Department of Music Graduate Handbook

2026/27 Academic Year

Updated: June 22, 2026

Case Western Reserve University
Department of Music
10900 Euclid Avenue | Haydn Hall, 103 | Cleveland, OH 44106-7105
music@case.edu | 216.368.2400 | https://case.edu/artsci/music/

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Dear CWRU Music Graduate Students,

Welcome to the 2026–27 academic year! To our new students–welcome to the CWRU community. You are joining a dynamic and inclusive department that values tradition, diversity, academic excellence, and artistic discovery, all within the vibrant setting of University Circle.

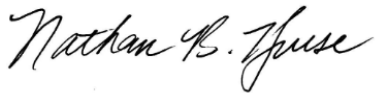
As the fall semester begins, please make it a habit to check our Student Resources page for important updates, operational details, and helpful links. Our dedicated faculty and staff are here to support your educational and professional goals. Don't hesitate to visit your professors during office hours or connect with the music office team–we're here to help.

Key Dates + Welcome Events

- **Graduate Studies Orientation:** Modules + Event Details
- **Department Orientation and Welcome Reception:** See full Orientation Schedule
- **Ensembles Overview:** Thursday, August 20 at 3:00 p.m.
- **Ensemble Auditions:** August 24–28
- **Classes Begin:** Monday, August 24
- **Drop/Add Period Ends:** Friday, September 4

We are excited to begin this new year with you and wish you a rewarding, successful semester ahead.

Sincerely,



Nathan B. Kruse
Professor and Department Chair

About

The Department of Music at Case Western Reserve University, part of the College of Arts and Sciences, offers exceptional opportunities for both undergraduate and graduate students through a unique partnership with the Cleveland Institute of Music. Together, we form the Joint Music Program–a collaboration that blends the academic strength of a top research university with the artistic excellence of a premier conservatory.

🔗case.edu/artsci/music/about

Located in University Circle–named one of America's best arts districts by USA Today–our department provides a vibrant, inclusive environment where students study, perform, and engage with music. Students benefit from world-class faculty, diverse performance opportunities, and a community that values both scholarship and creativity.

Our faculty specialize in historical performance practice, music education, and musicology, bringing deep expertise and innovative research to the classroom and stage.

Learn more or contact us for further information through the following links:

- Mission Statement – Mission, Vision and Values
- Joint Music Program – Explore the JMP with the Cleveland Institute of Music
- People – Faculty and staff directories, and affiliated student groups
- Visit Us – Directions, campus map, and nearby accommodations
- Contact Us – Department calendar, music office staff, and faculty representatives

Academic Offerings

- Bachelor of Arts (BA) in Music: A flexible degree ideal for double majors or dual degrees across disciplines
- Bachelor of Science (BS) in Music Education: A professional licensure program preparing students to teach in Ohio and beyond
- Minor in Music: Explore topics in theory, history, digital music, jazz studies, and more
- Graduate Programs: Specialized degrees in Historical Performance Practice (MA/DMA), Music Education (MA/MAL/PhD), and Musicology (PhD)

Opportunities for All Students

- Ensembles and Lessons: Participate in ensembles, take private lessons, or enroll in group classes—open to both majors and non-majors
- Student Engagement: Join student-led clubs, recreational groups, and professional development organizations focused on music
- Exclusive Cleveland Orchestra Tickets: Music majors receive free season passes to performances at Severance Music Center
- Performing Arts in University Circle: Enjoy unparalleled access to concerts, museums, and cultural events in one of the nation's most vibrant arts communities.

Graduate Offices and Resources

Shared Offices

Graduate students have access to shared offices located on the lower level of Haydn Hall. Desk assignments are primarily given to those with teaching responsibilities. The Music Graduate Student Association (MGSA) assists in the assignment process.

Mailboxes

Each student is assigned a physical mailbox on the first floor of Haydn Hall for campus correspondence and internal communications.

Email

CWRU Gmail accounts are issued to all graduate students. Students are expected to check their inbox regularly for departmental and university communications.
🔗case.edu/utech/services/google-mail-gmail

Announcements

Google Groups are used as message boards to share important announcements with the graduate student community.
🔗groups.google.com/a/case.edu/g/musicgradstudents

Student Resources

Provides access to frequently used forms, digital tools, and helpful information for current students.
🔗case.edu/artsci/music/academics/student-resources

Facilities and Policies

Building access, practice rooms, lockers/instruments, reservations, and reporting repairs.
🔗case.edu/artsci/music/about/facilities

Graduate Student Organizations

The Department of Music encourages involvement in graduate student organizations to foster a sense of community, provide professional development, and support academic growth. These groups not only offer networking and collaborative opportunities but also help students stay connected with departmental activities and resources.

🔗case.edu/artsci/music/about/people/student-groups

Music Graduate Student Association (MGSA)

The MGSA represents the collective interests of graduate students in the Department of Music.

This organization works to provide support in various aspects of graduate life, such as academic development, research opportunities, and social networking. MGSA plays a key role in:

- Organizing academic events, discussions, and professional development opportunities.
- Fostering a supportive environment through social events and peer connections.
- Coordinating with prospective students by arranging campus visits and sharing information about the graduate program.
- Enhancing communication between students, faculty, staff, and the wider campus community.

Graduate Student Council (GSC)

The GSC serves as the voice of the broader graduate student community at CWRU.

Representatives from various disciplines, including music, work to advocate for student interests within university affairs and policies. GSC provides avenues for:

- Representation on university committees and governance bodies.
- Resources and programming aimed at supporting graduate student needs.
- Cross-disciplinary networking and opportunities for collaboration with students in different fields.

By participating in MGSA and GSC, graduate students in music can expand their professional and academic networks, gain leadership experience, and contribute to shaping the department's graduate community

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Academics and Advising

School of Graduate Studies (SGS)

The **School of Graduate Studies (SGS)** oversees university-wide standards of performance in graduate education at Case Western Reserve University. Visit the SGS website to learn more about the School, explore resources for current students, and access a wide range of student support services. 🔗case.edu/gradstudies

General Bulletin

The **General Bulletin** documents the administration, resources, and services of Case Western Reserve University. The School of Graduate Studies section contains the academic policies and requirements to which students, faculty, and staff must adhere.

🔗bulletin.case.edu/arts-sciences/music

Policies and Procedures

SGS sets and maintains policies that govern all graduate programs at the university. A few important policies are highlighted below, but students are responsible for reviewing the full list on the SGS website. 🔗case.edu/gradstudies/current-students/policies-procedures

Key policy categories include:

- Academic Policies
- Academic Requirements
- Admissions Policies

Maintenance of Good Standing

Graduate students must maintain a cumulative GPA of 3.00 and make continuous academic progress each fall and spring semester to remain in good standing, unless on an approved leave of absence. Students may be placed on probation or separated from the university for academic or conduct-related reasons, including low GPA, unsatisfactory research progress, failure to meet conditions of admission, or lack of progress toward degree completion.

Students who do not complete their degree within the designated time frame may be subject to separation unless they apply for and receive an extension. Extensions require a detailed completion plan approved by the student's advisor, Coordinator of Graduate Studies (CGS), and department chair. During the extension period, students must enroll in at least one credit of MUHI 651, 701, or 753 each semester until graduation.

GPA Requirements

A minimum cumulative grade point average of 3.00 is required for the awarding of graduate degrees from the School of Graduate Studies.

In calculating the grade point average, courses taken as a student in the School of Graduate Studies at the 400 level or above as well as any courses accepted toward fulfillment of degree requirements for which quality points are given will be counted, including courses that may need to be repeated. In that case, the departmental standards supersede the minimum standards. Students who do not maintain the minimum grade point average will be placed on academic probation until the minimum standard has been achieved.

Residency Requirement

The doctoral residency requirement is intended to ensure a period of intensive academic interaction with faculty and peers and sustained independent research. Graduate students are considered to be in residence when they are fully engaged in academic work. As resident students, they may teach at the University, take graduate courses, assist in course development, and engage in research or in

other scholarly activities at the University. Regardless of the nature of the work, the student's regular presence at the University is expected during fulfillment of the residency requirement.

The formal fulfillment of residency requires continuous registration in at least six consecutive academic terms (fall, spring and/or summer) from matriculation to a period not exceeding five years after the first credited hour(s) of dissertation research (701). The period while students are on a leave of absence does not count towards fulfilling the residency requirement. Within the context of continuity of registration, departments may enact other restrictions. In such instances, the departmental requirements take precedence and must formally be disclosed to the student at matriculation. This is meant to be a reflection of the appropriate reality that departments and fields have different norms and traditions of graduate study.

Time Limitation

The **School of Graduate Studies (SGS)** enforces strict timelines for the completion of all degrees:

- **Master's Degree:** All requirements must be completed within **five consecutive calendar years** after matriculation, including any leaves of absence. Students who exceed this limit must request an extension with a detailed completion plan approved by their advisor and department. During the extension, master's students must enroll in at least **3 credit hours of MUHI 651** (thesis) or appropriate coursework each semester until graduation.

