

# MUSIC EDUCATION, BS

**Degree:** Bachelor of Science (BS)

**Major:** Music Education

## Program Overview

The Bachelor of Science (BS) in Music Education is a professional degree for students who are interested in teaching music in K-12 schools. Undergraduate music education majors pursue a fully accredited curriculum that develops musical knowledge through a sequential program of instruction, critical thinking, and practical teaching experiences. Students develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging/orchestrating, improvising, conducting, and music performance. This intensive four-year degree leading to teacher licensure prepares students to become professional music educators.

### Program highlights include:

- Full time faculty with specialties in all areas of music education (choral, general, instrumental) who provide personalized attention to students and support teacher preparation
- An emphasis on experiential learning that is based on current research and best practices
- Active participation in music teaching beginning in the introductory courses with fieldwork continuing throughout the degree program
- Opportunities to perform with outstanding ensembles (orchestra, band, choral, early music, jazz)
- Experiencing a variety of liberal arts subjects (humanities, literature, history, social sciences, foreign language) and conservatory instruction (performance, music theory) by participating in our Joint Music Program with the internationally renowned Cleveland Institute of Music
- An active chapter of NAFME Collegiate, a student-led organization dedicated to professional development
- Advanced technology and a dedicated music education resource center
- Earning a degree from a program approved by the Ohio Department of Education (ODE), the Council for the Accreditation of Educator Preparation (CAEP) and the National Association of Schools of Music (NASM)

Additional program information is available on the Department of Music Education webpage.

## Learning Outcomes

Teacher Licensure Program Outcomes were developed through a lengthy process that involved CWRU professors, in-service teachers, current CWRU students, school administrators, representatives from professional education organizations, and others. They are designed to meet the requirements mandated by the Ohio Department of Education (ODE), the Ohio Department of Higher Education (ODHE), the Teacher Education Accreditation Council (TEAC), the Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the professional organizations that specify content and pedagogy for beginning teachers and teacher preparation programs. The InTASC standards are national standards

that guide teacher preparation programs, as well as the professional development of practicing teachers. The InTASC standards align with Ohio's Standards for the Teaching Profession and with the Common Core State Standards for P-12 teaching and represent the CWRU Program Outcomes. Additionally, standards of academic performance and professional behavior are threaded throughout courses and experiences. For example, the Case Western Reserve University teacher education program believes that each teacher needs to be consciously rooted in a philosophy that embodies the ideals of a Proactive Scholar-Practitioner, and that all teachers need to be comfortable with and competent in utilizing technology in ways that are appropriate to facilitate student learning. These components are essential and are addressed, along with Program Outcomes in each student's portfolio.

- Students will be able to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Students will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Students will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Students will be able to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Students will be able to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Students will be able to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Students will be able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Students will be able to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Students will be able to engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Students will be able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Admission

The BS in Music Education requires submission of the Common Application or Coalition with corresponding Music Arts Supplement (digital portfolio in the area of music) on an acceptable primary instrument or voice and a live interview/performance audition (by invitation of the music education faculty) for entrance to the major.

Incoming undergraduate music majors are expected to enter CWRU with a fundamental working knowledge of and proficiency in reading of treble and/or bass clef, key signatures, and major and minor scales, along with the ability to vocally match pitches played on the piano. These skills are necessary for music theory courses taught through the Cleveland Institute of Music, which are a significant part of the required music major curriculum. Incoming undergraduate students are placed into a music theory course based on a diagnostic exam and a sight singing placement exam that are administered online prior to orientation.

More information about the undergraduate admission and audition process is provided on the Department of Music Undergraduate Application Procedures webpage.

For students who do not major or minor in music but want to participate in musical activities on campus, our many ensembles are open to all CWRU students (regardless of major), and we offer music lessons through the Joint Music Program with faculty from the Cleveland Institute of Music. Students may pursue the minor in music or participate in ensembles and lessons as non-majors without passing an audition.

Music Handbook and Advising

Current undergraduate music majors should review departmental policies and procedures in the Undergraduate Music Handbook, and use the Advising Forms as a tool to track academic progress in all course requirements.

Additional resources and forms are available on the Department of Music Resources for Current Undergraduate Music Majors webpage.

Undergraduate Policies

For undergraduate policies and procedures, please review the Undergraduate Academics section of the General Bulletin.

Program Requirements

Students seeking to complete this major and degree program must meet the general requirements for bachelor’s degrees and the Unified General Education Requirements. Students completing this program as a secondary major while completing another undergraduate degree program do not need to satisfy the school-specific requirements associated with this major.

