correction is not made, the student faces withdrawal of financial aid and the eventual possibility of probation, suspension and ultimately expulsion from the program.

### **Performance, Scholarly Activity, and Outside Work**

Students are encouraged to cultivate opportunities for teaching, performing and scholarship. We wish to work with students to find a balance between these commitments and the requirements of their class schedules. Please consider thoughtfully any additional commitments (teaching private lessons, professional playing, substitute teaching, conference presentations, excessive elective courses, etc.) that you engage in as they may interfere with your work on campus and in some cases can elongate your degree program. Choose these outside commitments carefully and weigh their impact on your program. These outside commitments are important but not if they interfere with your success in the program. In general, and above all, you must abide by the University attendance requirements, as stipulated in the CWRU Graduate Handbook and according to the attendance policies of individual instructors. If you have out-of-town engagements, you must clear these at the beginning of the semester with your program advisor, prospective instructors, and the faculty member you are assisting.

If you are the instructor of a course, you must take responsibility for regular attendance. If you expect to have out of town engagements, you must make these known to your program advisor/s at the time the class is assigned. It is vital that you are available to students if they need assistance. You are required to adhere to all of the articulated requirements of the Undergraduate Instructors Manual. During the course of the semester, if you must be absent for any reason, you must inform the department chair and the Coordinator of Graduate and Undergraduate Studies of your absences in advance, with an explanation of how the course will be conducted in your absence.

## **Prizes, Awards, and Grants**

### **Department Awards**

The Department of Music awards the annual Heinrich Award for Outstanding Academic Achievement by a Graduate Student in Musicology. The prize includes a small stipend, which varies slightly from year to year. The faculty in musicology chooses the awardee in the spring semester of each academic year.

### **Graduate Dean's Awards**

The Award for Instructional Excellence is available to graduate student instructors who demonstrate outstanding achievement in teaching. These awards present academic departments with an annual opportunity to honor graduate students who have shown exceptional skill and dedication in their work. All graduate students who teach or assist with a course, a lab, or a recitation, or who assist with grading or tutoring are eligible for the award, but candidates for nomination must have completed, or be currently enrolled in, the non-credit course UNIV 400, which is a course required of graduate students who provide instruction for undergraduate courses.

The department faculty also has the prerogative of nominating students for other dean's awards for academic excellence, creativity, service to the community, etc. Receiving a department nomination is an honor in itself, and students will be informed when they are nominated.

### **Funding for Conference Presentations and Research-Related Travel**

A limited amount of funding is available through the Music Department. All students in the regular cycle of matriculation who are delivering papers at professional meetings and graduate student symposia, or performers who have been selected to participate in summer workshops, festivals, or equivalent unremunerated activities will be given priority. Requests for travel during a given semester must be submitted by September 15 for Fall semester or January 15 for Spring semester (or as soon as your paper is accepted at a conference, workshop, etc., if that date falls later and if funds remain; please do not apply if you have not been accepted). Requests should be submitted via

the "Request for Travel Funding" form, [on](#) the forms page of the music website at Academics/Resources/Graduate Students.

### Outside Funding Opportunities

(<https://case.edu/gradstudies/student-resources/outside-funding-opportunities>)

Support is available through the School of Graduate Studies to help defray the expenses of dissertation-level research:

- SGS grants a maximum of \$500 on a one-time basis, dependent on a department match; therefore, these requests should be reserved for major funding needs, usually international travel, for \$1000 or more.
- The Baker-Nord Center for the Humanities also grants \$500 travel/research awards on a merit basis.

Information on student loans and work study programs is available from the Office of University Financial Aid, Yost Hall, Room 435, CWRU Western Reserve University, Cleveland, Ohio 44106-7049, phone: 216-368-5054.

### Calendar and Deadlines

(<https://case.edu/gradstudies/current-students/dates-deadlines>)

The following is a partial list in progress; please check the SGS site as well. If you run across further deadlines not listed here, please inform the CGS as we continue to complete the list. (Dissertation deadlines are listed in a separate section below.)

#### All Students:

- Sep. 15 and Jan. 15
  - Apply for departmental travel funding
- Dec. 1
  - Submit APR to research advisor

#### Musicology and HPP Students:

- Penultimate week before Fall classes begin
  - Qualifying Exam, written portion
- Week before Fall classes begin
  - Qualifying Exam orals, August language exams
- Thursday before classes begin
  - Department Orientation and advising for new students
  - Register for classes before classes begin
- Before the end of the 2<sup>nd</sup> week of Fall term
  - 3<sup>rd</sup>-year Musicology students and 4<sup>th</sup>-year HPP students: submit "Advancement to Candidacy" form as soon as all requirements are met (all coursework and exams excepting dissertation defense)
- Sep. 15
  - Application for departmental travel/research funding for Fall
- Nov. 1
  - Submission of "Statement of Interest" form for Spring, **regarding GA and IOR assignments**
  - Submission of HPP Lecture-Recital proposals for Spring semester registration
- Dec. 1
  - Submit APR to advisor (Dec. 15 for advisors to forward to CGS)
  - Submission of Quals topics to committee via CGS (must be pre-approved by advisor)
- Dec. 15
  - Deadline for meeting with advisor regarding/registering for Spring classes
- Week before Spring classes begin (typically on the Friday)
  - January language exams

Jan. 15

- Application for travel/research funding for Spring
- Before the end of the 2<sup>nd</sup> week of Spring term

- Faculty responds to Qualls topics

April 1

- Submission of Qualls bibliography
- Defense of dissertation prospectus
- Apply to walk in Commencement
- Submit HPP Lecture-Recital proposals for Fall semester registration

April 15

- Faculty responds to Qualls bibliography

April 30

- Deadline for meeting with advisor regarding/registering for Fall classes

May 1

- Deadline for 2<sup>nd</sup>-year PhD students to apply for Pre-Doctoral Standing
- Submission of final Qualls bibliography/repertoire list after faculty review
- Deadline for 1<sup>st</sup>-year students to complete Planned Program of Study (PPOS)
- Deadline to submit form for final HPP Lecture-Recital

During Spring final exams (typically the first Friday)

- May language exams

May 15

- Submission of revised prospectus (if necessary) and all other documents and materials to the CGS, who places them in the student's permanent file
- 2<sup>nd</sup>-year Musicology students apply for Pre-Doctoral Standing (form on SGS website), once approved, then register for Dissertation credit (3.00 units of MUHI 701)
- Deadline for registering for Fall semester classes

## Dissertation Completion and Graduation

(<https://case.edu/gradstudies/current-students/dates-deadlines>)

Students are responsible for completing all required forms and meeting deadlines. Please visit the School of Graduate Studies page for a graduation overview packet (<https://case.edu/gradstudies/current-students/graduation>). Students who plan to graduate should meet with their advisor and the CGS in their area at least a year before graduation, in order to discuss requirements and deadlines. Before doing so, please study carefully the general summary of deadlines below (subject to change from year to year; check SGS/Deadlines for exact dates).

At least 3 weeks before your defense (SGS) -- the form "Notification for Scheduling the Final Oral Exam" is due in the SGS Office (signed by your advisor and department chair -- do not wait till the last minute for these signatures), and you must have scheduled a time and place (usually Haydn 311) with the department and your committee. The defense must be publicly announced via the CDO and the department calendar; members of the University Community may attend, as well as others by invitation. Check the SGS website (Forms; Dissertation Packet) for forms that must be brought to the defense and signed by the committee and/or your advisor.

\*Important: the below dates reflect best information at the time the Handbook was reviewed. Changes may occur; therefore, ALL DATES should be verified with SGS.

For those planning to graduate in January:

Sep. 1

- Final date for submission of all materials, including approved dissertation, if you plan to apply for waiver of registration (in which case please contact your advisor and CGS to let them know).
- This allows students to avoid paying tuition in the last semester.

Oct. 1

- Deadline to submit dissertation to committee
- Ideally you should submit the final diss. to your committee at least one month before the defense, leaving a month after the defense to incorporate changes called for by the committee. If necessary, this window can be narrowed, but by NO MORE THAN 2 weeks.

Oct. 1

- Submit Defense notification form to SGS, after you have secured a room (preferably Haydn 311) for the defense and confirmed committee availability.

Oct. 1

- Deadline to submit application for graduation to SGS via SIS

Nov. 1

- Defense should occur by this date. Have all committee members sign the two Final Certification for the PhD degree forms at the conclusion of your successful defense.

Dec. 1

- Deadline to submit all materials, including approved dissertation & all forms to SGS

Feb. 1

- Deadline to submit application for graduation via SIS

Feb. 15

- Arrange for a cap and gown for Commencement

mid-May

- Commencement Ceremony

For those planning to graduate in May:

Jan. 15

- Final date for submission of all materials, including approved dissertation, if you plan to apply for waiver of registration (in which case please let your advisor and CGS know). This allows graduation in May without tuition in spring semester.

Feb. 1 (SGS)

- Deadline to submit application for graduation. Submit via SIS
- Deadline to submit Form "Notification of defense" to SGS, schedule defense through department office

Feb. 1 (Department of Music)

- Deadline to submit diss. to committee
- Ideally you should submit the final diss. to your committee at least one month before the defense, leaving a month after the defense to incorporate changes called for by the committee. If necessary this window can be narrowed, but by NO MORE THAN 2 weeks

Feb. 15

- Deadline to rent cap and gown

March 1 (Department of Music)

- Defense should occur by this date. Have all committee members sign the two Final Certification for the PhD degree forms at the conclusion of your successful defense.

Apr. 1 (SGS)

- Deadline to submit all materials to Grad Studies. You should have any necessary permissions for examples and illustrations in hand.

For those planning to graduate in August:

The Department does not hold dissertation defenses over the summer. However, graduate students who do not meet the submission deadlines for May graduation but have successfully defended their dissertation before Apr. 30 will be eligible to participate in Commencement. These students will receive their degrees in August and must comply with all August procedures and deadlines.



To walk in May Commencement, students graduating in August must contact the Commencement Office (<https://case.edu/commencement/>) by March 20 to ensure that they can be entered into the Commencement database, can register online for the ceremony (a separate process that must be completed by the student by April 1), and will be able to purchase regalia and receive Commencement tickets. PhD students are also required to submit the Notification for scheduling the final defense/oral exam with this petition. Names of students who participate in Commencement through this petition will not appear in the current year's Commencement book and will instead appear in the following year's publication.

The department acknowledges their expectation that the student will successfully defend before April 30<sup>th</sup> and agrees to notify the School of Graduate Studies if this does not occur.

March 20 (SGS)

- Deadline to petition SGS to participate in Commencement.

April 1 (SGS)

- Deadline to register online for Commencement

April 1 (Department of Music)

- Deadline to submit dissertation to committee. =
- Ideally you should submit the final diss. to your committee at least one month before the defense, leaving a month after the defense to incorporate changes called for by the committee. If necessary, this window can be narrowed, but by NO MORE THAN 2 weeks.