- **Doctoral Degree (PhD/DMA):** All requirements must be completed within **five consecutive calendar years** from the first semester of credited MUHI 701 registration, including any leaves of absence. Extensions require a written completion plan approved by the advisor and department. During the extension period, students must register for at least **3 credit hours of MUHI 701** (PhD) or appropriate coursework (DMA) each semester until graduation.

Attendance Policy

Students are expected to attend all classes for which they are registered. Online students are expected to log on and participate in class at the expected pace outlined by the instructor. If a student is unable to attend class, they must let the instructor know in advance or as soon as possible. The policy regarding attendance should be stated in the course syllabus and students should be informed of the policy at the start of the course. If a student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Course requirements are not waived due to absence from class. If a student anticipates an extended absence, they should consult the School of Graduate Studies for assistance in managing their situation.

The School of Graduate Studies adheres to the University policies governing religious holidays and, for students that are registered with the Office of Disability Resources, the flexible attendance policy.

Attendance for Graduate Instructors

Graduate students serving as instructors are expected to:

- Maintain regular attendance

- Communicate anticipated absences in advance
- Provide a plan to ensure course continuity
- Follow university academic policies to ensure clarity and consistency in course delivery

Leave of Absence (LOA) and Paid Leave

- **Leave of Absence:** Students who need to pause their studies for personal, medical, or professional reasons may request a temporary leave of absence through the School of Graduate Studies. Leaves are typically granted for up to two semesters and must be approved in advance.

- **Paid Leave Policy:** Graduate students who receive university-funded stipends may be eligible for paid leave due to medical, parental, or dependent care needs. This policy supports continued financial support during short-term absences, with approval from the student's advisor, program, and SGS.

Exceptions to Regulations

Students may request exceptions to policies or procedures by submitting a written petition with clear justification. Petitions should be emailed to the Coordinator of Graduate Studies (CGS) for their program and will be reviewed by the music faculty at the next scheduled meeting. In most cases, the department or program committee must endorse the petition before it is submitted to the School of Graduate Studies for final consideration.

Department Responsibility for Requirements

Departments or curricular program committees may establish additional requirements for master's and doctoral degrees beyond those set by the School of Graduate Studies (SGS), with SGS approval. Individual students may also be required to complete coursework beyond the published requirements in order to successfully complete their degree programs. In such cases, the student must be notified in writing upon matriculation by the department or program chair, with a copy filed with SGS.

For full details on academic standing, attendance, probation, separation, and extension policies, consult the **Academic Policies & Procedures** for the School of Graduate Studies.

🔗bulletin.case.edu/graduate-studies/academic-policies

Graduate Studies in Music

Coordinator of Graduate Studies (CGS)

Each graduate program in the Department of Music is overseen by a **Head** and a **Coordinator of Graduate Studies (CGS)** in the respective area:

- **Musicology**
  Dr. Francesca Brittan, Head/CGS or MUC | ✉francesca.brittan@case.edu

- **Music Education**
  Dr. Ryan Scherber, Head/CGS of MuED | ✉ryan.scherber@case.edu

- **Historical Performance Practice (HPP)**
  Dr. Julie Andrijeski, Head of HPP | ✉julie.andrijeski@case.edu
  Dr. Peter Bennett, CGS of HPP | ✉peter.bennett@case.edu

Graduate Music Handbook

This handbook serves as a summary and supplement to the General Bulletin, covering internal department policies and procedures for programs in Musicology (MUC), Historical Performance Practice (HPP), and Music Education (MuEd). For any conflicts or uncertainties between this handbook and the General Bulletin, students should consult their academic advisor or CGS.

🔗case.edu/artsci/music/academics/student-resources/current-graduate-students

Program Expectations

Graduate students in the Department of Music are expected to uphold the academic, professional, and service standards that define successful progress in their degree program. These expectations are reinforced through an annual contract signed by each student (see *Tuition Waiver and Stipend* section). The contract outlines the terms of financial support and the criteria for maintaining eligibility for continued aid.

Students must follow the degree requirements published in the General Bulletin for the academic year in which they matriculate. If a student wishes to adopt updated program requirements from a later Bulletin year, this change must be formally discussed with their academic advisor and approved by the Coordinator of Graduate Studies (CGS). Such decisions should be made thoughtfully, with careful consideration of how the revised curriculum aligns with the student's academic and professional goals.

Performance, Scholarly Activity, and Outside Work

Graduate students are encouraged to pursue teaching, performing, and scholarly opportunities to support their academic and professional development. However, these activities must be balanced with degree requirements and departmental responsibilities. Students are strongly encouraged to consult their academic advisor to ensure that external commitments do not interfere with timely progress toward their degree.

Balancing Commitments

Students should carefully evaluate how additional responsibilities—such as teaching private lessons, performing, or presenting at conferences—may affect their coursework and departmental duties. External work should not interfere with academic or assistantship obligations.

Colloquium Series

The Music Colloquium Series is held weekly on Fridays at 4:00 p.m. and features research presentations by faculty, students, and guest scholars. All graduate students in residence are expected to attend regularly.

PhD students interested in presenting should contact their academic advisor during the spring semester to plan for participation in the following academic year.

🔗case.edu/artsci/music/news-events/music-colloquium-series

Graduate Student Awards

The Department of Music and Case Western Reserve University offer various awards, prizes, and funding opportunities to recognize academic excellence and support graduate scholarly and professional development.

Adel Heinrich Award – Musicology

This annual award is given to a graduate student in Musicology who demonstrates exceptional academic accomplishments. It includes a stipend, the amount of which varies slightly each year. The Musicology faculty selects the recipient each spring semester.

School of Graduate Studies Awards

Graduate students may be nominated by faculty for university-level awards that recognize academic excellence, creativity, service, or outstanding research contributions. Students will be notified if they are selected for nomination.

Learn more about the nomination process:
🔗case.edu/gradstudies/faculty-staff/graduate-awards-nominations

View recent graduate award ceremonies and a list of winners:
🔗https://case.edu/gradstudies/student-resources/graduate-student-award-ceremony

Classes and Registration

The **Office of the University Registrar** supports students, faculty, staff, departments, and schools with activities and systems related to the registration process. Visit 🔗case.edu/registrar to learn more about available course offerings and how and when to register.

Music Ensembles (MUEN)

Graduate students are welcome to participate in a variety of ensembles offered through the Department of Music. For ensemble listings, participation guidelines, and audition information, visit:

🔗case.edu/artsci/music/ensembles-lessons/participation-information

Applied Music Lessons (MUAP)

Graduate students may enroll in applied music lessons for credit with approval from their CGS. Zero-credit lessons are not typically offered and are approved only in rare cases. However, students receiving departmental funding through an assistantship may be eligible to register for zero-credit lessons at reduced or no cost, with department chair approval if the lessons are necessary or beneficial to their plan of study.

Students seeking lessons on a secondary instrument or voice must complete the 📝Secondary Lessons Policies and Pre-Registration Form and receive approval from their CGS. Students who wish to take Historical Perf Prac (HPP) lessons should consult with the Head of HPP.

All changes to lesson registration must be reported to the Manager of Department Operations before the drop/add period ends.

Cleveland Institute of Music (CIM) Courses

CWRU students may request enrollment permissions for CIM courses through SIS. The CIM Registrar will release these permits during the registration period. Any changes to CIM class registration must be reported to the CIM Registrar before the drop/add period ends.

Independent Study (IS) Courses

Students arranging an Independent Study or Special Topics course in music must complete a two-part 📝Independent Study Agreement form. This form requires signatures from both the supervising faculty instructor and the student's music program advisor. It is the student's responsibility to complete the form, obtain the required signatures, and return it to the music office.

The student must also register for the course in SIS before the end of the drop/add period.

Fellowships and Travel Awards

Degree-seeking graduate students may take courses beyond their degree requirements at no additional cost to themselves and minimal cost to the University, through the Fellowship Tuition Policy. To apply, students must complete the **Fellowship Course Application**, obtain signatures from the course instructor and academic advisor, and submit the form to the School of Graduate Studies (SGS) before the end of the drop/add period.

SGS sponsors **travel awards** to support full-time graduate students presenting papers or posters at academic conferences. These awards are intended to encourage professional development and foster faculty-student mentorship. For complete guidelines and application instructions, visit:

🔗case.edu/gradstudies/student-resources/fellowships-and-travel-awards

Planned Program of Study (PPOS) or Academic Requirements (AR) Report

Graduate students at CWRU are encouraged to meet with their advisor within the first semester of residence to discuss all departmental requirements and create a list of proposed coursework, known as the **Planned Program of Study (PPOS)**. The PPOS outlines—in consultation with the

major faculty advisor or advisory committee—the courses and other requirements for the MA, MFA, MS, ME, MPH, MSA, DMA, or PhD degrees.