The Bachelor of Science in Music Education (BS) requires a total of 127 credit units (108 credits units are devoted to music, music education, psychology, and professional education requirements; 19 units are devoted to College of Arts and Sciences requirements) and is designed to educate professional teachers of music education in K-12 schools. The program meets the requirements of the Ohio Department of Education to prepare students to take state-mandated teacher exams (Ohio Assessments for Educators) and apply for teacher licensure. Graduates are eligible for the Multi-Age License in Music in Ohio and over 40 reciprocating states.

Requirements

Code	Title	Hours
<b>Music Theory/Musicianship; Eurythmics:</b>		
MUTH 101 or MUTH 101I	Theory and Aural Skills I <sup>a</sup> Intensive Theory and Aural Skills I	4
MUTH 102	Theory and Aural Skills II	4
MUTH 201	Theory and Aural Skills III	4
MUTH 202	Harmony-Keyboard IV	4
MUDE 101	Eurhythmics I	0
MUDE 102	Eurhythmics II	0
<b>Music History/Literature (must be taken in sequential order):</b>		
MUHI 201	History of Western Music I	3
MUHI 202	History of Western Music II	3
MUED 305	World Music in Education	3
<b>Applied Music (primary lessons every semester except student teaching, department consent required):</b>		
MUAP 121	Principal Performance Area I	2
MUAP 122	Principal Performance Area II	2
MUAP 10	Progress Jury Examination	0
MUAP 221	Principal Performance Area III	2
MUAP 222	Principal Performance Area IV	2
MUAP 20	Level 300 Applied Music Entrance Jury Exam	0
MUAP 321	Principal Level Performance Area V	2
MUAP 322	Principal Level Performance Area VI	2
MUAP 323	Principal Performance Area VII	2
MUAP 35	BS Music Education Jury Examination	0
Recital Class component required (auto-enrolled) with each principal performance area. Participation in weekly Recital Class, including a performance once per academic year required.		
<b>Ensembles</b>		<b>9</b>
<b>Primary Ensembles (every semester except student teaching):</b>		
MUEN 382	Case Concert Choir	
MUEN 383	Symphonic Winds	
MUEN 385	Case/University Circle Orchestra	
MUEN 389	Keyboard Ensemble	
MUEN 355	Miscellaneous Ensembles	
MUEN 395	Collegium Musicum	
MUEN 396	Early Music Singers	
MUEN 397	Baroque Orchestra	
MUEN 370	Popular Music Ensemble	
<b>Additional Ensembles (two semesters, one full year): <sup>b</sup></b>		
MUEN 324	Case Percussion Ensemble	
MUEN 371A	Klezmer Music Ensemble	
MUEN 371B	Klezmer Music Ensemble	
MUEN 373	Jazz Ensemble I	
MUEN 374	Jazz Ensemble II	
MUEN 380A	Case Glee Club	
MUEN 380B	Case Glee Club	
MUEN 384	Spartan Marching Band	
MUEN 386	Case Camerata Chamber Orchestra	
MUEN 388A	University Chorale	
MUEN 388B	University Chorale	

MUEN 393	Baroque Chamber Ensembles	
MUEN 394	Baroque Dance Ensemble	
<b>Music Education Sequence</b>		<b>24</b>
<b>Methods:</b>		
MUED 240	Foundations of Music Education	
MUED 320	Technology Assisted Music Teaching and Learning	
MUED 350	General Music Methods	
MUED 355	Vernacular Music in Education	
MUED 352	Instrumental Methods and Materials	
	or MUED 353 Choral Methods and Materials	
<b>Conducting and Arranging:</b>		
MUED 275	Elements of Conducting	
MUED 276	Advanced Conducting, Score Analysis and Rehearsal Techniques	
MUED 310	Instrumental and Choral Arranging	
<b>Basic Skills &amp; Pedagogy:</b>		<b>12</b>
MUED 200A	Basic Skills and Pedagogy: Voice	
MUED 200B	Basic Skills and Pedagogy: Guitar	
MUED 200C	Basic Skills and Pedagogy: Brass	
MUED 200E	Basic Skills and Pedagogy: Clarinet and Saxophone	
MUED 200F	Basic Skills and Pedagogy: Double Reeds and Flute	
MUED 200H	Basic Skills and Pedagogy: Strings	
MUED 200J	Basic Skills & Pedagogy: Piano for Music Educators	
MUED 200P	Basic Skills and Pedagogy: Percussion	
<b>Field Experience (two semesters):</b>		
MUED 300	Intensive Field Experience	0
Student Teaching:		
MUED 396A	Student Teaching in Music Education	9
MUED 396B	Student Teaching Seminar in Music Education	3
<b>Professional Education Courses</b>		
PSCL 101	General Psychology I	3
EDUC 301	Introduction to Education	3
EDUC 304	Educational Psychology	3
EDUC 255	Literacy Across the Content Areas	3
<b>Total Hours</b>		<b>108</b>