April 1 (SGS)

- Deadline to submit Notification of Defense to SGS, schedule defense through the music office.

April 30 (Department of Music)

- Defense must occur by this date. Have all committee members sign the two Final Certification for the PhD Degree forms at the conclusion of your successful defense.

June 1 (SGS)

- Deadline to apply for graduation in SIS

July 7 (SGS)

- Deadline to submit all final materials (including final dissertation)

mid-August (SGS)

- Awarding of Degrees

## HPP DMA Completion Calendar

By March 1

- Submit complete draft of document and lecture to advisor

By Feb. 1

- File for May graduation

By March 20

- Submit completed document to committee

By Apr. 1

- File to walk in Commencement

Apr. 20

- Receive document back from committee, make final changes.

By May 5

- Receive final approval from advisor and committee

mid-May

- Commencement Ceremony

June 1

- Deadline to submit application for August graduation and all materials

HPP students may also take advantage of the August option; see above.

## **PART II. ACADEMIC REQUIREMENTS FOR DEGREES in Musicology, Historical Performance Practice, and Music Education**

Complete information regarding degree requirements and curriculum may be found in the General Bulletin of the University, which is available online at the Department website. The following is intended as a summary of the graduate degrees offered by the Department of Music, including degrees in Musicology, Historical Performance Practice, and Music Education. (In some cases, this Handbook may be more current than the General Bulletin; when in doubt please consult your advisor and the CGS in your area.)

Please note: The University has a strict policy that students fall under the program requirements of their entry year, unless they officially opt to fall under the updated requirements of a later year. Should choose the latter option, they must make their decision known to their advisor, who will work with the CGS to ensure a smooth transition. It behooves all students to discuss any changes in program requirements with the advisor and CGS, in order to make an informed decision as to what is best for them as individuals.

### **Time Limitation**

All the requirements for the master's degree must be completed within five consecutive calendar years after matriculation as a graduate student, including any leaves of absence. Doctoral students have five consecutive calendar years from the semester of the first credited 701 registration (or for DMA students, two years from their 753 registration), including leaves of absence, to complete all requirements for the doctorate. Any graduate student who fails to complete the requirements within the five-year limit for his or her degree program will be subject to separation from further study unless granted an extension by the dean of graduate studies with the recommendation of the faculty advisor or advisory committee and approval by the department chair. An extension may be granted if the student and his or her advisor work out a plan of action for degree completion within a specified time frame which must be endorsed by the department chair. Students will be expected to meet all the specified deadlines outlined in the plan of action. The minimum acceptable registration during this extended period for each semester until graduation is one credit hour of 651, 701, or 753.

## **Musicology and HPP Examinations**

### **Language Examinations**

Departmental language examinations are given three times during the academic year: usually the Friday afternoon preceding the Fall and Spring terms and the Friday morning of the first week of exams in May; precise times will be announced in advance. Students should register for an examination by emailing the Coordinator of Graduate Studies in Musicology in response to the call for registration.

A graduate student may retake an examination but only during the scheduled exam times. Students who fail a language exam are entitled to feedback from the examining committee. Examples of past exams may be found on the Department website.

Language examinations (musicology and HPP) must be taken by the end of the 2<sup>nd</sup> year, unless a successful petition allows for extension of the deadline. Students should consult with the Advisor regarding language requirements at the beginning of their first semester on campus. At that time, they should agree upon a tentative schedule by which they will satisfy the language requirement.

Candidates for the MA must demonstrate the ability to read German, French, or a language relevant to the student's research project.

Candidates for the PhD must demonstrate the ability to read German or French plus one other language, usually drawn from German, French, Italian, Latin, and Spanish, with other languages possible by petition.

Candidates for the DMA must demonstrate the ability to read two languages, usually drawn from German, French, Italian, and Latin, with other languages possible by petition.

Each examination (the same for PhD and DMA students) consists of two excerpts (maximum 300 words in length), one in academic prose, the other poetry (such as a song text); both may be translated with the aid of one or more print dictionaries, to be provided by the students themselves. No other resources (print or digital) are allowed. Two hours are permitted for the examination. The minimum required level of reading ability is usually attained by the equivalent of two years of college-level study of the language plus further reading in musical and musicological writings in the language. See "Fellowship Courses" under Funding in regard to funding for optional language courses (although please be aware that CWRU does not offer reading-only language courses).

It is a university policy that students cannot pass to candidacy (ABD status) until all exams, including language exams, are passed. They also cannot take more than two predoctoral semesters of MUHI 701 (dissertation research) before passing to candidacy. This means that students may run into difficulties registering for dissertation credit if they have not passed their language exams. The department allows students to petition to postpone language exams, but students should be aware that even with a successful petition, the University has the right to deny students the privilege of taking doctoral credits of MUHI 701 if they have not passed to candidacy.

### **Student Record-Keeping (Musicology and HPP)**

Please make sure to submit all official documents to the department for your permanent file as soon as they are completed (and at the latest by the end of the semester they are completed). Dissertation prospecti, completed dissertations, and all other official documents in musicology should be submitted to the CGS. Course syllabi of Instructors of Record should be submitted to the Coordinator of Department Operations (CDO). Lecture-recital documents, programs, and digital recordings (when available) should be submitted to the Head of HPP.

### **Residency Requirements (Musicology and HPP)**

The formal fulfillment of residency requires continuous registration in at least six consecutive academic terms (fall, spring and/or summer). The period in which students are on a leave of absence does not count toward fulfilling the residency requirement. Students must be in residence to receive fellowship funding.

### **Requirements for the PhD in Musicology**

(<https://case.edu/artsci/music/academics/graduate-degree-programs/phd-musicology>)

The PhD in Musicology is granted in recognition of superior scholarly ability and attainment. Award of the degree is based not only on computation of time or enumeration of courses, but also upon distinguished work.

All programs are formulated to suit the individual needs of the student and require the consent of the research advisor and Coordinator of Graduate Studies. The Ph.D. in Historical Musicology requires 36 credit hours of coursework and an additional 18 hours of dissertation research (MUHI 701) credit. Students must submit the "Pre-doctoral Standing" form in the spring of the 2<sup>nd</sup> year in order to register for 6 credits (3 credits per semester) of pre-doctoral dissertation research (MUHI 701). Required coursework includes MUHI 610 (Bibliography), and MUHI 612 (Analysis for Music Historians). Students must also complete three seminars at the MUHI 590 (doctoral) level. In the first two years students will be expected to take three seminars (or 9 credits) per semester, for a total of 36 hours.

A sample sequence follows:

Disclaimer: Courses in this program are carefully tailored to student needs; therefore, the following model should not be followed literally or rigidly. Students are encouraged to take courses outside the department, in other Humanities areas.

Sample Course Sequence for Musicology PhD		
Year	Fall	Spring
1	MUHI 434: Viennese Classicism MUHI 450: Topics in Music History MUHI 610: Bib/Research Methods UNIV 400C: TA Training (Professor Track)  – Take First Foreign Language Exam –	MUHI 450: Topics in Music History MUHI 590: Seminar in Musicology MUHI 612: Analysis for Historians
2	MUHI 431: Medieval Music MUHI 450: Topics in Music History MUHI 590: Seminar in Musicology  – Take Second Foreign Language Exam –	MUHI 450: Topics in Music History MUHI 590: Seminar in Musicology MUHI 601: Independent Study MUHI 699: Qualifying Exam Practicum
– Take Qualifying Exams in August of 3 <sup>rd</sup> Year –		
3	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits  – Write and Defend Dissertation Prospectus by APR. 1 of 3 <sup>rd</sup> Year–	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits
4	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits
5	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits	MUHI 701: Dissertation Ph.D. 3 Credits MUHI 710: Dissertation Sem. 0 Credits

### Required Coursework

- 9 Credits – MUHI 590: Seminar in Musicology (at least three courses)
- 3 Credits – MUHI 610: Bibliography and Research Methods (fall of 1<sup>st</sup> year)
- 3 Credits – MUHI 612: Analysis for Historians (offered alternate years)
- 0 Credits – MUHI 699: Qualifying Exam Practicum (spring of 2<sup>nd</sup> year)
- 0 Credits – UNIV 400A–C: Teaching Assistant Training (fall of 1<sup>st</sup> year)
- 0 Credits – MUHI 710: Dissertation Seminar

### Optional Coursework\* (MUHI 450 and above should take priority)

- MUHI 442: Seminar in Historical Performance Practice
- MUHI 443: Medieval/Renaissance Notation
- MUHI 450: Topics in Music History
- MUHI 590: Seminar in Musicology (3 courses required for degree)
- MUHI 601: Special Readings PhD/DMA (Independent Study)

\*NB: Students are encouraged to take courses outside the department with advisor's approval.

### Optional Masters-Level Surveys in Musicology (may be taken for credit by PhD students)

- MUHI 431: Medieval Music

- MUHI 432: Music of the Renaissance
- MUHI 433: Music of the Baroque
- MUHI 434: Viennese Classicism
- MUHI 437: Popular Music Studies

NB: MUHI 435: Nineteenth Century Music and MUHI 436: Twentieth Century Music may not be taken for credit by PhD students.

### Dissertation Credits Required

- 18 Credits – MUHI 701: Dissertation PhD (3 credits every semester, years 3 through 5)
- 0 Credits – MUHI 710: Dissertation Seminar (every semester, years 3 through 5)

### Qualifying (Comprehensive) Examinations

At the beginning of the 3<sup>rd</sup> year of study, students will take comprehensive examinations assessing their knowledge and skills across a broad range of subject matter, and which will also function as qualifying exams for advancement to the Ph.D. program. These examinations will consist of written and oral sections, and will be conducted and evaluated by the musicology faculty. Students who do not advance but who have done satisfactory work will be eligible to receive the MA in Music History at this juncture. (See description of Qualifying Exams.)

#### Dissertation prospectus, defense, and Candidacy/Pre-Doctoral Standing

Students who pass their qualifying exams will register for dissertation research credits and begin research work for the dissertation. Working with his or her research advisor, the student will develop a prospectus for the dissertation, which will be presented in writing to the committee at least two weeks before the prospectus defense.

The prospectus must be a substantially researched overview of the proposed dissertation demonstrating that the student is prepared to undertake the dissertation project. The prospectus should be 10 to 12 pages in addition to a bibliography. It should follow Chicago Manual of Style, and should include a title page with all relevant information, including date, etc. Your Advisor can provide models of successful past prospecti.