🔗case.edu/gradstudies/current-students/planned-program-study

The SGS requires each graduate student* to submit a PPOS by the end of their second semester. Students submit their PPOS via the Student Information System (SIS) for advisor and School of Graduate Studies approval. A registration hold will be placed on the student's account if the program of study is not completed on time. If the original plan changes, a revised program of study must be submitted via SIS.

*Most students in programs using the **Academic Requirements (AR) Report** in SIS are no longer required to submit a PPOS. Check with the CGS for your program for details.

*Music Education students submit the AR Report in Canvas.

🔗case.edu/registrar/general/sis-resources/academic-requirements-report

Graduate Funding, Assistantships, and Responsibilities

Tuition Waiver and Stipend

Each year, students will receive a **Memo of Assistance (MOA)** outlining their tuition support and stipend. Signing and returning this contract affirms the student's understanding of and agreement to the academic, professional, and service expectations of the program. Failure to meet any of the outlined criteria may affect eligibility for continued financial assistance.

Student Responsibilities

- Students must be aware of how many credit hours are covered by their tuition waiver.
- Registration for a different number of credit hours than stated in the MOA requires approval from the CGS, Department Chair, and Business Manager.
- Failure to register by the end of the drop/add period may result in late fees.
- Students receiving a stipend must complete the FAFSA online at the time they are recommended for the award. This is a one-time final step required before disbursement.

Continued Eligibility

Receiving financial support is contingent upon performance in the following areas:

- **Fulfill assistantship duties** in a timely and satisfactory manner, whether in teaching, research, or service roles. Assignments are determined based on a combination of departmental needs and student interests, and successful fulfillment of these roles is a condition of continued financial support.
- **Maintain good academic standing** in accordance with the School of Graduate Studies policies. This includes sustaining a minimum cumulative GPA of 3.00, making consistent progress toward degree completion, and registering each semester unless on an approved leave of absence.

- **Exhibit professionalism and engagement** in all aspects of graduate study. Students are expected to demonstrate ethical behavior, self-motivation, reliability, and a strong commitment to the academic and artistic mission of the department.
- **Accept primary responsibility** for completing their degree program. While faculty and staff provide guidance and support, students are expected to be proactive in meeting deadlines, fulfilling program requirements, and communicating with advisors.

Non-Compliance and Support

Failure to meet expectations may result in a formal warning, funding withdrawal, or academic probation. Students experiencing difficulty fulfilling their assistantship or academic duties should contact both their CGS and the Department Chair as soon as possible.

Note: *Any changes to credit hour registration must be discussed in advance with the CGS, as they may affect eligibility for tuition and stipend support.*

Graduate Assistantships (GA)

Assignment and Notification

Graduate Assistantships are assigned based on departmental needs, student background, and faculty input. Assignments are communicated by email each semester by the Department Chair or Coordinator of Graduate Studies (CGS).

Weekly Hour Expectations

- **Musicology and Historical Performance Practice (HPP):** ~10 hours/week
- **Music Education:** Hours vary depending on the type of assistantship

Students should monitor their time commitments and notify their supervisor, CGS, or department chair if their responsibilities exceed expectations.

Duties and Expectations

GA roles may include administrative, editorial, research, or outreach work. Students must contact their assigned supervisor before the semester begins and be available to work the week prior to classes.

Feedback and Evaluation

Supervisors complete a GA Feedback form at the end of each assignment to support student development and inform future appointments.

Note: *For details on specific GA categories and responsibilities, consult your CGS or supervisor.*

Teaching Assistants (TA)

Teaching Assistants must complete university compliance training before beginning their duties, as required by the Office of the Provost. TA roles may include grading, leading labs or recitation sections, or co-teaching under faculty supervision.

Students interested in pedagogy may also enroll in **UNIV 401: Advanced Professional Development for University Teaching** to learn evidence-based teaching strategies.

TA Roles and Responsibilities

- **Reader/Grader:** Evaluates student work and supports consistent grading practices
- **Instructor TA:** Manages a course section under faculty supervision; if given primary teaching responsibility, must be formally appointed as Instructor of Record (IOR)
- **Course Observation:** Instructor TAs must be observed by a faculty mentor each semester, with written feedback submitted to the CGS

Course Observation Timeline

- **Before the Semester:** Mentor assigned; syllabus and expectations reviewed
- **During the Semester:** Mentor observes a class and provides feedback
- **End of the Semester:** Written evaluation shared with the TA, advisor, and CGS

Other TA Categories

- **Ensemble TA/Assistant Conductor:** Assists with rehearsals, sectionals, and logistics
- **Section Leader:** Leads study sessions and helps students prepare for exams
- **Tutor:** Provides one-on-one or group academic support
- **Research Assistant:** Assists with faculty research projects or archival work
- **Colloquium and Marketing (HPP/Musicology):** Coordinates announcements and events
- **Editorial Assistant:** Assists with editing and writing support, including CIM DMA documents and ESL papers

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Musicology and Historical Performance Practice Program

Language Examination Overview

Purpose

Language proficiency is essential for students in Musicology and Historical Performance Practice (HPP) to engage meaningfully with primary sources, scholarly literature, and historical performance traditions. Passing all required language exams is a prerequisite for advancing to candidacy (ABD status) and registering for dissertation research credits (MUHI 701). Students should consult with their advisor in the first semester to confirm specific language requirements and plan a timeline for completion.

Exam Schedule

Language exams are offered three times per academic year:

- Friday before the start of the fall semester
- Friday before the start of the spring semester
- Friday of the first week of exams in May

Specific times will be announced in advance. Exams may only be taken or retaken during these scheduled sessions.

Exam Format and Preparation

- Each exam consists of translating two passages (up to 300 words each): one academic prose excerpt and one poetic or song text.
- Students have two hours to complete the exam.
- Only print dictionaries are permitted–no electronic or internet resources.
- Students are expected to have the equivalent of two years of college-level language study and should prepare by reading music-related texts in the language.

Sample exams are available on the 🔗Current Graduate Students: Sample Documents page.

Feedback

Students who do not pass will receive written feedback from the examining committee to help them prepare for future attempts.

Policy on Advancement to Candidacy and Dissertation Credits

According to university policy, students must pass all required exams—including language exams—before advancing to candidacy (ABD status). Students may not register for more than two predoctoral semesters of **MUHI 701** without having advanced to candidacy.

Important Notes:

- Failure to pass language exams within this timeframe may prevent further registration in MUHI 701.
- Students may petition the department to postpone a language exam; however, even if approved, the University may still deny additional MUHI 701 enrollment until candidacy is achieved.
- Careful planning is essential to avoid delays in degree progress.

Document Submission and Record-Keeping

All official documents must be submitted to the department by the end of the semester in which they are completed. This ensures accurate academic records and compliance with departmental policy.

- **Dissertation Prospecti and Completed Dissertations (Musicology):** Submit to the CGS in Musicology
- **Course Syllabi (Instructors of Record):** Submit to supervising faculty member and the Manager of Department Operations
- **Lecture-Recital Materials (HPP):** Submit documents, programs, and digital recordings to the CGS in HPP

Degree-Specific Requirements

Musicology (PhD)

Degree requirements and sample study plans can be found in the 🔗General Bulletin.

Qualifying Examinations

Purpose
Qualifying Examinations, taken at the beginning of the third year, assess both broad and specialized knowledge in preparation for dissertation work. The exams cover:

- One primary area related to the dissertation
- Two secondary areas that differ in chronology, geography, and/or methodology

Structure

- **Written Exam:** A take-home exam with three essay questions (one per topic), distributed on Friday at 5:00 p.m. and due the following Monday at 9:00 a.m.
- **Oral Exam:** A two-hour oral defense held the week before the Fall semester begins. Students may refer to their written responses and notes during the defense.

Exam Preparation Timeline

- **By Nov. 30 (Year 2):** Discuss potential topics and committee members with the CGS and research advisor.
- **Week 1, Spring Semester:** Submit proposed topics and committee for faculty approval.
- **Week 3, Spring Semester:** Faculty provide feedback.
- **April 1:** Submit initial bibliographies and repertory lists.
- **April 15:** Faculty return feedback.
- **May 1:** Submit final, revised bibliographies and repertory lists.

- **Spring Semester:** Enroll in MUHI 699 (zero-credit Exam Preparation Course).

Exam Rules

- Responses must be based only on the approved bibliographies and repertory lists.
- Submit three separate Word documents to the CGS.
- Exam content may include scores, sound recordings, or video materials.

Outcomes

- Pass with Honors
- Pass
- Partial Pass
- Fail

Retakes
Students may retake failed or partially passed sections once in the following semester. A second failure results in dismissal from the program. Students who have completed satisfactory coursework may be awarded an MA in Music History at this stage.

Dissertation Prospectus and Advancement to Candidacy

After Passing Exams
Students register for dissertation research credits (MUHI 701) and begin work on their dissertation prospectus in consultation with their research advisor.

