

MUSIC, EDUCATION (MUED)

MUED 200A. Basic Skills and Pedagogy: Voice. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200B. Basic Skills and Pedagogy: Guitar. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200C. Basic Skills and Pedagogy: Brass. 2 Units.

This course is designed to provide music education majors with basic skills and pedagogy in the areas of group and individual brass instruction techniques. The course will consist of two components: applied study on each brass instrument; and study/discussion of current pedagogical practices. Students need not have completed any prior music education courses prior to enrolling.

MUED 200E. Basic Skills and Pedagogy: Clarinet and Saxophone. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200F. Basic Skills and Pedagogy: Double Reeds and Flute. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200H. Basic Skills and Pedagogy: Strings. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200J. Basic Skills & Pedagogy: Piano for Music Educators. 2 Units.

Designed for music education majors to provide the fundamentals of using piano in the classroom for pedagogy and accompaniment. Prereq: MUED 240.

MUED 200P. Basic Skills and Pedagogy: Percussion. 2 Units.

Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 240. Foundations of Music Education. 3 Units.

An introduction to and overview of the music education profession. Philosophical, historical and psychological perspectives on music education in schools, including contemporary topics and trends. Introduction of Ohio academic content standards and curriculum model for music, along with K-12 National Music Standards. Observation of area music teachers and peer-teaching experience. Recommended preparation: Music education major or permission. A student may not receive credit for both MUED 240 and MUED 410.

MUED 275. Elements of Conducting. 3 Units.

This course is designed to develop the cognitive, affective and psychomotor skills necessary for students to communicate effectively with performing ensembles. Students will learn to listen, think, and communicate verbally and nonverbally through systematic exercises, in order to prepare for ensemble rehearsal and performance experiences.

MUED 276. Advanced Conducting, Score Analysis and Rehearsal Techniques. 3 Units.

This course is designed to continue development of the cognitive, affective and psychomotor skills necessary for students to communicate effectively with performing ensembles. Students will learn to listen, think, and communicate nonverbally through systematic exercises, in order to prepare for ensemble rehearsal and performance experiences. In addition, students will apply foundational study of musical forms to score analysis and score preparation. Students will also develop a working vocabulary of rehearsal techniques for use with instrumental and vocal ensembles. Prereq: MUED 275.

MUED 300. Intensive Field Experience. 0 Unit.

This course is intended for BS and MA-Licensure music education majors, and acquaints students with various teaching settings in P-12 schools in the greater Cleveland area; allows students to observe and teach with practicing music teachers; and fosters critical thinking skills related to effective teaching, lesson planning, and other elements of teaching. Offered as MUED 300 and MUED 400. Prereq: MUED 240, MUED 305, and MUED 350. Coreq: MUED 355 and (MUED 352 or MUED 353).

MUED 305. World Music in Education. 3 Units.

This course acquaints students with the use of world music, or multicultural music, in the music education classroom. Students are given an overview of the history of world music within American music education, discuss topics related to world music in education, research diverse world music practices, and lead lessons based on this research. Topics and content include: definitions of world/multicultural music; philosophical basis for world music in education; diversity in our Cleveland community; authenticity; ethnomusicology; informal/formal music learning; international perspectives; pedagogical approaches; addressing the State and National Standards through world music in education; and the development of culturally informed music pedagogy based on the study of diverse music. Throughout the course students will become acquainted with the music of diverse cultures and people groups; these will be chosen in part based on student's own research interests. In addition to the musical cultures chosen by students for study and presentation, the music of The Gambia, West Africa and two additional cultures chosen by students will be highlighted during in-class activities and lessons. Recommended preparation: MUED 240. Counts as a CAS Global & Cultural Diversity course. Counts as a Understanding Global Perspectives course.

MUED 310. Instrumental and Choral Arranging. 3 Units.

Techniques of writing and arranging for instruments of the band and orchestra and voice. Study of scoring problems for school instrumental and vocal groups of all ages and abilities.

MUED 320. Technology Assisted Music Teaching and Learning. 3 Units.