The prospectus defense must take place before Apr. 1 of the 3<sup>rd</sup> year. All other requirements, including language exams, must be satisfied before this defense can be scheduled. The examining committee must include three members of the musicology faculty and may include the outside faculty member who is required by the Graduate School for the final Dissertation Defense. This committee must be constituted by the candidate at least a month before the scheduled defense, in consultation with the research advisor who, as described by the Graduate Studies Handbook, "assists with the selection of at least two other faculty to serve as members of the dissertation advisory committee." Students are strongly encouraged to consult with the members of their committee before the defense, which concentrates on the feasibility and significance of the project and the student's preparation for it. The prospectus, along with the list of committee members, is submitted to the Coordinator of Graduate Studies and to the committee only after the student's dissertation advisor has determined it is ready and no later than two weeks before the scheduled defense. The dissertation advisor schedules the time and place for the defense, which will not exceed two hours in duration.

If the defense is unsatisfactory, the candidate may repeat the examination once, at the discretion of the faculty; a revised prospectus must be submitted to the committee in a timely fashion before the second defense. If the defense is satisfactory with significant qualifications, a revised document (pre-approved by the Advisor) must be submitted for committee approval. In either of these cases, the revised document must be submitted to the Coordinator of Graduate Studies as soon as it is approved, and no later than May 15. After passing this examination, assuming other requirements have been met, the student is advanced to candidacy and begins to write the dissertation.

Once students have completed their Qualifying exams, and assuming all other exams (including language exams but not the dissertation prospectus defense), course work, Incompletes, etc., have been passed and/or resolved, they should submit the "Advancement to Candidacy" form to SGS. They may then register for MUHI 701 (dissertation research). If at the end of the 2<sup>nd</sup> year all exams have not been passed, they must submit a

“Pre-Doctoral Standing” form, which will allow them to register for MUHI 701 (dissertation research) for two semesters. They should then proceed as above with Advancement to Candidacy.

Please note: In recent years health insurance has been extended over the summer only if students are registered for fall courses. This means that in the spring of the 2<sup>nd</sup> year, musicology students should automatically apply for pre-doctoral standing in order to register for MUHI 701. This should be approved and registration completed by May 15. Once qualifying exams and all other requirements have been met, students should then apply for Candidacy, using the form on the Forms page on the SGS website.

It is expected that the 4<sup>th</sup> and 5<sup>th</sup> years of study will be devoted to work on the dissertation. Beginning in the 3<sup>rd</sup> year, the prospectus year, and until the dissertation is completed, the student should enroll in MUHI 710 for 3 credits per semester until a total of 18 is reached; thereafter (if necessary) 1 credit per semester. S/he should also register for MUHI 710: Dissertation Seminar for 0 credit. The seminar provides a mutually supportive and communal opportunity to share chapter drafts and to discuss the writing process. After Year 5, this requirement may be waived when appropriate by permission of the advisor. During the advising period in the previous semester an email, signed by the student and forwarded by the advisor, should be conveyed to the leader of the seminar.

Upon completion of the dissertation, each student will present a formal defense to the dissertation committee and members of the public. See the timeline above (Dissertation Completion and Graduation) for protocols and deadlines for scheduling this defense. Also see SGS for submission of final electronic document (<https://case.edu/gradstudies/current-students/electronic-theses-and-dissertation-guidelines>).

Under the rules of the School of Graduate Studies, a student must complete the dissertation no later than five years after registering for the first dissertation research (701) credits. If there have been extenuating circumstances the student may petition to extend this deadline, but should be aware that dissertation credits can no longer be covered by the College at this point. If the petition is granted, he or she is required to register for 3 credit hours per semester during the period of extension (the petition may also include a request to waive 2 of these 3 hours).

### PhD Qualifying Exams

Qualifying exams are taken at the beginning of the 3<sup>rd</sup> year and involve 4 sections based on chronological periods:

1. Up to 1600
2. 1600-1750
3. 1750-1900
4. 1900-onward

For each period, the student must develop a topic that falls into one of the following categories (each category may only be used once):

1. a work, broadly conceived
2. a person (composer, performer, writer)
3. a genre
4. an original topic (examples might include a methodology, an instrument, a place, a technology)

Students will work with the research advisor and the Coordinator for Graduate Studies in the fall semester of the 2<sup>nd</sup> year of the PhD program to discuss the constitution of their examination committee and to develop a plan for devising topics of appropriate breadth and focus in consultation with the appropriate committee members (four members of the Musicology faculty). The proposed topics and committee members will be submitted to the Coordinator of Graduate Study, who will then present them to the musicology faculty for approval. The topics chosen will be formally proposed to the Faculty by the first week of the spring semester; the faculty will provide approval and/or requests for revision within one week. The topics are meant both to coordinate with and complement material students have covered in seminars. For each of the topics the student will produce a bibliography and repertory list (scores and/or recordings, as applicable), due by April 1. The student’s examination

committee will vet bibliographies and repertory lists by April 15 and the student will receive feedback and suggestions. Final revised bibliographies and repertory lists are due by May 1.

A required Exam Preparation class (MUHI 699) will be offered for zero credit in the spring semester. Students should bring any questions and concerns to the instructor and individual members of their committee over the course of the spring.

The examination, consisting of four essay questions (one for each topic), will take place over the course of two days in the week preceding the first week of classes. The student will answer two questions each day, with three hours provided for each question. The questions, made up by the exam committee, are meant to give students the opportunity to indicate both comprehensive and specific knowledge of the topics chosen from a number of different perspectives, including historical, analytical, methodological, etc. Effective and persuasive responses will demonstrate numerous points of view and approaches to the given subject. Scores and/or recordings may be provided as part of the question, usually drawn from the repertory list. The examinee will be provided solely with a laptop; no additional materials or Internet access is allowed.

After distribution of the exam and answers to the examinee and the members of the committee, the Coordinator of Graduate Studies will schedule a time for the oral examination, which will last no more than two hours. Examinees may bring only a copy of the exam, their answers, and any additional notes meant to direct their comments in the orals.

Exam results will fall into one of the following categories: pass with honors; pass; partial pass; or fail. If the student fails the exam or only passes some sections, she or he may retake the pertinent sections of the exam the following semester. If all sections of the exam are not passed after the second attempt, the student will be released from the program. Students who have done satisfactory coursework will be eligible to receive MA in Music History at this juncture.

#### Schedule:

By Nov. 30 – discuss committee and topics with research advisor and Coordinator of Graduate Studies; submit proposed topics and committee to CGS; consult with committee members to develop topics:

- 1<sup>st</sup> week of Spring semester
  - topics formally proposed to committee via CGS
- 2<sup>nd</sup> week of Spring semester
  - faculty responds to topics
- April 1
  - submission of bibliographies/repertoire lists
- April 15
  - faculty responds to bibliographies/repertoire lists
- May 1
  - submission of final revised bibliographies/repertoire lists

## Requirements for the MA in HPP

(<https://case.edu/artsci/music/academics/graduate-degree-programs/ma-historical-performance-practice-hpp>)

This program in early music (up to 1850) combines advanced study in performance, music history, and performance practices. Students should expect to spend two years in full-time study in Cleveland.

## Admission Information

Admission to the program is granted to those who demonstrate a high level of early music performance skill and good scholarly potential. An audition is required.

Students in this program who demonstrate exceptional accomplishment may petition to enter either the DMA in Historical Performance Practice or the PhD in Musicology program before the completion of the MA degree. On this possibility, see the Degree Overlap section below.

**Audition Information**

Along with their application, candidates should submit pre-screening videos of performances of three pieces differing in style and character. (See the Prospective Students page of the department website for more details.) From these submissions, the HPP admissions committee will invite selected candidates to Cleveland for a live audition and short interview. (A harpsichord/organ accompanist is available for those who need it, though applicants are also welcome to bring their own accompanist.)

For the live audition three contrasting pieces are also required, with a total length of 15-20 minutes: the candidate may perform some works that were submitted on video, but are encouraged to include others. The committee will evaluate the candidates' suitability based on their command of various national idioms, ornamentation styles, and other aspects of historical performance, as well as the overall level of artistry and academic potential.

**Degree Overview**

All programs are formulated to suit the needs of the individual student (based in part on a diagnostic examination taken upon entering the program) and require the consent of the Head of HPP. A minimum of 21 hours of course work is required, together with 12 hours of applied music, proficiency in one relevant language, and a lecture-recital (3 hours).

**Coursework and Applied Music**

Coursework must include Bibliography and Research (MUHI 610), Introduction to Historical Performance Practice (MUHI 441), Medieval/Renaissance Notation (MUHI 443) or Pre-Tonal Theory and Analysis (MUTH 416), and at least two Seminars in Historical Performance Practice (MUHI 442) (all for 3 credit hours each). Students are also expected to attend HPP Studio Class (MUHI 698) (0 credit hours).

Applied music (including individual lessons (2 credit hours), ensembles (0 credit hours) and MUAP 500 (1 credit hour to reflect participation in multiple ensembles) will be taken every semester that the student is on campus. Applied faculty will be chosen in consultation with the student.

A typical trajectory is shown below :

Year	Fall	Spring
1	MUHI 610 Bibliography (3) MUHI 441 HPP Intro (3) Applied Lessons and Ensembles (3)	MUHI 442 HPP Seminar (3) MUHI 431-6/450/590 (3) Applied Lessons and Ensembles (3)  Jury MUAP 600 (0)
2	MUHI 442 HPP Seminar (3) Lecture Recital MUAP 651 (for presentation in Spring) (3) Applied Lessons and Ensembles (3)	MUHI 443 or MUTH 416 (3) MUHI 431-6/450/590 (3) Applied Lessons and Ensembles (3)  Lecture Recital Performance (0)

**Ensemble Participation and Outside Engagements**

All students in this program will participate in two or more of the CWRU early music ensembles during each semester in which they are on campus.



Students are encouraged to take outside engagements that will contribute to their professional development, but any engagements that might have a significant impact on class attendance, TA/RA duties, or ensemble participation must be cleared by the HPP committee; to request an absence for an outside engagement, students should submit an HPP Absence Request form (available on the department website) to the Head of HPP as soon as possible, and at the latest by the end of the previous semester. (See also Performances, Scholarly Activities, and Outside Work section above.)

### **Jury**

A jury is required in the Spring of the 1st year (MUAP 600, 0 credit hours). The program should be decided in consultation with the student's applied teacher and should consist of approximately 15 minutes of music. The jury will consist of the student's applied teacher together with at least two other HPP faculty. If the performance is unsatisfactory, the student will have the opportunity to repeat the jury the following semester. If the second attempt is also unsatisfactory, the student will not be allowed to continue in the degree program.

### **Foreign Languages**

Students must demonstrate the ability to read one language approved by the HPP committee as relevant to the student's research. (These are generally drawn from German, French, Italian, and Latin, though exceptions can be made.) For more details, see "Language Examinations" above, under Musicology and HPP Examinations.

The minimum required level of reading ability is usually attained by the equivalent of two years of college-level study of the language plus further reading in musical and musicological writings in the language.

### **Lecture-Recital and Document**

One juried lecture-recital is required, taken in the Spring of the 2nd year (MUAP 651, 3 credit hours). The lecture-recital consists of a 45-minute performance generally preceded by a research-based lecture (30-45 minutes in length) dealing with the musical, historical and performance practice issues relevant to the chosen repertoire. The entire lecture recital should not exceed 90 minutes.