Prospectus Requirements

- 10–15 pages plus a bibliography, in Chicago Manual of Style format
- Include a title page with all required details and the date
- Must reflect substantial research and readiness for the dissertation
- Past successful examples are available upon request

Prospectus Defense

- **Deadline:** Must take place before April 1 of Year 3
- **Requirements:** All language and program requirements must be completed beforehand
- **Committee:** Three musicology faculty members; may include the external dissertation defense member
- **Submission:** Submit prospectus and committee list to the CGS at least two weeks before the scheduled defense (after advisor approval)
- **Duration:** Defense will not exceed two hours

Defense Outcomes

- **Unsatisfactory:** May revise and defend once more

- **Satisfactory with Revisions:** Submit final, advisor-approved version by May 15
- **Satisfactory:** Student advances to candidacy and begins dissertation writing

Advancement to Candidacy and Registration

- **Advancement to Candidacy Form:** Submit to the School of Graduate Studies after completing all program requirements
- **Pre-Doctoral Standing:** If qualifying exams are not completed by the end of Year 2, students must submit this form to register for two semesters of MUHI 701

Health Insurance Consideration

To maintain summer coverage, students must be registered for fall coursework. Apply for Pre-Doctoral Standing by May 15 of Year 2.

Dissertation Research and Seminar Enrollment

Years 4–5 are devoted to dissertation work.

Course Requirements

- **MUHI 701 (Dissertation Research):** Register for up to two semesters before candidacy
- **MUHI 710 (Doctoral Dissertation):**
    - Register for 3 credits/semester until reaching 18 credits
    - Thereafter, register for 1 credit/semester until completion
- **Dissertation Seminar (MUHI 710, 0-credit):** Required until the end of Year 5; may be waived with advisor approval afterward

Dissertation Completion and Final Defense

Defense

- A formal, public defense presented to the full committee
- Must follow all SGS timelines and protocols for scheduling and submission

Final Submission

- Submit the completed dissertation electronically per School of Graduate Studies guidelines

Completion Timeline

- The dissertation must be completed within five years of the first MUHI 701 registration
- **Extensions:** May be granted for extenuating circumstances:
    - Students must register for 3 credits/semester during the extension
    - May request a waiver of 2 credits, if needed
    - Tuition coverage is not guaranteed during the extension

Master of Arts in Historical Performance Practice (MA HPP)

Degree requirements and sample study plans can be found in the 🔗General Bulletin.

Jury Examination

MA HPP students are required to complete a jury exam during their first year of study (MUAP 600). The program, approximately 15 minutes in length, should be developed in consultation with the applied instructor.

The jury will be evaluated by the applied instructor and at least two additional HPP faculty members. If the performance is deemed unsatisfactory, the student may repeat the jury the following semester. A second unsuccessful attempt will result in dismissal from the degree program.

Lecture-Recital and Accompanying Document

One juried lecture-recital is required for the MA HPP degree. It is typically scheduled in the spring semester of the second year (MUAP 691), following preparatory work during the previous fall semester (MUAP 692).

Components of the Lecture-Recital

- **Performance:** 35–45 minutes of selected repertoire
- **Lecture:** 35–45 minute research-based lecture exploring the musical, historical, and performance practice issues related to the repertoire
- **Total length:** Not to exceed 90 minutes

An accompanying scholarly document (15–25 pages) must also be submitted, demonstrating critical engagement with the repertoire and lecture content.

Timeline and Preparation

Registration and Planning

- Students may register for MUAP 692 in either the fall or spring semester prior to the lecture-recital.
- **Spring of first year:** Select a faculty advisor and begin developing potential topics.

Proposal Submission

- **By November 1:** Submit a formal proposal using the 📝Lecture-Recital Proposal Form.
- The HPP committee will review the proposal. Upon approval, the committee will designate jury members (at least two HPP faculty and the applied instructor).
- A recital date will be scheduled by the HPP committee in coordination with the jury members and department calendar.

Preparation

- Students will draft the lecture content in consultation with their advisor.
- A full draft must be distributed to jury members no later than 30-days prior to the recital.
- Final revisions must be completed as advised.
- Recital preparation will be overseen by both the advisor and applied instructor.

Preview and Dress Rehearsal

- A substantial portion of the recital will be previewed in Studio Class.
- A complete dress rehearsal (lecture + performance) must take place within 14-days of the scheduled recital.

Consequences of Inadequate Preparation
Failure to meet preparation benchmarks or follow the schedule may result in postponement or cancellation of the recital.

Completion and Documentation

- Successful completion of the lecture-recital is determined by a majority vote of the jury members. Written feedback/evaluation is provided to the student.
- The final written document (15–25 pages) must incorporate faculty feedback and be approved by the advisor. It is due at least 7 days before grades are submitted, along with the recital program and any audio/video recordings.
- All materials must be submitted to the CGS of HPP by the end of the current semester.

Publicity
Students are responsible for actively publicizing their lecture-recital through appropriate channels, in addition to its listing on the department events calendar. Students should coordinate with the Performance and Operations Assistant for all technology (PPT, projection, audio, etc.) needs.

Purpose
This structured process ensures that students develop both the performance and scholarly dimensions of historical performance practice, culminating in a thoroughly prepared and professionally presented lecture-recital.

Foreign Languages

The **MA HPP** requires proficiency in **one** relevant foreign language:

Students must demonstrate the ability to read one language approved by the HPP committee as relevant to the student's research (generally drawn from German, French, Italian, and Latin). Exceptions can be made in consultation with the HPP committee. 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.

Review the **Language Examinations Overview** (above) for more information.

Doctor of Musical Arts in Historical Perf Prac (DMA HPP)

Degree requirements and sample study plans can be found in the 🔗General Bulletin.

Jury Examination

DMA HPP students are required to complete a jury exam (MUAP 600) during their first year of study in the spring semester. The program, approximately 15 minutes in length, should be developed in consultation with the applied instructor.

The jury will be evaluated by the applied instructor and at least two additional HPP faculty members. If the performance is deemed unsatisfactory, the student may repeat the jury the following semester. A second unsuccessful attempt will result in dismissal from the degree program.

Lecture-Recitals and Accompanying Documents

Two juried lecture-recitals are required as part of the DMA HPP program:

Lecture Recital 1 is comparable in scope to the MA HPP lecture-recital. It is typically presented in the spring semester of the second year with preparatory work completed during the previous fall semester. Students register in MUHI 751 (3 units) in the fall term of the second year and MUHI 752 (0 units) in the spring semester.

Lecture Recital 2 is a more substantial project, typically involving deeper and more original research, a more sophisticated integration of performance and HPP, and a more detailed written document. It is presented in the spring semester of the fourth year. Students register for MUHI 753 (6 units, distributed as 3 units in the fall and spring semesters).

Components of each Lecture-Recital

- A 35–45 minute performance of selected repertoire.
- A 35–45 minute research-based lecture that explores the musical, historical, and performance practice issues related to the repertoire.
- The total length should not exceed 90 minutes.

Timeline and Preparation

Lecture-Recital 1 (MUHI 751/752)

- See timeline and preparation for the MA HPP Lecture-Recital

Lecture-Recital 2 (MUHI 753)

- **Proposal:** Select a faculty advisor and discuss potential topics during the spring semester of the third year
- **By November 1:** Submit a formal proposal using the 📝Lecture-Recital Proposal Form.
- **Review/Members:** The HPP committee will review the proposal. Upon approval, the committee will secure additional jury members (two HPP faculty members and the applied instructor).
- **Scheduling:** The HPP committee will secure a date in consultation with the jury members and department calendar.
- **Preparation:** The student will work with their advisor during the fall and spring to draft the lecture content:
    - Distribute a draft to the jury members no less than 30-days prior to the performance.
    - Finalize the lecture content with any required revisions as advised by the jury members.
    - The advisor and applied instructor will oversee the recital preparation.
- **Preview/Dress Rehearsal:** A substantial portion of the recital is to be previewed in Studio Class in advance of the public presentation. A complete dress rehearsal (lecture + performance) must take place within 14-days of the scheduled recital.

Consequences of Inadequate Preparation
Failure to meet preparation benchmarks or follow the schedule may result in postponement or cancellation of the recital.

Completion and Documentation

- Successful completion of the lecture-recital is determined by a majority vote of the jury members. Written feedback is provided to the student.
- **Lecture-Recital 1 Document:** The final written document (15–25 pages) must incorporate faculty committee feedback and be approved by the advisor. It is due at least 7 days before grades are submitted, along with the recital program and any audio/video recordings. All materials must be submitted for final approval to the CGS of HPP by the end of the current semester.
- Lecture-Recital 2 Document: The final written document (substantial research-based) must incorporate faculty committee and advisor feedback and be approved by the full committee. It is due at least 14 days before grades are submitted, along with the recital program and any audio/video recordings. All materials must be submitted for final approval to the CGS of HPP by the end of the current semester.

Publicity and Logistics
Students are responsible for actively publicizing their lecture-recital through appropriate channels, in addition to its listing on the department events calendar. Students should coordinate with the Performance and Operations Assistant for all technology (PPT, projection, audio, etc.) needs.