Fundamental concepts and skills for using technology in music teaching and learning. This project-oriented class will develop computer science knowledge and competencies related to electronic musical instruments, MIDI sequencing, music notation software, computer-assisted instruction, digital media, the Internet, information processing, computer systems, lab management, and computational thinking skills as they relate to music education in K-12 schools. Recommended preparation: MUED 240. Offered as MUED 320 and MUED 420.

MUED 343. Music Cognition. 3 Units.

Why do you like the music you like? How does one learn music without direct instruction? How are music and language processing both similar and different? What about music's predictability makes it euphoric? Music operates as a tangled web of biological, cognitive, behavioral, and sociocultural processes that have captivated philosophers, scientists, and artists for centuries. This interdisciplinary course presents a survey and critical review of scholarly literature and methodologies related to the multiple ways of "knowing" music. Specific topics will include: neuroanatomical reactions related to music perception, cognitive organization and processing of music, psychological measures in music research, and enculturated effects on musical interactions. Students will become familiar with multiple bodies of literature in order to explore their own interests in musical processing and produce theories to help solve musical problems based on those interests and develop potential research strategies for future inquiries. Offered as COGS 343 and COGS 443 and MUED 343 and MUED 443 and PSCL 343 and PSCL 443. Counts as a Human Diversity & Commonality course.

MUED 348. Arts Education Advocacy and Policy. 3 Units.

In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs - like when a newly implemented policy creates a barrier to licensure or a state changes high school graduation requirements - not to mention perennial budgetary crises that have students, parents, and community members wondering what courses will be cut. Through the study of arts education, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B.

MUED 350. General Music Methods. 3 Units.

General Music Methods introduces student to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Topics of the course include: multiple meanings of music for children; characteristics/needs of young children and creating a supportive learning environment; theories of music learning and teaching; learning styles and collaborative learning; assorted teaching methods, rhythm, pitch, listening, movement, performing, composing; curriculum design; technology for music instruction; multicultural music; music for exceptional children; integrating music with the arts and other curricula; motivation and classroom management; lesson planning and record keeping; developing a personal philosophy of music education; national, state, and professional standards; and assessment. Clinical/Field experiences (Clinical-all ages; Field-focus on Pre-K through elementary) required.

MUED 352. Instrumental Methods and Materials. 3 Units.

This course acquaints students with effective ways to develop, organize and maintain a successful instrumental program for any age group, based on a comprehensive instrumental music education model. Students are given a "womb to tomb" view of the instrumentalists' development, including physiological development and age appropriate instrumental exceptions. Topics and content include: philosophical basis for music education, considerations for selecting repertoire including multicultural music; rehearsal techniques; assessment and record keeping; planning for the rehearsal; recruitment, auditioning, and placement; motivation and classroom management; team teaching and collaborative learning; managing an instrumental program; participation in professional activities; effective use of technology in the instrumental program; philosophy; and national, state, and professional standards. Clinical/Field experiences (all ages) required.

MUED 353. Choral Methods and Materials. 3 Units.

This course acquaints students with effective ways to develop, organize and maintain a successful choral program for any age group, based on a comprehensive choral music education model. Students review fundamental vocal pedagogy of the singing voice, including physiological development, age appropriate vocal expectations, and establishing and maintaining vocal health. Topics include: philosophical basis for vocal music education; the child voice, the adolescent voice, and the adult voice; vocal tone; considerations for selecting repertoire including ensemble assessment, music evaluation, and multicultural music; rehearsal techniques, collaborative learning, and motivation; planning for the rehearsal; developing conducting technique; recruitment, auditioning, placement, score analysis and preparation; classroom management; managing a choral program; participation in professional activities; effective use of technology in a choral program; and national state, and professional standards. Clinical/Field experiences (all ages) required. Recommended preparation: MUED 276.

MUED 355. Vernacular Music in Education. 3 Units.

This course is designed to aid preservice music teachers in organizing elements of music teaching, including assessment, lesson planning for diverse students, writing and communication skill development, and fostering critical thinking, all within the discipline-specific context of music teaching and learning. Using these elements, we will explore the tenets of vernacular music-making as it relates to teaching school music through creating, composing, improvising, and performing on a variety of instruments. Specific areas of focus in this course include analyzing songwriting practices, creating cross-over experiences for school music students, and strengthening professional communication skills. Counts as a Disciplinary Communication course. Counts as a SAGES Departmental Seminar course. Prereq: MUED 240 and MUED 305 and MUED 350 or Requisites Not Met permission (if a BA in Music student).