The lecture recital-performance is given in the Spring of the 2<sup>nd</sup> year, but students may register for the lecture preparation in either the Fall or Spring semester. In either case, in the spring of the 1<sup>st</sup> year of study, the student should approach a member of the faculty to act as their advisor and should then work with that advisor on a proposal to be submitted to the HPP committee before April 1 (for lecture recital in the following fall) or November 1 (for lecture recital in the following spring). The proposal should be accompanied by the Lecture-Recital Proposal form, available on the department website at <https://case.edu/artsci/music/academics/current-students/graduate-and-professional-students>. If the proposal is approved, the HPP committee will decide (in consultation with both student and the advisor) which other faculty members are to act as jurors (at least two Musicology/HPP faculty, together with the appropriate applied faculty if possible). After securing a date acceptable to the jury and available on the Department calendar, the student will then work with the advisor to prepare a lecture draft, which will be distributed to the entire jury no less than one month before the performance. The final version of the lecture will incorporate changes mandated by the jury. In addition, the advisor, along with the applied teacher, will monitor the preparation of the recital portion, a substantial portion of which will be previewed for the jury approximately one month before the public presentation. Inadequate preparation or failure to comply with the hearing schedule will result in cancellation or postponement of the lecture-recital. The successful completion of the lecture-recital will be certified by a majority of the jury.

An accompanying document (15-25 pages) will be finalized after the lecture-recital performance with the further advice and ultimate approval of the advisor. The document, program, and audio/video tape (if there is one) should be submitted to the Head of HPP by the end of the semester.

Students are expected to publicize the lecture-recital by all appropriate means, in addition to its listing on the Department concert calendar.

## **Degree Overlap**

Students in the CWRU MA in HPP program who wish to continue on to the DMA may audition after three semesters of study. If successful, coursework already completed will count towards the DMA requirements.

A student who graduates with an MA in HPP, but who subsequently wishes to return to the program, may, if readmitted, continue on to the DMA by completing the remaining DMA requirements (typically the final two years of the degree).

## **Requirements for the DMA in HPP**

<https://case.edu/artsci/music/academics/graduate-degree-programs/dma-historical-performance-practice-hpp>

This program in early music (up to 1850) combines advanced study in performance, music history, and performance practices. Students should expect to spend four years in full-time study in Cleveland.

## **Admission Information**

Admission to the program is granted to those who demonstrate the potential to be leaders in the field of early music: candidates are expected to show excellent scholarly potential in music history and performance practices, and to demonstrate a high level of performance skill. An audition is required.

## **Audition Information**

Along with their application, candidates should submit pre-screening videos of performances of three pieces differing in style and character. (See the Prospective Students page of the department website for more details.) From these submissions, the HPP admissions committee will invite selected candidates to Cleveland for a live audition and short interview. (A harpsichord/organ accompanist is available for those who need it, though applicants are also welcome to bring their own accompanist.)

For the live audition three contrasting pieces are also required, with a total length of 15-20 minutes: the candidate may perform some works that were submitted on video, but are encouraged to include others. The committee will evaluate the candidates' suitability based on their command of various national idioms, ornamentation styles, and other aspects of historical performance, as well as the overall level of artistry and academic potential.

## **Degree Overview**

All programs are formulated to suit the needs of the individual student (based in part on a diagnostic examination taken upon entering the program) and require the consent of the Head of HPP. A minimum of 36 hours of coursework is required (which includes the first lecture-recital and the recital - see below), together with a minimum of 18 hours of applied music, two foreign languages, and qualifying examinations (to be taken in Fall of the 4th year). After successful completion of qualifying examinations, the student will advance to candidacy and undertake the second lecture-recital (6 hours)

## **Coursework and Applied Music**

Coursework must include Bibliography and Research (MUHI 610), Introduction to Historical Performance Practice (MUHI 441), Medieval/Renaissance Notation (MUHI 443), Pre-Tonal Theory and Analysis (MUTH 416), and at least three seminars in Historical Performance Practice (MUHI 442) (all for 3 credit hours each). Electives may include topics courses (MUHI 450), musicology seminars (MUHI 590), or Independent Study (MUHI 601, by special arrangement). Students are also expected to attend HPP Studio Class (MUHI 698) (0 credit hours).

Applied music (including individual lessons (2 credit hours), ensembles (0 credit hours) and MUAP 500 (1 credit hour to reflect participation in multiple ensembles)) will be taken every semester that the student is on campus. Applied faculty will be chosen in consultation with the student.

A typical trajectory is shown below:

Year	Fall	Spring
1	MUHI 610 Bibliography (3) MUHI 441 HPP Intro (3) Applied Lessons and Ensembles (3)	MUHI 442 HPP Seminar (3) MUHI 431-6/450/590 (3) Applied Lessons and Ensembles (3)  Jury MUAP 600 (0)
2	MUHI 442 HPP Seminar (3) MUHI 431-6/450/590 (3) Applied Lessons and Ensembles (3)	MUHI 443 or MUTH 416 (3) Lecture-Recital 1 MUHI 751 (3) Applied Lessons and Ensembles (3) Lecture-Recital 1 Performance (0) or Recital MUAP 700 (0)
3	MUHI 442 HPP Seminar (3) MUHI 431-6/450/590 (3) Applied Lessons and Ensembles (3) Lecture-Recital 1 Performance or Recital MUAP 700 (0)	MUHI 442 HPP Seminar or 431- 6/450/590 (3) MUHI 443 or MUTH 416 (3) Applied Lessons and Ensembles (3) Quals Prep Seminar (0)  Lecture-Recital 1 Performance or Recital MUAP 700 (0)
4	Lecture-Recital 2 MUHI 753 (3) Applied Lessons and Ensembles (3) [Possible MUHI 442 or MUHI 431- 6/450/590] Qualifying Exams	Lecture-Recital 2 MUHI 753 (3) Applied Lessons and Ensembles (3) [Possible MUHI 442 or MUHI 431- 6/450/590]  Lecture-Recital 2 Performance (0)

### Ensemble Participation

All students in this program will participate in two or more of the CWRU early music ensembles during each semester.

### Jury

A jury is required in the Spring of the 1st year (MUAP 600, 0 credit hours). The program should be decided in consultation with the student's applied teacher and should consist of approximately 15 minutes of music. The jury will consist of the student's applied teacher together with at least two other HPP faculty. If the performance is unsatisfactory, the student will have the opportunity to repeat the jury the following semester. If the second attempt is also unsatisfactory, the student will not be allowed to continue in the degree program.

### Lecture-Recitals and Documents

Two juried lecture-recitals are required - MUHI 751, taken no earlier than the Spring of the 2nd year (3 credit hours), and MUHI 753, taken in the Spring of the 4th year (6 credit hours, 3 each in the Fall and Spring semesters). Each lecture-recital consists of a 45-minute performance generally preceded by a research-based lecture (30-45 minutes in length) dealing with the musical, historical and performance practice issues relevant to the chosen repertoire. The entire lecture recital should not exceed 90 minutes.

For the first lecture-recital, the student should approach a member of the faculty in the semester before registering for lecture-recital credit to act as their advisor, and should then work with that advisor on a proposal to be submitted to the HPP committee before November 1 (for a lecture-recital the following spring) or April 1 (for a lecture-recital the following fall). For the second lecture-recital, the student should approach a member of the

faculty during the spring of their 3<sup>rd</sup> year to act as their advisor. During the fall of their 4<sup>th</sup> year they should work with that advisor on a proposal to be submitted before November 1. In both cases, the proposal should be submitted using the Lecture-Recital Proposal form, available on the department website at <https://case.edu/artsci/music/academics/current-students/graduate-and-professional-students>. If the proposal is approved, the HPP committee will decide (in consultation with both student and the advisor) which other faculty members are to act as jurors (at least two Musicology/HPP faculty, together with the appropriate applied faculty if possible). After securing a date acceptable to the jury and available on the Department calendar, the student will then work with the advisor to prepare a lecture draft, which will be distributed to the entire jury no less than one month before the performance. The final version of the lecture will incorporate changes mandated by the jury. In addition, the advisor, along with the applied teacher, will monitor the preparation of the recital portion, and this will be previewed for the jury approximately one month before the public presentation. Inadequate preparation may result in postponement of the lecture-recital. The successful completion of the lecture-recital will be certified by a majority of the jury. The jury will also provide written feedback to the student.

For lecture-recital 1, an accompanying document (15-25 pages, based primarily on the lecture) will be finalized after the lecture-recital performance with the further advice and ultimate approval of the advisor, and submitted by the end of the semester. For lecture-recital 2, a substantial piece of research (50-100 pages) is expected: the final document, incorporating suggestions from the jury and the advisor following the performance/presentation, will also be submitted by the end of the semester. The whole jury will evaluate this final document.

Students are expected to publicize the lecture-recital by all appropriate means, in addition to its listing on the Department concert calendar.

### **Recital**

A juried recital is required by the end of the 3<sup>rd</sup> year (MUAP 700, 0 credit hours). The recital (50-60 minutes) should feature works from variety of national schools and periods, and should showcase the student's solo performing abilities: the program will be decided in consultation with the student's applied teacher and the Head of HPP, and must be approved by the HPP committee. The student should also provide appropriate program notes, to be prepared in consultation with a faculty member to be determined by the HPP committee. The student should submit a proposal to the committee by November 1 using the Recital Proposal Form, available on the department website at <https://case.edu/artsci/music/academics/current-students/graduate-and-professional-students>. The performance will be evaluated by the applied teacher and a committee consisting of at least two other HPP faculty. If the performance is unsatisfactory, the student will have the opportunity to repeat the recital the following semester. If the second attempt is also unsatisfactory, the student will not be allowed to continue in the degree program.

### **Languages**

Prior to the qualifying examination, students must demonstrate ability to read in two languages approved by the HPP committee as relevant to the student's research. (These are generally drawn from German, French, Italian, and Latin, though exceptions can be made by petition.) For more details see Language Examinations above, under Musicology and HPP Examinations.

### **Qualifying Examination**

Qualifying exams are taken at the beginning of the 4<sup>th</sup> year and involve 4 sections based on chronological periods:

1. Up to 1450
2. 1450 – 1650
3. 1650 – 1800
4. 1800 – onward

For each period, the student must a) develop a topic that falls into one of the following categories (each category may only be used once) and b) make themselves familiar with the historical performance practice issues pertaining to that period, as well as those that relate specifically to their chosen topic:

1. a work, broadly conceived
2. a person (composer, performer, writer)
3. a genre
4. an original topic (examples might include a methodology, an instrument, a place, a technology)

Students will meet with the Head of HPP by the end of the fall semester of their 3<sup>rd</sup> year in the DMA program to discuss the constitution of their examination committee, as well as to devise topics of appropriate breadth and focus. The committee of four members will consist of faculty members from the Musicology faculty. The topics chosen will be formally proposed to the faculty by the first week of the spring semester; the faculty will provide approval and/or requests for revision within one week. The topics are meant both to coordinate with and complement material students have covered in seminars. For each of the topics the student will produce a bibliography (of both historical and performance-practice related literature) and a repertory list (scores and/or recordings, as applicable), due by April 1. The student's examination committee will vet bibliographies and repertory lists by April 15 and the student will receive feedback and suggestions. Final revised bibliographies and repertory lists are due by May 1.