Purpose
This structured process ensures that students develop both the performance and scholarly dimensions of historical performance practice, culminating in a thoroughly prepared and professionally presented lecture-recital.

Recital Requirement (MUAP 700)

By the end of the third year, students must complete a juried recital (MUAP 700).

- **Duration**: 50–60 minutes
- **Content**: The recital should consist of a balanced program featuring works from various national schools and historical periods.
- **Objective**: To highlight the student's solo performance skills.

Recital Preparation and Approval

- **Program Planning:** Work with the applied teacher and the CGS in HPP to develop the program. The recital program must be approved by the HPP committee to ensure diversity and skill representation.
- **Program Notes:** Prepare detailed and relevant program notes with guidance from a designated faculty member (determined by the HPP committee).
- **Proposal Submission:** Submit a recital proposal using the 📝Recital Proposal Form by November 1 (for spring performance) or April 1 (for fall performance).

Recital Performance and Evaluation

- **Jury Evaluation:** The recital will be evaluated by the applied teacher and a committee comprising at least two other HPP faculty members.
- **Criteria:** The performance will be assessed on musicality, technical skill, and the representation of diverse repertoire.
- **Unsatisfactory Performance:** If the performance does not meet the required standard.
    - The student has one opportunity to repeat the recital in the following semester.
    - If the second recital attempt is also unsatisfactory, the student will be discontinued from the DMA HPP program.

This recital is a key milestone in the DMA program, aimed at demonstrating a well-rounded and high-level performance capability.

Foreign Languages

The **DMA HPP** requires proficiency in **two** relevant foreign languages:

Prior to qualifying examination, students must demonstrate the ability to read two languages approved by the HPP committee as relevant to the student's research (generally drawn from German, French, Italian, and Latin). Exceptions can be made in consultation with the HPP committee.

Review the *Language Examinations* section for more information.

Qualifying Examinations

The Qualifying Exams are a major milestone for DMA students, typically taken at the beginning of the fourth year. These exams are designed to assess a student's breadth and depth of knowledge in

Historical Performance Practice (HPP) across multiple perspectives. The process, timeline, and requirements are outlined below.

Topics Selection

- **Timing:** Students select three historical (HPP) topics during their third year.
- **Focus Areas:**
    - Chronological
    - Geographical
    - Methodological Diversity
- **Criteria:** Topics should not replicate seminar materials but must open up new areas of inquiry. Students can extend seminar topics if the approach is substantially novel.

Committee Formation

- **Process:** Throughout the fall semester of the third year, students will work with the CGS in HPP to develop a plan for selecting exam topics and forming the exam committee. The committee will include three faculty members from Musicology/HPP.
- **Approval:** The proposed topics and committee members must be submitted to the CGS in Musicology and the CGS in HPP for faculty approval by the first week of the spring semester. Faculty will respond within two weeks with either approval or a request for revision.

Preparation Materials

- **Bibliography and Repertory List:** For each topic, students will prepare a bibliography and repertory list (scores, recordings, etc.), due by April 1.
- **Feedback:** The committee will review the bibliographies and repertory lists by April 15, providing feedback. Final versions are due by May 1.

Exam Preparation

- Students must enroll in the required zero-credit Exam Preparation course (MUHI 699) during the spring semester.
- Ongoing consultations with the instructor and individual committee members are encouraged over the course of the spring semester to address questions and concerns.

Written Exam

- **Format:** The exam will consist of three essay questions, one for each topic.
- **Timing:** The exam will be administered over the weekend **before** Orientation. The student will receive the questions via email by **5pm (Eastern)** on Friday and must submit their responses as three Word documents by **9am (Eastern)** on Monday.
- **Resources:** Only materials from the student's approved bibliographies and repertory lists may be used. All work must be original and created solely for the exam.
- **Content:** The questions are designed to test both comprehensive and specific knowledge, covering multiple perspectives within Historical Performance Practice. Some questions may include scores or recordings from the repertory list.

Oral Defense

- **Timing:** The oral defense, held the week before classes begin, will last no longer than two hours.
- **Materials:** Students may bring a copy of the exam, their responses, and any notes to guide their oral defense.

Exam Outcomes

- Pass with honors
- Pass
- Partial pass
- Fail

Retake Policy
If a student fails or partially passes the exam, they may retake the relevant sections the following semester. Failure to pass all sections after the second attempt will result in dismissal from the program. Students who have completed satisfactory coursework may receive an MA in Music History at this stage.

Timeline

- **By November 30 (third year):** Discuss committee and topics with CGS and (if applicable) Research Advisor. Begin consultations with committee members.
- **Week 1 of spring semester:** Formally submit topics and committee for approval.
- **Week 3 of spring semester:** Faculty responds to proposed topics.
- **April 1:** Submit bibliographies and repertory lists.
- **April 15:** Faculty provides feedback on bibliographies and repertory lists.
- **May 1:** Submit final revised bibliographies and repertory lists.

Music Education Program

General Expectations and Conduct

Professional Organization Participation

Graduate students are encouraged to join the National Association for Music Education (NAfME)/Ohio Music Education Association (OMEA) either as an active member (full cost) or as a student member (reduced cost). For more information on joining, consult your advisor or contact the Ohio Collegiate Music Education Association (OCMEA) Advisor.

Professional Responsibility and Conduct

All part-time and full-time students are expected to demonstrate professional behavior, which includes meeting all deadlines and completing required paperwork. Poor performance in these areas can lead to loss of funding or dismissal from the program.

Academic Writing

Strong academic writing skills are emphasized throughout all music education graduate programs. Students are encouraged to utilize support from the CWRU Writing Resource Center and the Kelvin Smith Library Music Research librarian regularly, including during comprehensive exams, thesis, and dissertation processes.

Colloquium Attendance

- Full-time students are required to attend at least three colloquia per semester.
- Part-time students are expected to attend at least one per semester.

OMEA Professional Development Conference

- Full-time students are expected to attend the Ohio Music Education Association (OMEA) Professional Development Conference, including the Thursday morning Graduate Research Session.
- Part-time students are strongly encouraged to attend this session and the conference.

Assistantship Evaluations

Full-time students with graduate assistantships will receive written feedback each semester from their assistantship supervisors, evaluating their performance in assigned duties. Unsatisfactory evaluations can lead to reassignment of duties, reduction, or removal of funding.

Diagnostic Interview with Faculty

In December of a student's first year enrolled in a graduate music education program, the student will meet with the Music Education faculty to discuss the semester, areas of pedagogical and/or research interest, and any concerns that have arisen during the first semester. Periodic academic progress check-ins with subsets of the faculty may be requested by a student's advisor in subsequent semesters.

Teacher Education Program

To learn about **Teacher Education**, please consult the 🔗General Bulletin.

For further inquiries, contact:
Dr. Elizabeth Ritz, *Visiting Assistant Professor and Interim Director of Teacher Education*
✉️elizabeth.ritz@case.edu
🔗artsci.case.edu/teacher-education

Exam Preparation and Guidelines

The **Master of Arts with Licensure (MAL), Master of Arts (Comprehensive Exam Option - MA-B), and PhD** programs in Music Education all require a written and oral exam to complete degree requirements. Preparation for these exams is an ongoing process, beginning with the first class and extending through the entire course sequence. These culminating exams are designed for students to demonstrate their level of professional preparation and scholarship, highlighting the mastery and competence gained throughout the program.

Exam Preparation Process

- **Connection to Coursework:** Topics encountered in your music education courses might inspire research ideas for your exams. A topic covered early on could become the foundation for a paper, or you might identify a theme from one course that relates to another, which can serve as a potential research question.
- **Program-Specific Exam Requirements:** Each degree program—**MAL, MA, and PhD**—has specific exam requirements tied to the curriculum (refer to the program-specific guidelines and procedures). The exams at the end of coursework allow you to demonstrate mastery over the content by applying this cumulative knowledge to music education and research environments. The oral examination then assesses your ability to think critically and respond to questions on the spot, transferring knowledge to new scenarios. This typically marks the end of the degree for Master's students and the beginning of the dissertation process for Doctoral students.

Exam Expectations

- **Cumulative Content:** The exam is cumulative and includes all content covered in coursework. You should continuously integrate and connect the different course materials to deepen your understanding of key concepts.
- **Cross-Topic Linkages:** Success requires the ability to synthesize information across courses, exploring how various topics and concepts are interconnected.
- **Oral Communication Skills:** Strong oral communication is crucial for both the exam and your future career. The exams will assess your ability to present ideas, discuss intersections between music, education, and other disciplines, and answer questions posed by the committee confidently and clearly.
- **Clarity in Thought and Expression:** Whether written or verbal, all content is subject to evaluation. Clear articulation of ideas and coherent thought processes are necessary to successfully defend your exam materials and answer committee inquiries.
- **Integrating Knowledge:** Courses contribute to a broader understanding of music education, and the goal is to collectively bring together this knowledge to form a comprehensive picture. Your task is to critically examine these pieces for their connections and intersections.
- **AI Statement for Comprehensive and Qualifying Exams: Restricted AI Usage for Specific Tasks**
    - Students are expected to use AI responsibly and critically evaluate the outputs of AI tools, ensuring transparency, accountability, and ethical considerations in their utilization.