MUED 391. Music in Early Childhood. 3 Units.

The goal of the course is to provide students with an understanding of the role of music in early childhood and approaches to music education with young children. Students will experience an overview of selected theories of musical development of young children, discuss the importance of music to various areas of child development, explore cultural perspectives and influences on musical development, evaluate curricular materials and methods used in early childhood music education, observe children's music making in early childhood classrooms, and develop teaching skills for early childhood music settings. Topics and content of this course include: music's role in early childhood development; music aptitude and its measurement; theories of early childhood music learning; early childhood making; evaluating curricular materials for early childhood music; the importance of play in early childhood musical development; incorporating State and National Music Education Standards; designing instruction for early childhood music settings; assessment in early childhood music; cultural perspectives on music in early childhood; cultural influences on musical development; music therapy with young children; benefits of family interaction in music; the role of listening in early childhood musical development; and formal music instruction with young children. The class will participate in a weekly service learning project providing music instruction for young children and parents or caregivers from an underserved population. Offered as MUED 391 and MUED 491.

MUED 396A. Student Teaching in Music Education. 9 Units.

Teaching music in both elementary and secondary schools, full-time five days a week for 15 weeks. Closely supervised field experiences of all types with a wide variety of students. Emphasis on planning lessons and organizing materials, teaching methodologies, motivation, and student assessment. Topics addressed include communications and the arts, technology in learning, interdisciplinary learning, collaborative learning and teaching, creating a supportive environment, and professional development. Development of skills needed for self-assessment as well as student assessment. Clinical/Field experiences (all ages) required. Recommended preparation: Concurrent enrollment in MUED 396B. Offered as MUED 396A and MUED 496A. Counts as a Local & Global Engagement course. Counts as a SAGES Senior Capstone course. Prereq: EDUC 255 and MUAP 323 and MUAP 35.

MUED 396B. Student Teaching Seminar in Music Education. 3 Units.

This is the SAGES Senior Capstone requirement for students majoring in Music Education. Taken at the same time as the student teaching experience (MUED 396A/496A), this seminar will guide students through preparation for entering the professional world of music education, and mentor them in their preparation of their Senior Capstone Project and Presentation. Recommended preparation: Concurrent enrollment in MUED 496A. Offered as MUED 396B and MUED 496B. Counts as a SAGES Senior Capstone course.

MUED 399. Undergraduate Independent Studies. 1 - 3 Units.

Each student develops a topic of interest to be explored with a faculty member.

MUED 400. Intensive Field Experience. 0 Unit.

This course is intended for BS and MA-Licensure music education majors, and acquaints students with various teaching settings in P-12 schools in the greater Cleveland area; allows students to observe and teach with practicing music teachers; and fosters critical thinking skills related to effective teaching, lesson planning, and other elements of teaching. Offered as MUED 300 and MUED 400. Prereq: MUED 305, MUED 350, and MUED 410. Coreq: MUED 355 and (MUED 352 or MUED 353).

MUED 410. Professional Music Education: A Career Introduction. 1 Unit.

The role of a Music Educator is complex and involves the practical application of music content in various Pre K-12 teaching environments. This course is designed for entering Master of Arts with Teaching License majors who have a performance-based undergraduate education to give a comprehensive overview of the profession and facilitate the journey and transition from music student to professional music educator. Admission into the Master of Arts with Teacher License Music Education Program is a prerequisite for this course. A student may not receive credit for both MUED 240 and MUED 410. Prereq: Admission into the Master of Arts with Teacher License Music Education Program.

MUED 420. Technology Assisted Music Teaching and Learning. 3 Units.

Fundamental concepts and skills for using technology in music teaching and learning. This project-oriented class will develop computer science knowledge and competencies related to electronic musical instruments, MIDI sequencing, music notation software, computer-assisted instruction, digital media, the Internet, information processing, computer systems, lab management, and computational thinking skills as they relate to music education in K-12 schools. Recommended preparation: MUED 240. Offered as MUED 320 and MUED 420.