## Required Methods and Secondary Instrument Courses by Music Education Focus Area

### Choral/General Focus

Code	Title	Hours
<b>Required Methods Specialization Class</b>		
MUED 353	Choral Methods and Materials	3
<b>Required Secondary Instruments</b>		
MUED 200A	Basic Skills and Pedagogy: Voice	2
MUED 200B	Basic Skills and Pedagogy: Guitar	2
MUED 200H	Basic Skills and Pedagogy: Strings	2
MUED 200J	Basic Skills & Pedagogy: Piano for Music Educators	2
MUED 200P	Basic Skills and Pedagogy: Percussion	2
Choose one of the following:		2
MUED 200C	Basic Skills and Pedagogy: Brass	

or MUED 200C Basic Skills and Pedagogy: Clarinet and Saxophone  
or MUED 200C Basic Skills and Pedagogy: Double Reeds and Flute

### Instrumental Focus- Winds/Percussion

Code	Title	Hours
<b>Required Methods Specialization Class</b>		
MUED 352	Instrumental Methods and Materials	3
<b>Secondary Instruments</b>		
Instrumental (winds/percussion) students should discuss course options with their academic advisor, particularly for students whose primary instrument is included in one of the 200-level courses.		
MUED 200A	Basic Skills and Pedagogy: Voice	2
MUED 200C	Basic Skills and Pedagogy: Brass	2
MUED 200E	Basic Skills and Pedagogy: Clarinet and Saxophone	2
MUED 200F	Basic Skills and Pedagogy: Double Reeds and Flute	2
MUED 200H	Basic Skills and Pedagogy: Strings	2
MUED 200J	Basic Skills & Pedagogy: Piano for Music Educators	2
MUED 200P	Basic Skills and Pedagogy: Percussion	2
MUED 200B	Basic Skills and Pedagogy: Guitar <sup>c</sup>	2

### Instrumental Focus- Strings

Code	Title	Hours
<b>Required Methods Specialization Class</b>		
MUED 352	Instrumental Methods and Materials	3
<b>Secondary Instruments</b>		
MUED 200A	Basic Skills and Pedagogy: Voice	2
MUED 200C	Basic Skills and Pedagogy: Brass	2
MUED 200H	Basic Skills and Pedagogy: Strings	2
MUED 200J	Basic Skills & Pedagogy: Piano for Music Educators	2
MUED 200P	Basic Skills and Pedagogy: Percussion	2
Choose one of the following:		
MUED 200B	Basic Skills and Pedagogy: Guitar	2
	or MUED 200E Basic Skills and Pedagogy: Clarinet and Saxophone	
	or MUED 200F Basic Skills and Pedagogy: Double Reeds and Flute	

- a Students who do not place into MUTH 101 must take MUTH 1011
- b The faculty may place you in an alternate primary ensemble in certain semesters (see the Undergraduate Music Handbook). The two additional semesters may be any combination of primary ensembles or one or more additional ensembles.
- c Optional Elective

### Teacher Education

Teacher Education is offered through the College of Arts and Sciences, which is the academic home of the departments and programs that prepare students to become teachers. Complete information regarding the Teacher Education mission, program outcomes, decision points and retention, student teaching, and more, may be found in the Teacher Education Handbook on the Teacher Education webpage.

### Admission and Retention in Music Education (BS)

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.

Once admitted to a licensure program, students move through a series of five Decision Points as they progress to each level of their program. Guidelines for each Decision Point are outlined in the Undergraduate Music Handbook.

**For each of the decision points, there are three possible outcomes:**

- Unconditional admission to the next level
- Conditional admission with a prescribed action plan which when successfully completed will result in unconditional admission
- Denial of admission to the program, advanced standing, student teaching, or Ohio teaching license

**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 *Disposition Assessment Inventory*, and the student teaching assessment forms at points in the program where specified<sup>1</sup>

**To be recommended for licensure, students must:**

- Pass all of the established decision point criteria
- Meet health and background check criteria
- Complete degree requirements
- Pass the Ohio tests for teacher licensure

<sup>1</sup> The *Disposition Assessment Inventory (DAI)* is a process completed by both students and faculty to promote greater understanding of student perception and progress throughout the degree retention process.