    - Students can use basic AI tools for specific tasks, such as grammar checking or citation formatting.
    - Students must not use generative AI for any class writing (blogs, cultural context guide, fieldwork presentation, lesson planning or reflections).

Committee Structure
Each exam committee will be composed of the Coordinator of Graduate Studies (CGS) in Music Education and two additional faculty members from the music education faculty. Their role is to evaluate both the written and oral components of the exam and ensure that you meet the program's academic standards.

Schedule and Project Timeline
The completion of a Comprehensive Exam, Thesis, or Dissertation is a key component of your Music Education program, demonstrating your mastery of the program's content.

The following Assumed Practices help facilitate the entire process:

- **Consistent Meetings with Advisor:** Establish a regular communication structure with your document advisor to ensure consistent progress and feedback.
- **Engagement with the Writing Resource Center:** Develop a plan for engaging with writing support throughout the entire project.
- **Timeline Development:** Create a project timeline that includes:
    - University and Department deadlines
    - Internal target dates for completion of sections or portions of the project
    - Routine appointments with the Writing Center
    - Deadlines related to the Institutional Review Board (IRB), if applicable

MAL in Music Education

- **Semester 4:** Set date for timed portion of exam; complete this portion either Semester 4 or summer between Semester 4 and 5.
- **Semester 5**, intermediate deadlines communicated through MUED 400 and in Canvas: Complete TWS Steps 1-5 in collaboration with cooperating teacher, Coordinator of Undergraduate Studies, and department advisor.
- **Week 12 of Semester 5:** submit your TWS project Steps 1-5.
- **Week 13 of Semester 5**: oral defense of your timed critiques and TWS proposal with your faculty committee (Coordinator of Graduate Studies, Coordinator of Undergraduate Studies, and one additional faculty member).

MA in Music Education – Thesis Option (MA-A)

- **No Later Than Week 8 of the Antepenultimate Semester:** Work with your advisor to develop a thesis application, which includes your thesis topic, research purpose and questions, a paragraph outlining your interest, and a working reference list.
- **Penultimate Semester:** Enroll in MUED 651 (1-3 credits as determined by your thesis advisor). Complete your thesis proposal, defend the proposal before your committee, and complete any necessary IRB processes.

- **Final Semester:** Enroll in MUED 651 (remaining credits to reach a total of 6). Complete data collection, write your thesis, and defend it.

MA in Music Education – Comprehensive Exam Option (MA-B)

- **Semester Before Completing Exams and Defense:** Consult with the CGS to discuss potential exam topics.
- **Week 8 of Penultimate Semester:** Submit exam proposal for faculty approval.
- **Week 12 of Penultimate Semester:** Complete any edits to the exam proposal based on faculty feedback.
- **Final Semester:** By Week 8, schedule your timed exam with the CGS. Complete both the timed and take-home exam portions, and work with your advisor to schedule the defense.
- **No Later Than Week 10:** oral defense of your timed critiques and take-home project with your faculty committee.

PhD in Music Education

- **Semester Before Exam and Defense Semester:** Work with your faculty advisor to identify scholarly paper for revision.
- **Exam Semester:** Schedule and complete your timed exam with the CGS by Week 8. Complete your scholarly paper revision, dissertation prospectus, and annotated bibliography by week 10. Submit all materials to your committee and schedule your defense with your advisor.
- **No Later Than Week 12:** Complete your qualifying exam defense.

Degree-Specific Requirements

Master of Arts with Licensure in Music Education (MAL)

Degree requirements and sample study plans can be found in the 🔗General Bulletin

MAL Comprehensive Oral Examination

Students enrolled in the MAL program must complete a comprehensive oral exam (Masters Plan B). This exam is to be completed no later than Week 13 of the final semester of coursework, which typically occurs the semester before the student teaching experience.

Overview of the Exam Process

- **Timed Portion**: The timed portion consists of a timed examination, testing students' ability to respond to questions under time constraints. This segment focuses on theoretical knowledge, synthesis of information, and the ability to articulate complex ideas clearly.
- **Take-Home Portion**: This part of the exam allows students to employ critical thinking, literature review, and practical application of knowledge in music education by developing a Teacher Work Sample proposal including unit topic, context and setting, curricular framework, unit outline, and assessment plan.

Timed Portion

The timed portion of the MAL Comprehensive Written Examination in Music Education is a one-day, open-book assessment focused on students' ability to critically analyze music education research. This segment of the exam allows students to demonstrate their understanding of research methodologies, findings, and practical applications in music education.

Scheduling the Timed Exam

- Students must contact the Coordinator of Graduate Studies (CGS) no later than the end of **Semester 4** to schedule the timed examination.
- The exam duration is approximately 7-8 hours (typically from 8am to 4pm).
- The exam is open-note.

Exam Format and Expectations

Students will receive two research articles from music education journals and will be required to analyze and critique both articles within the exam period. Each critique should cover the following elements:

- **Purpose/Research Questions**: Identify the study's primary aims and research questions.
- **Review of Literature**: Summarize how the existing literature frames the study.
- **Methodology**: Explain the research methods used by the authors.
- **Data Analysis**: Describe how the data was analyzed.
- **Results**: Highlight the key findings of the study.
- **Discussion**: Interpret the implications of the results.
- **Student's Application Ideas:** Provide a discussion on the practical applications of each study's findings from your own perspective as an educator.

Students must critique the articles effectively and provide a discussion on the practical applications of each study's findings in the context of music education. Each article critique must be completed within the allotted time frame.

Upon completion of each critique, students should email their analysis to the CGS in Music Education.

Take-Home Portion (TWS)

Students will complete a major written project, Steps 1-5 of the TWS project, the remainder of which will be completed during student teaching. Steps 1-5 comprise a unit topic, context and setting, curricular framework, unit outline, and assessment plan. These are developed in consultation with the cooperating teacher in order for the student teacher to ensure pedagogical fit in a particular context and setting. Students use both empirical research literature as well as practitioner literature and cumulative pedagogical knowledge to develop this major scholarly project.

Submission and Scheduling Process

- **Submission Deadline**: Students must submit copies of both completed projects to each member of their three-person committee by Week 12 of Semester 5.

- **Scheduling the Oral Exam**: The exam must be scheduled no later than **Week 13 of the final semester of coursework (Semester 5)**. Students should coordinate scheduling with their academic advisor.

Possible Outcomes of the Oral Exam

- **Pass**: Successfully completes the exam process.
- **Needs Revision**: The committee may request revisions to one or more exam topics. Students must revise and re-present materials as directed. The full faculty will review revised materials within a specified time frame.
- **Fail**: Failing the oral exam ends the student's pursuit of the MAL degree at Case Western Reserve University.

Important Considerations for the Exam

- **Failure to Schedule**: If a student fails to schedule the exam by the Week 13 deadline, their pursuit of the MAL degree at CWRU will also end.
- **Petition for Extensions**: Students may file petitions for extensions by Week 7, but only in extreme circumstances will faculty consider granting an extension.
- **Successfully Passing the Exam:** A "Pass" outcome indicates that the student has successfully completed the comprehensive exam process for the MAL program and is on track to complete their degree requirements.

Master of Arts in Music Education (MA)

Degree requirements and sample study plans can be found in the 🔗General Bulletin

Thesis Option (Plan A)

Students choosing the Thesis Option for the MA in Music Education must apply for approval to enter the thesis track. The application must be submitted by no later than Week 8 of the antepenultimate semester (the third-to-last semester) of their program.

Process to Enter the Thesis Track

1. **Select an Advisor**: The student is responsible for identifying and soliciting a faculty advisor to guide the thesis process. This advisor could be the student's current academic advisor or another faculty member aligned with the student's research interests.
2. **Application for Thesis Track**: After securing an advisor's agreement to work together, the student will draft an application including:
    - A proposed thesis topic.
    - Initial research purpose and research questions.
    - A paragraph detailing the student's interest in the topic.
    - A working reference list of relevant sources.
3. This application will be reviewed and evaluated by the Music Education (MUED) faculty.

Thesis Proposal Process

- **Close Consultation with Advisor**: Once approved for the thesis track, the student should maintain close consultation with their advisor to:
    - Select thesis committee members.
    - Prepare the thesis proposal for the formal proposal meeting.
    - Receive guidance throughout the entire thesis process.
- **Register for MUED 651**: Once the committee is in place, the student can register for the thesis course (MUED 651) and begin developing a formal proposal, which includes:
    - **Chapter 1**: Introduction.
    - **Chapter 2**: Review of literature.
    - **Chapter 3**: Methodology.
    - A working reference list of accurate sources.