MUED 440. Scholarship in Music Education. 3 Units.

In MUED 440 we will be examining critically the research of others. We will explore the various paradigms and methods in music education research and will learn to become educated consumers of published research. In addition, we will be learning the beginnings of how to conduct our own research. Specific topics of this course include utilizing music education research tools, resources, and materials; identifying and generating research problems; reviewing related literature; designing research procedures; conducting quantitative and qualitative research studies; and writing empirical research reports and proposals. Writing skills are an important part of this course, for unless one can convey the findings of his or her research to other people with clarity, that research will be of limited value. Prereq: Graduate Student in Music Education.

MUED 441. Philosophical Foundations of Music Education. 3 Units.

In this course, students explore major aesthetic philosophies that have influenced contemporary music education, and discuss current issues central to our field. Among topics included: basic views about art/music; creating art/music; meaning in art/music, experiencing art/music; music and aesthetic education; criticism in music; multicultural music; and critical theories and inquiry regarding music education. Students are asked to assess their own roles in music education, as well as their obligations and potential capacities for leadership in the profession. Students will work toward development of a personal professional philosophy of music education.

MUED 442. Curriculum and Assessment in Music Education. 3 Units.

This course is designed to give graduate music education students thorough knowledge of the overarching role of curriculum and assessment as the organizational elements of instruction. In depth coverage of such topics as: the role of assessment and measurement in teaching; epistemology; scope and sequence; backward design; instructional goals; validity; reliability; performance assessments; measuring assessment; curriculum design; and teaching for understanding. These concepts and procedures will be explored in depth to give daily music instruction a global framework in the larger organizational structure of profession, state, national, and accreditation standards for P-12 and college music settings.

MUED 443. Music Cognition. 3 Units.

Why do you like the music you like? How does one learn music without direct instruction? How are music and language processing both similar and different? What about music's predictability makes it euphoric? Music operates as a tangled web of biological, cognitive, behavioral, and sociocultural processes that have captivated philosophers, scientists, and artists for centuries. This interdisciplinary course presents a survey and critical review of scholarly literature and methodologies related to the multiple ways of "knowing" music. Specific topics will include: neuroanatomical reactions related to music perception, cognitive organization and processing of music, psychological measures in music research, and enculturated effects on musical interactions. Students will become familiar with multiple bodies of literature in order to explore their own interests in musical processing and produce theories to help solve musical problems based on those interests and develop potential research strategies for future inquiries. Offered as COGS 343 and COGS 443 and MUED 343 and MUED 443 and PSCL 343 and PSCL 443. Counts as a Human Diversity & Commonality course.

MUED 446. Sociology of Music Education. 3 Units.

In this course, students explore philosophical, social, cultural, and theoretical issues regularly encountered by music educators in classroom and rehearsal settings. Topics covered include: local, state, and national issues and policies intersecting with music education; social challenges and classroom realities facing music educators; social and cultural diversity issues in music education; and the role(s) of music education in society. Prereq: MUED 440.

MUED 447. Seminar in College Music Teaching. 3 Units.

Seminar in College Music Teaching is a course to help prepare CWRU and CIM music graduate students for careers in university teaching. This course includes information on creating class syllabi, assessing students, interviewing for college jobs, and understanding the university ecosystem. Coursework will be tailored to meet the needs and goals of each graduate student, regardless of content area. Perspectives will be drawn from music education, applied music, musicology, conducting, music theory, and music technology. Prereq: Graduate music student at CWRU and CIM.

MUED 448. Arts Education Advocacy and Policy. 3 Units.

In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs - like when a newly implemented policy creates a barrier to licensure or a state changes high school graduation requirements - not to mention perennial budgetary crises that have students, parents, and community members wondering what courses will be cut. Through the study of arts education, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B.

MUED 491. Music in Early Childhood. 3 Units.