**Decision Point 1: Admission to Teacher Education Program**

Official entry to the program generally occurs at the end of the third semester of study or after the completion of MUED 240. Entry to the program requires:

- a. Successful interview and satisfactory score on the *Teacher Licensure Admission Assessment*
- b. A cumulative Case Western Reserve University GPA of 2.7 or better
- c. Demonstration of entry-level competency in the discipline through successful presentation of a music performance audition
- d. Minimum average score of 2.0 on the ePortfolio
- e. Successful completion of MUED 240, including evaluation of an initial Teaching ePortfolio

- f. Signed statement of *Good Moral Character*

**Decision Point 2: Admission to Advanced Standing**

Admission to advanced standing should be submitted by the end of the second semester after Decision Point 1 (usually during the fifth semester of study). Admission to advanced standing requires:

- a. Cumulative GPA of 2.7 or better
- b. Discipline GPA of 2.7 or better
- c. Education GPA of 3.0 or better
- d. Minimum average score of 2.0 on candidate *Disposition Assessment Inventory*
- e. Minimum average score of 2.0 on the ePortfolio

**Decision Point 3: Admission to Student Teaching**

Admission to student teaching should be completed by the end of the semester prior to student teaching (seventh semester of study). The admission to student teaching requires:

- a. Cumulative GPA of 2.7 or better
- b. Discipline GPA of 2.7 or better
- c. Education GPA of 3.0 or better
- d. Minimum average score of 3.0 on the ePortfolio
- e. Pass TB test; present documentation of hepatitis B vaccinations
- f. Pass criminal background checks (BCI and FBI)
- g. Minimum average score of 2.5 on candidate *Disposition Assessment Inventory*
- h. Successful completion of a *Student Teaching Interview*

**Student Teaching Courses**

Code	Title	Hours
MUED 396A & MUED 396B	Student Teaching in Music Education and Student Teaching Seminar in Music Education	12
MUED 496A & MUED 496B	Student Teaching in Music Education and Student Teaching Seminar in Music Education	12

**Decision Point 4: Retention during Student Teaching**

Retention during student teaching should be completed by midterms of the student teaching semester. The assessment requires:

- a. Minimum average score of 2.75 on each mid-semester *Student Teaching Mid-Term Assessment* by cooperating teacher and university supervisor
- b. Minimum average mid-semester scores of 2.75 on *DAI*
- c. Self-reflection essay

**Decision Point 5: Recommendation for Initial Licensure**

Recommendation for initial licensure occurs after successful completion of all degree requirements, including passing scores on state licensure exams. This requires:

- a. Cumulative GPA of 2.7 or better
- b. Discipline GPA of 2.7 or better
- c. Education GPA of 3.0 or better
- d. Minimum grade of "B" in MUED 396A and MUED 396B
- e. Completion of degree requirements
- f. Minimum average score of 3.0 on the ePortfolio
- g. Minimum average score of 3.0 on candidate *Disposition Assessment Inventory*
- h. Minimum average score of 3.0 on each *Student Teaching Final Assessment* by cooperating teacher and university supervisor
- i. Passing scores on Ohio licensure exams
- j. Completion of the *Feedback on University Supervisor, Feedback on Cooperating Teacher, and Teacher Licensure Exit Interview and Survey*

### **Piano Proficiency Sequence**

Music education majors must demonstrate piano keyboard proficiency as part of their Basic Skills and Pedagogy requirement. Upon matriculation students will take a Piano Proficiency Exam that tests skills in keyboard fundamentals. This exam will determine the course into which a student is placed. If a student has only rudimentary skills in this area the student will be placed into the MUSP Class Piano course sequence. MUSP courses do not count toward degree credit hour requirements for the major. MUSP courses are designed to improve keyboard proficiency to the level needed for MUED 200J. If a student has advanced keyboard skills, they will be eligible to enroll in MUED 200J as soon as the course is offered. MUED 200J focuses on keyboard skills needed by music educators, including open score reading and basic accompanying skills. Students whose primary instrument is piano may be eligible to exempt the piano proficiency sequence, pending faculty approval.

### **Departmental Honors**

Music education majors who maintain a GPA of 3.75 or above in the major and who receive a high score on their Teacher Work Sample (TWS) from the music education faculty, can earn Departmental Honors by vote of the music faculty. The distinction appears on the transcript, is announced at commencement, and is printed in the commencement program.