Thesis Proposal Defense

- **Distribution to Committee:** When the advisor deems the proposal defensible, the student will distribute the proposal to the thesis committee (consisting of three MUED faculty members) at least 2 weeks before the proposal defense meeting.
- **Proposal Defense Meeting:** At the meeting, committee members will engage the student in discussions on the proposed topic and methodology. They may suggest or request revisions to the proposal before granting approval to proceed.

Approval and IRB Process
Once any required revisions are made and the committee approves the proposal, the student must seek approval from the CWRU Institutional Review Board (IRB) before beginning the research. The thesis proposal defense is a critical milestone in the MA program, marking the transition from proposal development to active research and thesis writing.

Comprehensive Written Examination and Oral Defense (Plan B)

Students opting for the Comprehensive Exam Option for the MA in Music Education must complete both a written examination and an oral defense. The exam consists of two parts: a take-home portion and a timed portion. Both parts must be completed and defended together successfully by Week 10 of the final semester of coursework (typically mid-October for fall semester students and mid-March for spring semester students).

Overview of the Exam Process

- **Take-Home Portion**: This part of the exam allows students to work on one project approved by the faculty over a set period. The take-home portion emphasizes critical thinking, literature review, and practical application of knowledge in music education.
- **Timed Portion**: The timed portion consists of a timed examination, testing students' ability to respond to questions under time constraints. This segment focuses on theoretical knowledge, synthesis of information, and the ability to articulate complex ideas clearly.

Take-Home Project for MA
The project can be chosen from the following options: (a) Musical Materials project, including historical context, theoretical analysis, and curricular planning for ensemble literature approved by

faculty; (b) OMEA session proposal and preparation plus MEJ article on the same topic; or (c) literature review article for *Update:Applications of Research in Music Education* (or similar journal). The student will choose the project and develop a proposal in consultation with their advisor, using a provided proposal template.

Approval Process for the Proposal
The proposal should be prepared in consultation with the CGS and/or a content specialist. After endorsement by the CGS, it will be reviewed by a committee of two additional music education faculty members, who will provide comments. Once the topic is approved, students will complete the project.

A. Musical Materials Project Option for MA
The musical materials project is designed for students to demonstrate their ability to apply music theory, music history, and curricular design to teaching practices. Students will select a piece of repertoire in consultation with a faculty member, aiming to develop and present teaching materials suitable for middle school or high school students.

Project Requirements

- **Choral/Instrumental Music Focus:** Students concentrating on choral or instrumental music education will choose an appropriate score and develop a flow chart or graphic analysis, along with supplementary materials. The selection should be realistic to the teaching scenario they plan to address (e.g., middle or high school band/choral ensemble). To aid in repertoire selection, students should reference the "Teaching Music Through Performance" series by GIA Publications. The music should have a performance time between 5-15 minutes.
- **General Music Focus:** Students with a focus on general music will work with faculty to develop a project that addresses music analysis, contextualization, and pedagogy skills within a general music framework. The project will emphasize similar competencies in theory, history, and curricular design.

Proposal Format for the Musical Materials Project

Students are required to develop a proposal that includes:

- **Repertoire:** Identification of the piece to be studied and taught.
- **Student Population:** Specification of the targeted student group (e.g., 7th grade band, upper high school string ensemble).
- **References:** A list of sources related to the project to support the analysis and teaching approach.
- **General Music Focus (if applicable):** A description of how the project will demonstrate application of music theory, music history, and curricular design skills.

A template for the proposal is available in the shared “CWRU Music Ed Google Docs” drive.

Choral/Instrumental Music Materials Project Outline
The format of the choral/instrumental music materials project will include the five components below. The format of the general music materials project varies.

- **Instructional Learning Module**
    - Prepare using the GIA guide from the Teaching Music through Performance series
- **Rehearsal and Performance Preparation**
    - Score overview chart (choral works with instrumental accompaniment only)
    - Detailed formal/graphic analysis (see models)
    - Marked conductor's score that shows evidence of score study
    - Long-range rehearsal guide (see model)
    - Pronunciation guide, if applicable (IPA)
    - Word-for-word translation (choral)
    - Program notes
- **Learning Outcome and Assessment Overview**
    - An essential question that frames rehearsal/performance goals
    - Learning outcomes aligned with the Ohio State Content Standards
    - 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.
- **Developed Classroom Materials**
    - Worksheets, Warm-Ups, etc .
    - Assessments
- **References**
    - References cited in the project using APA format

B. OMEA Presentation + *Music Educators Journal* Article Option for MA
The OMEA +MEJ project is designed for students to demonstrate their ability to apply research and curricular design to professional development venues. Students will select a curricular topic in consultation with a faculty member, aiming to develop and present professional development materials suitable for pre-service and in-service teachers in the format of a conference workshop and practitioner article.

Project Requirements

- Proposal for OMEA session, including detailed outline, slideshow, and handout
- Polished draft of an MEJ article (3500 words) ready to be submitted after one round of feedback from committee

Proposal Format
Students are required to develop a proposal that includes the topic for their project and an initial bibliography of 10-15 sources. A template for the proposal is available in the shared "CWRU Music Ed Google Docs" drive.

C. Literature Review Option for MA (*Update* article submission)
The Literature Review project is designed for students to demonstrate their ability to find, read, summarize, critique, and synthesize a specific topic in music education research and prepare a literature review for publication in *Update*. Students should begin by reading several literature reviews from the publication *Update: Applications of Research in Music Education*. The student will select a topic in consultation with a faculty member and prepare a literature review that is based on "a rationale for conducting the literature review, search methods, and inclusion/exclusion criteria."

Project Requirements

- Polished draft of a *Contributions* literature review (15-20 pages) ready to be submitted after one round of feedback from committee

Proposal Format
Students are required to develop a proposal that includes the topic for their literature review, rationales, search methods to be used, and inclusion/exclusion criteria, along with an initial bibliography of 10-15 sources. A template for the proposal is available in the shared "CWRU Music Ed Google Docs" drive.

Timed Portion
The timed portion of the MA Comprehensive Written Examination in Music Education is a one-day, open-book assessment focused on students' ability to critically analyze music education research. This segment of the exam allows students to demonstrate their understanding of research methodologies, findings, and practical applications in music education.

Scheduling the Timed Exam

- Students must contact the Coordinator of Graduate Studies (CGS) no later than the end of Week 5 of the semester to schedule the timed examination.
- The exam duration is approximately 7-8 hours (typically from 8am to 4pm).
- During the exam, students are allowed to use any outside resources, including internet searches, textbooks, or notes.

Exam Format and Expectations
Students will receive two research articles from music education journals and will be required to analyze and critique both articles within the exam period.

Each critique should cover the following elements:

- **Purpose/Research Questions**: Identify the study's primary aims and research questions.
- **Review of Literature**: Summarize how the existing literature frames the study.
- **Methodology**: Explain the research methods used by the authors.
- **Data Analysis**: Describe how the data was analyzed.
- **Results**: Highlight the key findings of the study.
- **Discussion**: Interpret the implications of the results.

Students must critique the articles effectively and provide a discussion on the practical applications of each study's findings in the context of music education. Each article critique must be completed within the allotted time frame.

Upon completion of each critique, students should email their analysis to the CGS in Music Education.

Oral Defense
After finishing both the take-home and timed portions of the exam, students will defend their written work during an oral defense.

- **Submission Deadline**: Both portions of the exam must be submitted to the CGS and the music education faculty one week prior to the scheduled exam defense date.
- **Defense Outcomes**:
    - **Pass**: The student successfully meets the requirements of the exam.
    - **Needs Revision**: Revisions are requested on one or more topics before approval.
    - **Fail**: The student does not meet the requirements of the oral defense, resulting in the termination of their pursuit of the MA degree at CWRU.

Important Considerations for the Oral Defense

- **Fail Outcome**: A “Fail” result on the oral defense leads to the termination of the student’s progress toward the MA degree at CWRU. Additionally, failure to schedule the exam within the required timeline will also result in the end of the student's degree pursuit unless an extension is granted.
- **Petitions for Extensions**: If a student needs additional time due to extenuating circumstances, they must file a petition for an extension by the Week 5 scheduling deadline. Such petitions will only be considered under extreme circumstances.
- **Needs Revision Outcome**: If the oral defense outcome is "Needs Revision," the student is required to make the necessary changes as directed by the committee. The revised work will then be evaluated by the full faculty within a set timeframe to determine if the revisions meet the required standards.
- **Pass Outcome**: A "Pass" successfully concludes the comprehensive exam process, enabling the student to proceed toward the completion of their MA degree requirements.

Doctoral Degree in Music Education (PhD)

Degree requirements and sample study plans can be found in the 🔗General Bulletin

Music Education PhD students must complete all required coursework within four years from the start of their enrollment and have an additional one semester to finish their qualifying exams and achieve candidacy. Candidacy is granted upon successful completion of the qualifying examinations, allowing students to enroll in MUED 701 and start developing their dissertation proposal.