The examination, consisting of four essay questions (one for each topic), will take place over the course of two days in the week preceding the first week of fall classes. The student will answer two questions each day, with three hours provided for each question. The questions, made up by the exam committee, are meant to give students the opportunity to indicate both comprehensive and specific knowledge of the chosen topics from a number of different perspectives, including historical, analytical, methodological, etc., and to demonstrate their command of the relevant performance practice issues. Effective and persuasive responses will demonstrate numerous points of view and approaches to the given subject. Scores and/or recordings may be provided as part of the question, usually drawn from the repertory list. The examinee will be provided solely with a laptop; no additional materials or Internet access will be allowed.

After distribution of the exam and answers to the examinee and the members of the committee, the Coordinator of Graduate Studies will schedule a time for the oral examination, which will last no more than two hours. The examinee may bring only a copy of the exam, their answers, and any notes meant to direct their comments in the orals.

Exam results can be: pass with honors; pass; partial pass; or fail. If the student fails the exam or only passes some sections, they may retake the pertinent sections of the exam the following semester. If all sections of the exam are not passed after the second attempt, the student will be released from the program. Students who have done satisfactory coursework will be eligible to receive the MA in HPP at this juncture.

Schedule:

By Nov. 30 – meet with Head of HPP to discuss committee topics; consult with committee to develop topics:

- 1<sup>st</sup> week of Spring semester
  - Topics proposed to committee
- 2<sup>nd</sup> week of Spring semester
  - Faculty responds to topics
- April 1
  - Submission of bibliographies/repertoire lists
- April 15
  - Faculty responds to bibs/rep lists
- May 1
  - Submission of final revised bibliographies/repertoire lists

## Degree Overlap

Students in the DMA program who have demonstrated exceptional academic performance and who wish to transfer into the PhD program may petition to do so during their 3<sup>rd</sup> year of study. If the petition is granted, after successfully passing their qualifying exams such students would advance to candidacy and begin dissertation work in their 4<sup>th</sup> year. Petitions should be sent to the Head of Musicology and the Head of HPP by November 30.

## Music Education Degrees

<https://case.edu/artsci/music/academics/areas-study/music-education>

### General expectations for all Music Education Graduate Students

1. Graduate students are strongly encouraged to participate in MuEd professional organizations and invited to join the National Association for Music Education (NAfME)/Ohio Music Education Association (OMEA) as an active member (full cost of membership) or a student member (reduced cost of membership). For information about becoming a member, speak to your advisor or Dr. Helton, OCMEA Advisor.
2. All part-time and full-time students are expected to exhibit professional behaviors including being responsible for meeting all deadlines and completing required paperwork. Poor performance in this area could result in loss of funding or dismissal from the program.
3. All full-time music education graduate students are expected to participate in the Graduate Research Seminars that are held during school hours, and all part-time students will be required to join in for the evening seminars. The schedule of seminars will be distributed no later than the beginning of each semester. Students may count the time spent in the seminar toward their required assistantship hours.
4. Each semester, all full-time students who have a graduate assistantship will receive written feedback from their assistantship supervisor(s) evaluating the performance of assistantship duties. Poor evaluations will result a reduction in funding or removal of all funding.
5. All Music Education students will be required to have a cumulative GPA of 3.0. The University will not confer a degree without this. A grade of C or below could result in the loss of funding.
6. Each Music Education student will be held accountable for all of School of Graduate Studies articulated policies, procedures, and deadlines.

### Graduate Music Education Exam Preparation Guidelines

Each of the graduate programs in Music Education requires some form of a written and oral exam to complete degree requirements. Preparation for this exam begins with the first class and extends through the entire course sequence. A topic that you encountered in your first music education course could provide the impetus for more research and become one of your paper topics. Additionally, you might believe that a topic covered in one class could be applicable to the content of another class, and you decide to explore this relationship and propose that as a possible research question. Classes offer you background in many topics as they relate to Music, Education and other disciplines, and the graduate exam is designed to give you the opportunity to explore a topic more fully, and connect and transfer it to other areas.

Each of the programs (Master of Arts with Licensure, Master of Arts, and PhD has slightly different exam requirements and procedures that are tied to the content of their curriculum. (See specific exam guidelines and procedures for your program). The design of any exam at the end of coursework allows each student to show mastery of the degree content by applying this cumulative knowledge to various music education and/or research environments. Then, the accompanying presentation and oral examination allows the student the opportunity to think on the spot and transfer that information to other areas by responding to questions and new scenarios posed by the committee. This usually serves as the end of the degree for the Masters level and the beginning of the dissertation process for Doctoral students.

The exam process is rigorous and requires much advance preparation. The first aspect of the exam is that it is cumulative and includes all of the material covered in each class. In effect, this means that you are never done with the content of any single course. Second, it presumes that you have taken time to link together the different course

content areas and have explored how these topics, concepts, and other information are connected. Third, it requires clear and concise oral communication skills that you work on in a number of classes. Oral presentations are a critical skill that educators need in today's workplace. Your job here is to bring these ideas forward, and discuss intersections with music, education, and other disciplines as well as answer questions posed by the committee. You should be prepared to dialogue, defend your thought process, and substantiate your conclusions. Anything that is written down or expressed verbally can be questioned. Therefore, careful attention to the clarity of your expression, both written and oral, is necessary when preparing for your exam. This is also true of the thought process behind the questions you pose. The clearer the questions, the easier the paper or presentation is to write.

While courses are unique and separate in their content, they are related in an overarching way. As with all curricula, each separate course brings a piece of the larger picture to light, and once completed, the full picture is realized. It is your job to examine these pieces collectively and look for that connectivity and intersection that brings these separate strands together.

Recommended timelines for exam preparation:

MAL in Music Education:

- Semester 4, work with your faculty advisor to develop comprehensive exam questions.
- Summer between Semester 4 and 5, write your exam papers.
- By Week 4 of Semester 5, submit your exam papers.
- By Week 7 of Semester 5, defend your exams papers.

MA in Music Education:

- The semester before you intend to complete your in-house comprehensive exams and exam defense, work with your faculty advisor to discuss potential topics.
- By Week 8 of your penultimate semester, submit your questions to the faculty for approval.
- By Week 12 of your penultimate semester, complete any edits to the exam questions per faculty feedback.
- In your final semester, set your in-house exam date with the Coordinator of Graduate Studies, no later than Week 8 of the semester. At this time, complete the in-house portion and turn in your take-home portion. Work with your advisor to schedule the exam defense.
- No later than Week 10, complete the comprehensive exam defense.

PhD in Music Education

- The semester before you intend to complete your in-house qualifying exams and exam defense, work with your faculty advisor to discuss potential topics.
- By Week 8 of the semester before the exam defense, submit your questions to the faculty for approval.
- By Week 12 of that semester, complete any edits to the exam questions per faculty feedback.
- In your exam semester, set your in-house exam date with the Coordinator of Graduate Studies, no later than Week 8 of the semester. At this time, complete the in-house portion and turn in your take-home portion. Work with your advisor to schedule the exam defense.
- No later than Week 10, complete the qualifying exam defense.

Finally, the exam is designed for each student to show his or her level of professional preparation and scholarship. It is meant to be the culmination of the degree that shows mastery and competence.

### **Master of Arts with Licensure**

<https://case.edu/artsci/music/academics/graduate-degree-programs/ma-music-education-teacher-licensure>

The MA for Licensure (MAL) option is for persons with an undergraduate degree in music who wish to obtain a license to teach music in the public schools while simultaneously pursuing the study of music education at the graduate level. Course requirements span 6 semesters and combine music education licensure courses (approximately 23 hours) and student teaching (12 hours) with graduate music and music education courses (30 hours). Graduates of the program are eligible to apply for an Ohio teacher license for Music P-12. Licensure may be

transferred to other states. Students will also need to pass the Ohio Assessments for Educators exam and meet other state requirements for teacher licensure, such as passing a criminal background check.

Classes at the 200-level, while required for teacher licensure, do not count toward the graduate degree (i.e., no graduate credit is received) and therefore are not included in GPA calculations. However, they do appear on the transcript with a grade and serve to satisfy the academic requirements for Licensure. MAL students may take additional 300-level classes, if approved by the music education faculty, provided that they have at least 18 credits of 400-level courses. In addition, students who already hold an MA in music may be eligible for an exemption of up to 9 hours of requirements. Students should contact their faculty advisor or the Coordinator of Graduate Studies in Music Education and/or the Coordinator of Undergraduate Studies in Music Education for more information.



The following courses are required for the MAL degree:

Case Western Reserve University ~ Music Education Program MA for Licensure (MAL – Masters Plan B)		
<b>Music Education Licensure Core (43 hours)</b>		
Course Number	Course Name	Credit Hours
MUED 200 ___ - 1	Skills & Pedagogy Class	2
MUED 200 ___ - 2	Skills & Pedagogy Class	2
MUED 200 ___ - 3	Skills & Pedagogy Class	2
MUED 200 ___ - 4	Skills & Pedagogy Class	2
MUED 200 ___ - 5	Skills & Pedagogy Class	2
MUED 200 ___ - 6	Skills & Pedagogy Class	2
MUED 275	Conducting	3
MUED 305	World Music in Education	3
MUED 350	General Music Methods	3
MUED 352 or MUED 353	Instrumental or Choral Music Methods	3
MUED 355	Vernacular Music in Education	3
MUED 400	Intensive Field Experience	0
MUED 410	Professional Music Education: A Career Introduction	1
MUED 420	Technology Assisted Music Teaching & Learning	3
MUED 496A	Student Teaching	9
MUED 496B	Student Teaching Seminar	3
<b>Teacher Licensure Professional Education Core (9 hours)</b>		
Course Number	Course Name	Credit Hours
EDUC 255	Literacy Across the Content Areas	3
EDUC 401	Introduction to Education	3
EDUC 404	Educational Psychology	3
<b>Graduate Music Education Core (12 hours)</b>		
Course Number	Course Name	Credit Hours
MUED 440	Scholarship in Music Education	3
MUED 441	Philosophical Foundations of Music Education	3
MUED 442	Curriculum and Assessment in Music Education	3
MUED 443	Music Cognition and Learning	3
<b>Graduate Music Core (9 hours)</b>		
Course Number	Course Name	Credit Hours
MUTH 422	Music Theory for Educators	3
MUHI 430	Music History for Educators	3
MU_____	Music Electives (Theory, History, and/or Performance)	3
<b>Oral Comprehensive Exam</b>		
Successful Completion of the Comprehensive Oral Exam (Masters Plan B)		
<b>TOTAL</b>		<b>73</b>

