

# MUSIC EDUCATION

Radio Cremata, Associate Professor and Chairperson

## Mission, Values, Goals, and Outcomes

### MISSION STATEMENT:

Developing exemplary music educators who are committed to serving others for the betterment of self and society.

### PROGRAM VALUES AND GOALS:

## Diversity & Breadth

- Provide choice and flexibility to pursue multiple types of music education experiences
- Prepare students with an integrated experience of diversity, technology, and emerging practice
- Recruit and value students and faculty with diverse musical backgrounds

## Leadership & Innovation

- Prepare students to advance the profession through innovative teaching practices
- Nurture critical and creative thinking
- Foster reflective practitioners who grow throughout their careers

## Expansion & Engagement

- Facilitate and encourage students' life-long and life-wide involvement in music teaching and learning
- Promote and support community music engagement
- Equip students with the knowledge and skills to advocate music for music's sake

## Musicianship & Pedagogy

- Develop exemplary teachers and musicians
- Inspire creative and contextualized teaching and assessing
- Further students' understanding of child and adolescent development and learning

### STUDENT LEARNING OUTCOMES:

**Content Knowledge:** The Bachelor of Music in Music Education graduate demonstrates a rich and thorough understanding of content and skill knowledge (processes of creating, performing, and describing), theories, and issues comprising the discipline (proficiency in performance/musicianship, conducting, and rehearsing), including an understanding of cognitive, physical, and social development.

**Planning and Instruction/Implementation:** The Bachelor of Music in Music Education graduate plans and implements effective, developmentally appropriate (intellectually, physically, socially, and psychologically) lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy. The graduate implements the National Standards in Music Education and uses

appropriate materials and strategies to develop students' critical thinking, problem solving, and performance skills.

**Positive Learning Environment:** The Bachelor of Music in Music Education graduate creates safe, healthy, dynamic, and motivational learning environments that encourage every student to meet standards, to develop independence, to become actively involved, and to trust, take risks, and collaborate.

**Diversity:** The Bachelor of Music in Music Education graduate demonstrates and celebrates a foundational knowledge of the unique nature, abilities, cultures, and characteristics of all learners, including literacy and second language acquisition, and is able to modify instruction so everyone can be successful. The graduate also believes that all students can and should have rich and diverse musical experiences and is committed to teach music in a diverse society to all people regardless of individual difference or ability.

**Technology:** The Bachelor of Music in Music Education graduate effectively utilizes technology to enhance students' learning and professional growth.

**Assessment:** The Bachelor of Music in Music Education graduate develops and utilizes a variety of assessment approaches designed to evaluate student learning and performance, encourages student reflection and self-evaluation, provides feedback, and shapes future lesson planning and curricula.

**Collaboration and Outreach:** The Bachelor of Music in Music Education graduate fosters positive relationships and collaborates with a variety of target groups (e.g. students, colleagues, families, local community members, etc.) in order to promote and enhance partnerships within the learning environment.

**Professional Development:** The Bachelor of Music in Music Education graduate continually seeks to expand knowledge and improve effectiveness as a teacher, to make positive professional contributions, and to exhibit the professional disposition of an emerging teacher. The graduate reflects on teaching, students' performance, and developments in the field to extend knowledge and refine a personal philosophy of music education

## Bachelor of Music in Music Education

By fulfilling academic requirements for the New York initial teaching certificate, this program allows the prospective music teacher an opportunity to achieve vocal and instrumental certification for birth through 12th grade (B-12) while developing performance and pedagogical skills.

The initial teaching certificate is valid for five years, during which time the master's degree in music education or master's degree in an approved related area must be attained in order to maintain teacher certification. In addition to the courses required for the undergraduate degree in music education, candidates must also attain a satisfactory level of performance on all New York State certification exams. A fingerprinting and background check of the student's judicial record is also required. Information concerning test and fingerprinting sites, dates, and cost is available in the Department of Education in 194 Phillips Hall and the Office of Career Services.