Timeline for Completing the PhD in Three Years

For students aiming to complete the PhD program in three years, adherence to the following schedule is required:

- **Semester 1:** Complete 9 hours of coursework.
- **Semester 2:** Complete 12 hours of coursework.
- **Semester 3:** Complete 12 (or 9) hours of coursework; propose and gain approval for qualifying exam questions by the end of the semester.

- **Semester 4:** Complete 9 (or 12) hours of coursework; finish and defend the qualifying exam questions by mid-semester; defend and gain approval for the dissertation proposal by the end of the semester.
- **Semester 5:** Enroll in 9 hours of dissertation credit; conduct dissertation research and begin writing.
- **Semester 6:** Enroll in 9 hours of dissertation credit; defend the dissertation by Week 10 of the intended graduation semester.

PhD Qualifying Exam Process and Advancement to Candidacy in Music Education
PhD students in Music Education at Case Western Reserve University must complete a qualifying exam process to advance to candidacy. This involves both a take-home portion and a timed portion, culminating in an oral defense. Both exam components must be completed and defended together successfully by Week 12 of the final semester of coursework (November or April, respectively).

Two-Part Exam Process

I. Take-Home Portion: Prior to beginning the take-home portion, the student should select a dissertation advisor. This can be their current academic advisor or another faculty member suited to their research interests. The take-home portion consists of three elements:

- **Scholarly Paper:** Students will select one scholarly paper developed during coursework to revise to the level of a peer-reviewed publication submission as part of the qualifying exam. Examples may include a literature review, research article, or application paper.

  Students should select the scholarly piece, revise according to feedback received from the professor at the time of writing, format the piece for the journal of interest following style guidelines and word and/or page count limits, and submit this to the committee at the defense. The committee will provide further feedback with the goal of helping the student prepare the piece for submission to a peer-reviewed publication.

- **Dissertation Prospectus:** Students will write a ~5-page dissertation prospectus including the dissertation topic, research questions, and methodology. This portion of the exam should be completed in consultation with the student's intended dissertation advisor.

- **Dissertation Annotated Bibliography:** Students will compile an annotated bibliography of at least 50 entries on the topic of their dissertation prospectus. Students must use Zotero or another citation management system. Students should include brief summaries of the bibliography entries in their own words.

II. Timed Portion
Students must schedule the timed exam by the end of Week 5 of the semester. The exam is a single-day assessment lasting approximately 7–8 hours (8 AM–4 PM) and is divided into two parts. The exam is open-note. Please note above statement about AI use.

- **Manuscript Review**: Students will critique a pre-publication article from a music education research journal, offering constructive feedback to the author and completing a confidential evaluation form.

- **Research Design Scenarios**: Students will outline two potential research studies from provided topic prompts, addressing:
    - **Purpose and Problems**: Defining the research questions.
    - **Design Choice**: Selecting a methodology (quantitative, qualitative, mixed methods, etc.).
    - **Participants/Subjects**: Specifying the target population.
    - **Procedures**: Outlining the research process.
    - **Data Analysis**: Planning how to analyze collected data.
    - **Title**: Proposing a fitting title for each study.

Students must email their completed documents to the CGS in Music Education by the end of the exam day.

Oral Defense
The final step in the qualifying exam process is an oral defense of all take-home and timed portions, which must be submitted to the CGS and faculty at least 1 week before the defense date. Outcomes of the defense can be:

- **Pass**: Advancement to candidacy.
- **Needs Revision**: Revisions are required for one or more sections.
- **Fail**: Ends the student's pursuit of the PhD degree.

Failure to adhere to deadlines or to schedule the exam on time may result in dismissal from the program. Extensions are granted only under extreme circumstances and must follow the guidelines of the School of Graduate Studies.

Advancement to Candidacy and Dissertation

After passing the qualifying exams and completing all coursework, students must submit an Advancement to Candidacy form. At this point, they will:

- **Form a Dissertation Committee**: In consultation with their dissertation advisor, students will choose a committee consisting of three music education faculty members and one member outside the Department of Music.

Dissertation Proposal Process
Students enroll in MUED 701 to begin working on their formal dissertation proposal. Two formats are available:

- **Standard Proposal:** Comprises Chapters 1, 2, and 3 of the dissertation (introduction, literature review, and methodology) plus a working reference list.
- **Expedited Proposal:** Consists of a complete Chapter 1, a narrative outline for Chapter 2, a complete Chapter 3, and a working reference list. For well-prepared candidates, narrative outlines for Chapters 1 and 2 may be an option.

When the dissertation proposal is deemed ready by the advisor, a proposal checkpoint meeting is scheduled, and the proposal is distributed to the committee 2 weeks prior. During the checkpoint

meeting, committee members may ask questions or suggest revisions before the student seeks approval from the CWRU Institutional Review Board (IRB) to proceed with the research.

The completed dissertation must make a significant scholarly contribution to the field of music education. Further details on process and requirements can be found in the Graduate School guidelines for doctoral dissertations.

Summary of Important Dates and Deadlines

Dates are subject to change. Always verify with the School of Graduate Studies and your CGS.

🔗case.edu/gradstudies/current-students/dates-deadlines

Dissertation Scheduling

The dissertation completion process requires careful planning and adherence to deadlines. Students must complete all required forms and schedule their final defense well in advance.

🔗case.edu/gradstudies/current-students/electronic-theses-and-dissertation-guidelines

Final Oral Defense Notification

Meet with your advisor and Coordinator of Graduate Studies (CGS) at least a year before your intended graduation date to review requirements and establish a timeline for defense, document submission, and final approval.

At least 3 weeks before your defense:

- Submit the *Notification for Scheduling the Final Oral Exam* to the School of Graduate Studies, signed by your advisor and department chair.
- Secure a time and location for the defense.
- Publicly announce the defense through the music department calendar. Note that members of the campus community and invited guests may attend.
- Check the SGS website for the full set of required forms and documents to bring to your defense.

Graduation

Students should be aware of graduation requirements early in pursuit of master's and doctoral work. All students are required to apply in advance to graduate. Do this by completing the graduation application in the 🔗Student Information System (SIS). Students who fail to meet the established deadlines must reapply to graduate. Do this by submitting another application.

Select your degree program below for detailed steps to completion:

- Master's (Thesis) Graduation
  🔗case.edu/gradstudies/current-students/graduation/masters-thesis-graduation
- Master's (Non-Thesis) Graduation
  🔗case.edu/gradstudies/current-students/graduation/masters-non-thesis-graduation
- Doctoral Graduation
  🔗case.edu/gradstudies/current-students/graduation/doctoral-graduation

Fall Graduation Candidates

- **September 6:**
  - Deadline for Fall graduation candidates to qualify for 🔗Waiver of Registration.
  - *For Students Requesting the Waiver:* All required Final Materials (including Approved Thesis/Dissertation) are due by this early date.
- **October 4:**
  - Deadline to 🔗Apply for Graduation in the 🔗Student Information System (SIS).
- **December 6:**
  - Deadline to submit all Final Materials for Fall Graduation.
  - All required Final Materials (including Approved Thesis/Dissertation) are due.
- **January 17:**
  - Awarding of Degrees (No Convocation or Diploma Ceremony).
  - All financial obligations to the university must be resolved.

Spring Graduation Candidates

- **January 24:**
  - Deadline for Fall graduation candidates to qualify for 🔗Waiver of Registration.
  - *For Students Requesting the Waiver:* All required Final Materials (including Approved Thesis/Dissertation) are due by this early date.
- **February 7:**
  - Deadline to 🔗Apply for Graduation in the 🔗Student Information System (SIS).
- **April 4:**
  - Deadline to submit all Final Materials for Spring Graduation.
  - All required Final Materials (including Approved Thesis/Dissertation) are due.
- **May 14:** University-wide Clap Out and Convocation Ceremony
- **May 16:**
  - Awarding of Degrees (all financial obligations to the university must be resolved).
  - School of Graduate Studies Diploma Ceremony.

Summer Graduation Candidates

The Department does not hold dissertation defenses over the summer. Students who miss the Spring graduation deadline but defend their dissertation before April 30 may apply for Summer Graduation and participate in the May Commencement Ceremony.

- **June 7:**
  - Deadline for Summer graduation candidates to qualify for 🔗Waiver of Registration.
  - *For Students Requesting the Waiver:* All required Final Materials (including Approved Thesis/Dissertation) are due by this early date.
- **June 7:**
  - Deadline to 🔗Apply for Graduation in the 🔗Student Information System (SIS).
- **July 19:**
  - Deadline to submit all Final Materials for Summer Graduation.
  - All required Final Materials (including Approved Thesis/Dissertation) are due.
- **August 16:**
  - Awarding of Degrees (no Convocation or Diploma Ceremony).
  - All financial obligations to the university must be resolved.

Commencement

CWRU Students who graduate in the preceding summer, fall, or spring semesters are invited to participate. Students planning to attend should review the information available on the Commencement page. 🔗case.edu/commencement