Because many courses are not offered every year, MAL students should adhere to the following course sequence in completing their degree requirements

Master of Arts for Teacher Licensure (MAL) Course Sequence:

Students Entering in 2021				
	Fall	Credits	Spring	Credits
Year 1	MUED 200A	2	MUED 200X-2 <sup>+</sup>	2
	MUED 275	3	MUED 305	3
	MUED 410	1	MUED 420	3
	MUED 440	3	MUTH 422	3
	EDUC 401	3	MUED 443	3
	TOTAL	12*	TOTAL	14
Year 2	MUED 200B, J	4	MUED 200X-5 <sup>+</sup>	2
	MUED 350	3	MUED 355	3
	MUED 442	3	MUED 400	0
	Electives	2	MUED 441	3
			MUHI 430 <sup>#</sup>	3
			Electives	1
TOTAL	12	TOTAL	12	
Year 3	MUED 200P	2	MUED 496A	9
	MUED 352 or 353	3	MUED 496B	3
	MUED 400	0		
	EDUC 255	3		
	EDUC 404	3		
	Electives	1		
TOTAL	12	TOTAL	12	
Students Entering in 2022				
Year 1	MUED 200X-1	2	MUED 200X-2 <sup>+</sup>	2
	MUED 410	1	MUED 305	3
	MUED 440	3	MUED 420	3
	EDUC 401	3	MUHI 430 <sup>#</sup>	3
	MUED 442	3	MUED 441	3
	TOTAL	12*	TOTAL	14
Year 2	MUED 200A, P	4	MUED 200X-5 <sup>+</sup>	2
	MUED 350	3	MUED 355	3
	Electives	2	MUED 400	0
	MUED 275	3	MUED 443	3
			MUTH 422	3
			Electives	1
TOTAL	12	TOTAL	12	
Year 3	MUED 200X-6	2	MUED 496A	9
	MUED 352 or 353	3	MUED 496B	3
	MUED 400	0		
	EDUC 255	3		
	EDUC 404	3		
	Electives	1		
TOTAL	12	TOTAL	12	

\* If you are not receiving financial assistance in the form of a graduate teaching assistant stipend, contact your academic advisor to complete a recommended course sequence.

<sup>+</sup> Students will need to take two Basic Skills & Pedagogy courses (MUED 200X) in one semester, prior to year 3, in order to complete the six-course requirement.

<sup>#</sup> Students may petition to take any graduate-level MUHI course to satisfy the Music History requirement. Contact your academic advisor for additional information.

## Teacher Education

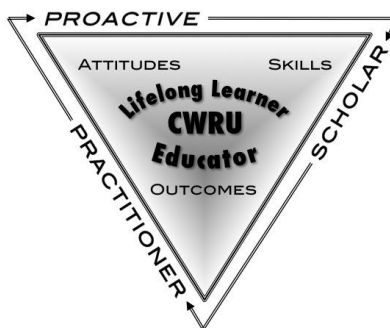
(<https://artsci.case.edu/teacher-education/>)

In addition to the requirements specified in this document, Graduate Music Education students enrolled in the Licensure Program are responsible for all Teacher Licensure requirements as articulated in the Educational Licensure Handbook, available from the Office of Teacher Education.

## Staff and Faculty

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## Teacher Education Mission

The mission of the Case Western Reserve University educator preparation unit is to prepare Proactive Scholar Practitioners who demonstrate skill in instructional planning, delivery, and assessment, and who demonstrate dispositions consistent with the principles of commitment, collaboration, and creativity. We define Proactive Scholar Practitioners as educators who, upon entering the teaching profession, demonstrate through their performance in instructional contexts:

The values, commitments, and personal ethics necessary to be an effective educator in twenty-first century schools (Proactive); Thorough understanding of content in their field, of child and adolescent development and diversity, of principles of learning and teaching, and of evidence-based teaching practices specific to their field (Scholar); Superior skill in creating optimal learning environments, in assessing and monitoring individual student performance and instructional effectiveness, in adapting instruction to accommodate changing student performance including effective application of technology, and in communicating effectively and working collaboratively with students, families, and co-workers (Practitioner).

The philosophical orientation unifying our efforts in preparing educators to be Proactive Scholar Practitioners is based on our PSP Model, which consists of a shared set of beliefs about teachers, learners, and the learning process.

## Teacher Education Program Outcomes

The purposes and goals of educator preparation at Case Western Reserve University are summarized in the statement of our mission to prepare educators as Proactive Scholar Practitioners and are expressed as 10 Program Outcomes that reflect Ohio's Standards for the Teaching Profession and the national teaching standards of the Interstate Teacher Assessment and Support Consortium (InTASC). These program outcomes are also aimed at meeting the Teacher Education Accreditation Council's (TEAC) goal of preparing competent, caring and qualified educators.

**Program Outcomes:**

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

**Teacher Education Dispositions**

Dispositions are the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (National Council for Accreditation of Teacher Education, 2002, p. 53). The dispositions of CWRU Educators include:

- The belief that all children can learn
- A value of diversity
- A caring, respectful demeanor
- Fairness and personal ethics
- Reflection and efficacy
- Professional commitment

Please see the Teacher Education Handbook for more detailed information.

**Teacher Education Decision Points and Retention Policy****Admission**

Admission to a teacher licensure program at Case Western Reserve University requires admission to the University and admission to the specific licensure program. In general, admission criteria include previous accomplishment in the content area, successful overall academic performance and evidence of one’s potential ability to master the complex intellectual, interpersonal and performance requirements of teaching.

**Retention**

Once admitted to a licensure program, students move through a series of Decision Points as they progress to each level of their program. At each of these decision points, students may be (a) granted unconditional admission to the next level, (b) granted conditional admission to the next level with a prescribed remedial plan, which when successfully completed will result in unconditional admission, or (c) denied admission to the next level and removed from the program. The decision points and score criteria for each licensure program are outlined in the tables on pages 18-22 of the Teacher Education Handbook and additional information has been provided in a Handout about the Decision Point System that is distributed each fall as part of the yearly orientation schedule.

To remain in the licensure program, students must:

- Meet the requirements for each decision point
- Maintain the required GPA in each area
- Maintain the required average score on the ePortfolio where specified, the DAI, and the Student Teaching Assessment Forms at points in the program where specified

To be recommended for licensure, the student must pass all of the established Decision Point criteria, meet health and background check criteria, complete degree requirements, and pass Ohio's designated tests for teacher licensure.

Admission and Retention in MUSIC EDUCATION- Master of Arts with Licensure Degree			
Decision Point 1: Entry to the Program			
<p>What?</p> <p>Successful interview and satisfactory score on the Teacher Licensure Admission Assessment</p> <p>Admission to the University for graduate applicants</p> <p>Demonstration of entry-level competency in the discipline through successful presentation of a music performance audition</p> <p>Signed statement of Good Moral Character</p>	<p>Program Outcomes Assessed</p> <p>4, 9</p>	<p>When?</p> <p>Upon admission to the University and the MAL program.</p> <p>Statement signed during Diagnostic Meeting, end of the 1st semester of study.</p>	<p>Result</p> <p>Unconditional admission to the program, or</p> <p>Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, or</p> <p>Denial of admission to the program.</p>
Decision Point 2: Admission to Advanced Standing			
<p>What?</p> <p>Cumulative GPA of 3.0 or better</p> <p>Discipline GPA of 3.0 or better</p> <p>Education GPA of 3.0 or better</p> <p>Minimum average score of 2.0 on Candidate Disposition Assessment Inventory</p> <p>Minimum average score of 2.0 on the ePortfolio</p>	<p>Program Outcomes Assessed</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>When?</p> <p>End of the 3rd semester after admission as a music education major.</p>	<p>Result</p> <p>Unconditional admission to Advanced Standing, or</p> <p>Conditional admission to Advanced Standing with a prescribed remedial plan which when successfully completed will result in unconditional admission, or</p> <p>Denial of admission to Advanced Standing.</p>
Decision Point 3: Admission to Student Teaching			
<p>What?</p> <p>Cumulative GPA of 3.0 or better</p> <p>Discipline GPA of 3.0 or better</p> <p>Education GPA of 3.0 or better</p> <p>Minimum average score of 3.0 on the ePortfolio</p> <p>Pass TB test; present documentation of hepatitis B vaccination</p> <p>Pass criminal background checks (BCI &amp; FBI)</p> <p>Minimum average score of 2.5 on Candidate Disposition Assessment Inventory</p> <p>Successful completion: Student Teaching Interview</p>	<p>Program Outcomes Assessed</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>When?</p> <p>One semester prior to student teaching.</p>	<p>Result</p> <p>Unconditional admission to Student Teaching, or</p> <p>Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, or</p> <p>Denial of admission to Student Teaching.</p>
Decision Point 4: Retention During the Student Teaching Semester			

<p>What?  Minimum average score of 2.75 on each mid-semester CWRU Student Teaching Assessment by Cooperating Teacher and University Supervisor  Minimum average mid-semester score of 2.75 on DAI  Self-reflection Essay</p>	<p>Program Outcomes Assessed   1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>When?   Mid-term student teaching semester</p>	<p>Result  Continued unconditional admission in the program, or  Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, or  Dismissal from the licensure program</p>
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Decision Point 5: Recommendation for Initial Licensure

<p>What?  Cumulative GPA of 3.0 or better  Discipline GPA of 3.0 or better  Education GPA of 3.0 or better  Minimum grade of "B" in MUED 496 A &amp; B  Completion of degree requirements  Minimum average score of 3.0 on the ePortfolio  Minimum average score of 3.0 on Candidate Disposition Assessment Inventory  Completion of CWRU Student Teaching Assessment by Cooperating Teacher and University Supervisor scoring an average of 3.0 or better on each  Achieve passing scores on State licensure exams  Completion of CWRU Teacher Licensure Exit Interview and Survey</p>	<p>Program Outcomes Assessed   1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>When?   At the completion of all degree and program requirements including achievement of passing scores on State licensure exams</p>	<p>Result  Recommendation for Ohio teaching license,  or  Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, or  Non-recommendation for Ohio teaching license.</p>
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## Decision Point Timeline

Please consult the Teacher Licensure Handbook for more detailed information related to the timeline below.

Yearly Renewal of ePortfolio account. Each Fall semester, contact Ms. Shafer in the Teacher Licensure office to renew your ePortfolio account in Taskstream. This must be completed by September 1st.