The goal of the course is to provide students with an understanding of the role of music in early childhood and approaches to music education with young children. Students will experience an overview of selected theories of musical development of young children, discuss the importance of music to various areas of child development, explore cultural perspectives and influences on musical development, evaluate curricular materials and methods used in early childhood music education, observe children's music making in early childhood classrooms, and develop teaching skills for early childhood music settings. Topics and content of this course include: music's role in early childhood development; music aptitude and its measurement; theories of early childhood music learning; early childhood making; evaluating curricular materials for early childhood music; the importance of play in early childhood musical development; incorporating State and National Music Education Standards; designing instruction for early childhood music settings; assessment in early childhood music; cultural perspectives on music in early childhood; cultural influences on musical development; music therapy with young children; benefits of family interaction in music; the role of listening in early childhood musical development; and formal music instruction with young children. The class will participate in a weekly service learning project providing music instruction for young children and parents or caregivers from an underserved population. Offered as MUED 391 and MUED 491.

MUED 496A. Student Teaching in Music Education. 9 Units.

Teaching music in both elementary and secondary schools, full-time five days a week for 15 weeks. Closely supervised field experiences of all types with a wide variety of students. Emphasis on planning lessons and organizing materials, teaching methodologies, motivation, and student assessment. Topics addressed include communications and the arts, technology in learning, interdisciplinary learning, collaborative learning and teaching, creating a supportive environment, and professional development. Development of skills needed for self-assessment as well as student assessment. Clinical/Field experiences (all ages) required. Recommended preparation: Concurrent enrollment in MUED 396B. Offered as MUED 396A and MUED 496A. Counts as a Local & Global Engagement course. Counts as a SAGES Senior Capstone course. Prereq: EDUC 255.

MUED 496B. Student Teaching Seminar in Music Education. 3 Units.

This is the SAGES Senior Capstone requirement for students majoring in Music Education. Taken at the same time as the student teaching experience (MUED 396A/496A), this seminar will guide students through preparation for entering the professional world of music education, and mentor them in their preparation of their Senior Capstone Project and Presentation. Recommended preparation: Concurrent enrollment in MUED 496A. Offered as MUED 396B and MUED 496B. Counts as a SAGES Senior Capstone course.

MUED 501. Special Reading (M.A. and M.M.). 1 - 18 Units.**MUED 590. Seminar in Music Education. 3 Units.**

This seminar is designed for music education doctoral students to pursue advanced research methodologies and procedures. Topics might include meta-analysis, multiple regression, advanced qualitative coding, and mixed methods research.

MUED 601. Special Readings (Ph.D./D.M.A.). 1 - 18 Units.**MUED 640. Qualitative Research in Music Education. 3 Units.**

This course provides music education graduate students with an in-depth look at qualitative research techniques in educational settings, along with an emphasis on design and analysis, and a critical review of selected research studies in music education. The goals of this class include gaining an understanding of the qualitative research paradigm, learning to write effectively and efficiently as a qualitative researcher, and conducting a small-scale qualitative research project. Prereq: Graduate Music Education major and MUED 440 or requisites not met permission.

MUED 641. Quantitative Research Methods in Music Education. 3 Units.

Effective educators of all levels are expected to continually refine their knowledge of how students best learn music in practical applications through assimilation of current research. Implementation of research findings in one's classroom, as well as contributions back to the profession through scholarship, should remain a priority. Quantitative Research Methods will explore fundamentals of research design and appropriate statistical methods for interpretation of data. Specific topics will include: identification of research issues, selection of appropriate experimental designs for investigation, application of statistical methods for data interpretation, and evaluation of available research. Effective and efficient skills in writing and presentation will be expected and reinforced in all course activities. Prereq: MUED 440.

MUED 650. Fieldwork and Advanced Qualitative Analysis in Music Education. 3 Units.

This course provides graduate students interested in music education research with an advanced work on fieldwork and analysis technique for qualitative research in educational setting, and a critical review of selected research studies within and beyond music education. The three main goals of this class are (1) to critique qualitative research paradigm in music education; (2) to learn to conduct data analysis for grounded theory, phenomenology, and narrative inquiry; and (3) to prepare a research proposal for one of the three methodologies listed in point 2. With these perspectives, students will be better prepared to understand qualitative research in music education, evaluate research, and know how to use it in their classrooms. Prereq: MUED 640 or Requisites Not Met permission.

MUED 651. Thesis (M.A. and M.M.). 1 - 6 Units.

(Credit as arranged.)

MUED 701. Dissertation Ph.D.. 1 - 9 Units.

(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.