Decision Point 2. Advanced Standing: Materials for Advanced Standing must be submitted by the end of Week 10 of the second semester after admission to the Music Education program. Usually that is the 4th semester of a typical undergraduate student. Information will be distributed to you at the beginning of the semester that your Advanced Standing Decision point is to be completed detailing the process, the deadlines, and the possible outcomes of the review.

Decision Point 3. Admission to Student Teaching: The student must notify by email the Coordinator of Undergraduate Studies in Music Education of her/his intent to student teach one year prior to the semester of intended student teaching. An electronic copy of the transcript and notification via email that the ePortfolio is ready for assessment must be submitted to the Coordinator of Undergraduate Studies in Music Education by Week 4 of the semester prior to student teaching. Successful evaluation of the ePortfolio with the score of 3 is required. Documentation of a successful TB test, hepatitis vaccination, and criminal background check must be on file with the Coordinator of Undergraduate Studies in Music Education and Director of Teacher Education by the first day of finals week of the semester prior to student teaching.

Student Teaching is a full-time endeavor requiring the student to be available both during the school day and in the evening for related activities. In the semester prior to student teaching each graduate student who has an assistantship will work with his/her TA supervisor to modify work requirements so that student teaching is the priority. Each student is given access to a quality school program and the responsibility to shadow a practicing professional for all school related responsibilities. These kinds of things could include, but are not limited to, evening school assemblies/performances, solo and ensemble festivals, parent teacher meetings, after school rehearsals, and school trips. Students are required to attend everything. Therefore, students will NOT be permitted to participate in ANY other CWRU activities such as service organizations, clubs, classes, and ensembles. If, however, a student has a compelling reason to want embark on such experiences (classes, ensembles, clubs, or service organizations) during the student teaching semester, that student must submit a Petition to get permission from the faculty. This Petition shall take the form of a letter that is addressed to his/her advisor and the Coordinator of Undergraduate Studies in Music Education that details the reason(s) why additional responsibilities are being requested along with a written statement from the cooperating teacher that he/she is aware of the situation and understands how these extra responsibilities will impact the student teacher's schedule. This paperwork must be submitted not later than the 8th week of the semester prior to student teaching. The entire Music Education Faculty will vote on the Petition and disposition of that vote will be communicated to the student in writing by the Coordinator of Undergraduate Studies directly following the faculty meeting where the petition was considered.

Decision Point 4. Retention During the Student Teaching Semester: Approximately half way into the Student Teaching experience students will be evaluated on their performance in the areas of professional conduct, communication, planning, instruction, assessing, and reflecting on their work with students in the P-12 setting as well as their progress with the TWS project.

Decision Point 5. Recommendation for Initial Licensure takes place after successful completion of Student Teaching, successful presentation of the Teacher Work Sample and completion of all degree requirements.

Upon successful completion of the five decision points, the University Director of Teacher Education recommends the student for the Ohio Provisional Music License.

## **MAL Comprehensive Oral Examination**

Students enrolled in the MA in Music Education for Teacher Licensure program must complete a comprehensive oral exam (Masters Plan B). The exam is to be finished no later than Week 7 of the final semester of coursework and is usually the semester before student teaching.

The exam process is as follows:

Students will develop (a) an application paper and (b) a music materials project and will submit proposals (2-3 pages) for each project to their advisor in the form of a research "statement of the problem," with accompanying questions to be investigated. This is done the summer between Semester 4 and 5. A brief, representative list of references must be included for each topic. Once the academic advisor endorses the topics, they will be forwarded to the entire music education faculty for their approval. Once the faculty determines that both paper proposals are "defensible," an oral defense will be scheduled before the end of semester 5. Students should complete the exam papers following faculty approval only.

(a) The application paper may be related to, but not exactly the same as, any paper written for a core music education class or elective, and should be selected from the following: Philosophy of Music Education, Curriculum and Assessment, Sociology of Music Education, or Music Cognition and Learning. As stated above, students should work with their academic advisor in preparing the application paper topic and questions. Once the application paper topic is approved, students will write an 8- to 12-page paper (excluding the title page and reference pages). APA style, with complete citations and a complete reference list, must be utilized. This paper is to be representative of students' ability to review literature, write in a scholarly manner, and create practical implications for the music classroom. The format of the application paper should follow this basic outline:

- Define and clarify the research problem/question.
- Summarize and synthesize previous investigations/articles in order to inform the reader of the current state of research (i.e., review the literature).
- Identify relations, contradictions, gaps, inconsistencies, and/or implications found in the literature.
- Suggest the next step or steps in solving the problem, and provide specific application examples to specific teaching situations.

(b) For the musical materials project, students will submit an analysis and supplementary materials (described below) of an instrumental or choral score that would be used with middle school or high school students. Students should consult the Teaching Music Through Performance series (GIA publications) for models relating to band, choral, and orchestral repertoire. Students should work closely with their academic advisor so that the unit materials they develop are realistic to the desired teaching scenario.

The music materials project will include four components:

1. Instructional Learning Module
  - a. Prepare using the GIA guide from the Teaching Music through Performance series
2. Rehearsal and Performance Preparation
  - a. Score overview chart
  - b. Detailed graphic analysis
  - c. Marked conductor's score that shows evidence of score study
  - d. Long-range rehearsal guide
  - e. Pronunciation guide, if applicable (IPA)
  - f. Word-for-word translation (choral)
  - g. Program notes
3. Learning Outcome and Assessment Overview
  - a. An essential question that frames your rehearsal/performance goals



- b. Learning outcomes aligned with the Ohio State Content Standards
- c. A chart that depicts the relationship between aligned outcomes, broad instructional strategies, and assessment tools. Specific assessment samples (e.g., informal, formative, summative) should be included as reference material.

#### 4. References

- a. Generate a list of references consulted for your work using APA format

Students should submit copies of both completed projects, as well as the score that was utilized for the musical materials project, to each member of the music education faculty no later than Week 4 of the semester.

Schedule an exam time through your academic advisor for no later than Week 7 of the final semester of coursework. Possible outcomes of the oral exam are:

- Pass
- Needs revision (e.g., revise and re-present one or more of your topics)
- Fail

The outcome of "Fail" ends the student's pursuit of the MAL degree at Case Western Reserve University. Failure to schedule the exam by the due date delineated above also ends the student's pursuit of the MAL degree at CWRU. Petitions for extensions must be filed by that same due date, but only extreme circumstances would influence the faculty to grant such an extension.

The outcome of "Needs revision" allows the student to make requested alterations to the exam materials, as directed. The full faculty will evaluate revised materials within a specified time frame.

The outcome of "Pass" successfully concludes the MAL Comprehensive Exam process!

### **Master of Arts in Music Education**

<https://case.edu/artsci/music/academics/graduate-degree-programs/ma-music-education>

This program is for individuals with an undergraduate degree in Music Education, a teaching certificate/license, and at least one year off successful music classroom teaching experience, who wish to pursue further academic study as a means to develop professionally. Coursework combines the study of philosophical, research-based, and theoretical positions of teaching and learning music with pragmatic approaches to improving music learning. Every effort is made to plan a program based on individual students' needs and interests while maintaining standards of musical and scholarly excellence. MA students may take 300-level classes, if approved by the music education faculty, provided that they have at least 18 credits of 400-level courses. The MA in music education has two options for a final project: (a) a thesis and oral defense, or (b) a comprehensive written examination and oral defense.

Case Western Reserve University ~ Music Education Program Master of Arts (Plan A: Thesis Option)		
<b>Graduate Music Education Core (15 hours)</b>		
Course Number	Course Name	Credit Hours
MUED 440	Scholarship in Music Education	3
MUED 441	Philosophical Foundations of Music Education	3
MUED 442	Curriculum and Assessment in Music Education	3
MUED 443	Music Cognition and Learning	3
MUED 640	Qualitative Research in Music Education –OR–	3
MUED 641	Quantitative Research in Music Education	3
<b>Graduate Music Core (9 hours)</b>		
Course Number	Course Name	Credit Hours
MUTH 422	Music Theory for Educators	3
MUHI 430	Music History for Educators	3
Music Electives: Courses in music theory, music history and/or applied music suited to the student's interests and needs. and approved by the music education faculty (3 hours).		
MU ____		
<b>Thesis (6 hours)</b>		
Course Number	Course Name	Credit Hours
MUED 651	Thesis	6
Successful oral defense of the thesis (Masters Plan A)		
<b>TOTAL</b>		<b>30</b>

In the MA thesis option, students conduct research, write a thesis, and then orally defend the thesis document to the music education faculty. Students should contact their academic advisor for further details of the thesis process.

Case Western Reserve University ~ Music Education Program Master of Arts (Plan B: Comprehensive Exam Option)		
<b>Graduate Music Education Core (12 hours)</b>		
Course Number	Course Name	Credit Hours
MUED 440	Scholarship in Music Education	3
MUED 441	Philosophical Foundations of Music Education	3
MUED 442	Curriculum and Assessment in Music Education	3
MUED 443	Music Cognition and Learning	3
<b>Graduate Music Core (9-12 hours)</b>		
Course Number	Course Name	Credit Hours
MUTH 422	Music Theory for Educators	3
MUHI 430	Music History for Educators	3
Music Electives – Courses in music theory, music history and/or applied music suited to the student’s interests and needs, and approved by the music education faculty (3-6 hours).		
MU _____		
MU _____		
<b>Electives (6-9 hours): Music education courses, seminars, and independent studies, and/or studies in a related field outside of music education (up to 6 credit hours), suited to the student’s interests and needs, and approved by the music education faculty.</b>		
Course Number	Course Name	Credit Hours
<b>Comprehensive Exams</b>		
Successful completion of the comprehensive written and oral exams (Masters Plan B)		
<b>TOTAL</b>		<b>30</b>

**MA Comprehensive Written Examination and Oral Defense (Masters Plan B)**

Students electing the Comprehensive Exam Option for the MA in Music Education must participate in a written exam and oral defense. The exam process includes two portions: a take-home portion and an in-house portion, both of which are described below. Both portions must be defended together and successfully no later than Week 10 of the final semester of coursework (mid-October or mid-March, respectively).

The two-part exam process is as follows:

**I. Take-home Portion**

Students will develop (a) an application paper and (b) a music materials project and will submit proposals (2-3 pages) for each project to their advisor in the form of a research “statement of the problem,” with

accompanying questions to be investigated. This is generally done the semester BEFORE the official exam. A brief, representative list of references must be included for each topic. Once the academic advisor endorses the topics, they will be forwarded to the music education faculty for their approval. Once the faculty determines that both paper proposals are "defensible," an oral defense will be scheduled before the end of the semester. Students should complete the take-home portion of the exam following faculty approval only.

(a) The application paper may be related to, but not exactly the same as, any paper written for a core music education class or elective, and should be selected from the following: (a) Philosophy of Music Education, Curriculum and Assessment, Sociology of Music Education, or Music Cognition and Learning. As stated above, students should work with their academic advisor in preparing the application paper topic and questions. Once the application paper topic is approved, students will write an 8- to 12-page paper (excluding the title page and reference pages). APA style, with complete citations and a complete reference list, must be utilized. This paper is to be representative of students' ability to review literature, write in a scholarly manner, and create practical implications for the music classroom. The format of the application paper should follow this basic outline:

- Define and clarify the research problem/question.
- Summarize and synthesize previous investigations/articles in order to inform the reader of the current state of research (i.e., review the literature).
- Identify relations, contradictions, gaps, inconsistencies, and/or implications found in the literature.
- Suggest the next step or steps in solving the problem, and provide specific application examples to specific teaching situations.

(b) For the musical materials project, students will submit an analysis and supplementary materials (described below) of an instrumental or choral score that would be used with middle school or high school students. Students should consult the Teaching Music Through Performance series (GIA publications) for models relating to band, choral, and orchestral repertoire. Students should work closely with their academic advisor so that the unit materials they develop are realistic to the desired teaching scenario.

The music materials project will include four components:

1. Instructional Learning Module
  - a. Prepare using the GIA guide from the Teaching Music through Performance series
2. Rehearsal and Performance Preparation
  - a. Score overview chart
  - b. Detailed graphic analysis
  - c. Marked conductor's score that shows evidence of score study
  - d. Long-range rehearsal guide
  - e. Pronunciation guide, if applicable (IPA)
  - f. Word-for-word translation (choral)
  - g. Program notes
3. Learning Outcome and Assessment Overview
  - a. An essential question that frames your rehearsal/performance goals
  - b. Learning outcomes aligned with the Ohio State Content Standards
  - c. A chart that depicts the relationship between aligned outcomes, broad instructional strategies, and assessment tools. Specific assessment samples (e.g., informal, formative, summative) should be included as reference material.
4. References
  - a. Generate a list of references consulted for your work using APA format

Students should submit copies of both completed projects, as well as the score that was utilized for the musical materials project, to each member of the music education faculty no later than Week 8 of the semester.

## II. In-house Portion

Students will contact their academic advisor no later than the end of Week 5 of the semester to schedule the in-house examination, which will cover their understanding of research in music education. Each student should plan on approximately 6-7 hours (9AM-4PM) to take this portion of the MA exam. During this examination, students will be provided with two articles from music education research journals and asked to identify, interpret, and clearly communicate each study's (a) purpose/research questions, (b) review of literature, (c) methodology, (d) data analysis, (e) results, and (f) discussion. Students will critique each study and discuss practical applications to music education. Both article critiques must be completed during the allotted exam time. Following the completion of each article analysis, students will e-mail their critique to the Coordinator of Graduate Studies in Music Education.

The final part of the MA comprehensive exam involves an oral defense of students' written work. Both the take-home and in-house portions of the exam must be completed and submitted to the Coordinator of Graduate Studies in Music Education and/or the music education faculty 2 weeks prior to the scheduled exam defense date. Possible outcomes of the oral defense are:

- Pass
- Needs revision (e.g., rewrite one or more of the portions)
- Fail

The outcome of "Fail" ends the student's pursuit of the MA degree at Case Western Reserve University. Failure to submit written questions by the date delineated above jeopardizes the student's pursuit of the MA degree at CWRU. Petitions for extensions must be filed by that same due date, but only extreme circumstances would influence the faculty to grant such an extension.

## PhD in Music Education

<https://case.edu/artsci/music/academics/graduate-degree-programs/phd-music-education>

The doctoral program in music education is for those persons who wish to teach at the college level or obtain positions of leadership in the schools. Students admitted to this program will have a previous degree in music education, hold a valid teaching license/certificate, and have at least three years of teaching experience in school settings. A core of studies centered on philosophy and research is supplemented by coursework in music and related fields. The focus of the program is on encouraging each doctoral student to develop to his or her fullest capacity through individual research projects and independent studies with music education faculty. Every effort is made to plan a program based on individual students' needs and interests while maintaining standards of musical and scholarly excellence. Students are required to spend at least one year in full-time residency at CWRU, maintaining 9 credits of enrollment for two consecutive semesters.

Case Western Reserve University ~ Music Education Program Ph.D. in Music Education		
Graduate Music Education Core (15 hours)		
Course Number	Course Name	Credit Hours
MUED 440	Scholarship in Music Education	3
MUED 441	Philosophical Foundations of Music Education	3
MUED 442	Curriculum and Assessment in Music Education	3
MUED 443	Music Cognition and Learning	3
MUED 640	Qualitative Research in Music Education –OR–	3
MUED 641	Quantitative Research in Music Education	3
Graduate Music Core (9-12 hours)		
Course Number	Course Name	Credit Hours
MUTH 422	Music Theory for Educators	3
MUHI 430	Music History for Educators	3
Music Electives – Courses in music theory, music history and/or applied music suited to the student’s interests and needs, and approved by the music education faculty (3 hours).		
MU _____		
MU _____		
Outside Cognate (6 hours): Study in a related field outside of music education suited to the student’s interests and needs and approved by the music education faculty.		
Course Number	Course Name	Credit Hours
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Music Education Electives (9-12 hours): Music education courses, seminars, and independent studies suited to the student’s interests and needs, and approved by the music education faculty.		
Course Number	Course Name	Credit Hours
Qualifying Exams		
Successful completion of the written and oral qualifying exams. This must be completed before work on the dissertation can commence.		
Dissertation (18 hours)		
Course Number	Course Name	Credit Hours
MUED 701	Dissertation	18
Successful oral defense of the dissertation		
TOTAL		60

## Ph.D. Qualifying Examinations and Advancement to Candidacy

Ph.D. students in the Music Education Program have up to 4 years from their first semester of enrollment to finish their required coursework, and one additional semester to complete their qualifying exams and achieve candidacy. Candidacy is granted when students pass their qualifying examinations. Once candidacy is granted, students may enroll in MUED 701 and begin work on a dissertation proposal. If students intend to complete the degree in 3 years, they must adhere to the following timeline:

- Semester 1: 9 hours of coursework
- Semester 2: 12 hours of coursework
- Semester 3: 12 (or 9) hours of coursework; propose and receive approval for qualifying exam questions by the end of the semester
- Semester 4: 9 (or 12) hours of coursework; complete and defend qualifying exam questions by mid-semester; defend and receive approval on dissertation proposal by the end of the semester
- Semester 5: 9 hours of dissertation credit; conduct dissertation research and write-up
- Semester 6: 9 hours of dissertation credit; defend dissertation by Week 10 in the semester of intended graduation

The qualifying exam process includes two portions: a take-home portion and an in-house portion, both of which are described below. Both portions must be defended together and successfully no later than Week 10 of the final semester of coursework (mid-October or mid-March, respectively).

The two-part exam process is as follows:

### I. Take-home Portion

Students will develop two application papers and will submit proposals (2-3 pages) for each project to their advisor in the form of a research "statement of the problem," with accompanying questions to be investigated. This is generally done the semester BEFORE the official exam. A brief, representative list of references must be included for each topic. Once the academic advisor endorses the topics, they will be forwarded to the entire music education faculty for their approval. Once the faculty determines that both paper proposals are "defensible," an oral defense will be scheduled. Students should complete the take-home portion of the exam following faculty approval only.

Application papers may be related to, but not exactly the same as, any paper written for a core music education class or elective, and can be selected from the following: (a) Philosophy of Music Education, Curriculum and Assessment, Sociology of Music Education, or Music Cognition and Learning. As stated above, students should work with their academic advisor in preparing the application paper topics and questions. Once the application paper topics are approved, students will write an 8- to 12-page paper (excluding the title page and reference pages) on each. APA style, with complete citations and a complete reference list, must be utilized. These papers are to be representative of students' ability to review literature, write in a scholarly manner, and create practical implications to the music classroom. The format of the application paper should follow this basic outline:

- Define and clarify the research problem/question.
- Summarize and synthesize previous investigations/articles in order to inform the reader of the current state of research (i.e., review the literature).
- Identify relations, contradictions, gaps, inconsistencies, and/or implications found in the literature.
- Suggest the next step or steps in solving the problem, and provide specific application examples to specific teaching situations.

Students should submit copies of both completed papers to each member of the music education faculty no later than Week 10 of the semester.

## II. In-house Portion

Students will contact their academic advisor no later than the end of Week 5 of the semester to schedule the in-house examination, which will cover their understanding of research in music education. Each student should plan on approximately 6-7 hours (9AM-4PM) to take this portion of the qualifying exam, which involves two parts. During this examination, students will (a) write a review of a manuscript (a pre-published article), and will be expected to provide helpful feedback and constructive criticism for the author, and will complete a confidential evaluation form on the manuscript, and (b) create two design scenarios of possible research studies that someone has asked you to conduct. Considerations include: the purpose and problems (research questions), an appropriate design choice (quantitative, qualitative, mixed method, or something else), the participants/subjects, the procedures, a detailed analysis (how you plan to analyze the data), and a title for each study. Both portions must be completed during the allotted exam time. Following the completion of each portion, students will e-mail their documents to the Coordinator of Graduate Studies in Music Education.

The final part of the qualifying exam involves an oral defense of students' written work. Both the take-home and in-house portions of the exam must be completed and submitted to the Coordinator of Graduate Studies in Music Education and/or the music education faculty 2 weeks prior to the scheduled exam defense date. Possible outcomes of the oral defense are:

- Pass
- Needs revision (e.g., rewrite one or more of the portions)
- Fail

The outcome of "Fail" ends the student's pursuit of the Ph.D. degree at Case Western Reserve University. Failure to adhere to the timeline outlined above also can jeopardize the student's pursuit of the Ph.D. degree at CWRU. Petitions for extensions must be filed according to guidelines of the School of Graduate Studies. Only extreme circumstances would influence the faculty to grant such an extension.

Once the qualifying exam has been passed, the student may register for MUED 701 and begin work on a formal dissertation proposal consisting of Chapters 1, 2, and 3 of the dissertation (introduction, review of literature, and methodology). The student will solicit an advisor for the dissertation process. The advisor may be the faculty member the student has previously had for an academic advisor, or it may be another faculty member with whom the student would like to work. Once the student chooses an advisor and the advisor agrees to work with the student, the student should remain in close consultation with the advisor in selecting committee members, preparing the proposal for the proposal meeting, and remaining with the student throughout the dissertation process.

When the student and advisor deem the dissertation proposal defensible, a dissertation proposal defense meeting is set and the proposal is distributed to the dissertation committee, composed of three music education faculty members and one faculty member outside the Department of Music. The proposal must be submitted to the committee at least 2 weeks prior to the proposal defense meeting. At the defense meeting, committee members will question the student regarding the proposed topic and methodology and may request revisions to the proposal before the student seeks approval from the CWRU Institutional Review Board (IRB) and proceeds with the research. The dissertation itself must be a considerable scholarly contribution in the field of music education. See the CWRU guidelines for doctoral dissertations for more information on process and requirements.