During a student's pursuit of the Music Education or Music Performance/Music Education Degree, there are several transition points that must be met in order to continue in the degree. If a standard is not met, depending on the severity of the deficit, the student may be immediately dismissed

or be put on probation. Students on probation have clearly articulated goals that must be met by the end of the next semester. These goals must be met before the student is allowed to continue in the program. If the probation goals are not met within the specified time limit, the student is subject to dismissal. Listed below are the transition points. More information will appear in the Music Education Handbook, and this material will also be discussed in the Introduction to Music Education course. In addition, related information can be found in the Education Program section of the catalog.

1. Admission to Professional Education (at the end of MUED 20200 and prior to Junior Student Teaching)
2. Admission to Student Teaching (at the end of Junior Student Teaching and prior to Senior Student Teaching)
3. Completion of Student Teaching
4. Completion of Program

### Senior Block Student Teaching

Senior Block Student Teaching: Vocal or Instrumental (MUED 46800 or MUED 46900) represents the culminating experience in the music education curriculum.

#### Prerequisites for Senior Block Student Teaching

- A minimum cumulative GPA of 2.70
- Successful completion of music theory courses MUTH 10100, MUTH 12100, MUTH 12200, MUTH 22100, and MUTH 22200 (or the corresponding honors-level courses)
- Successful completion of sight-singing courses MUTH 13300, MUTH 13400, MUTH 23300, and MUTH 23400 (or the corresponding honors-level courses)
- A minimum cumulative average of C+ in major performance area
- Successful completion of MUED 10100, MUED 10200, MUED 20100, and MUED 20200 with a minimum cumulative average of C+
- Successful completion of MUED 26700 with a minimum grade of C+
- Successful completion of MUED 30100 and MUED 30200 or MUED 30300 and MUED 30400 with a minimum cumulative average of C+
- Successful completion of MUED 36900 and MUED 38000, MUED 37100 and MUED 38100, or MUED 37100 and MUED 38200 with a minimum cumulative average of C+
- Successful completion of MUED 28000, MUED 28100, MUED 28200, MUED 36100 with a minimum grade of C+
- Successful completion of the EDUC workshops/seminars: EDUC 19210, EDUC 19220, EDUC 19230 and EDUC 19240
- Successful completion of the EDUC course sequence: EDUC 21010, EDUC 23900 and EDUC 34000
- Successful completion of core subjects in either the vocal or instrumental emphasis:
  - A. Vocal Emphasis
    - MUED 24600 with a minimum grade of C+
    - MUED 36800 with a minimum grade of C+
    - PFSM 17100, PFSM 17200, PFSM 27300, and PFSM 27400 with a minimum cumulative average grade of C+
  - B. Instrumental Emphasis

- Secondary instruments through the junior year with a minimum cumulative average of C+
- MUED 36200 with a minimum grade of C+
- MUED 34700, for string majors only, or MUED 37500, for wind and percussion majors only, with a minimum grade of C+
- Successful completion of proficiency examinations in the vocal or instrumental emphasis. These exams are normally completed during block I of the spring semester of the junior year, and all proficiencies and secondary instrument classes within the designated track must be completed by the end of block I of the spring semester before the block of senior student teaching. For proficiency requirements, see the Handbook for Senior Student Teaching in Music Education

Students who fail to achieve the academic criteria listed must meet with the department chair to arrange the necessary remedial coursework.

#### General Information Regarding Senior Block Student Teaching

In order to fulfill New York State Education Department (NYSED) policies and foster a true commitment to senior student teaching, music education senior student teachers may not participate in official Ithaca College activities related to varsity sports and registered credit-bearing coursework, including zero-credit participation or auditing. This coursework includes, but is not limited to, classes, lessons, rehearsals, and performances. In addition, music education senior student teachers are strongly encouraged to consider the impact that additional non-student teaching activities and obligations (including, but not limited to, lessons, performing, rehearsing, employment, and other commitments) may have on completing a successful student teaching experience. Participating in non-student teaching activities may affect a student teacher's ability to complete senior teaching successfully and may affect the related grade negatively or result in removal from senior student teaching. Recognizing the importance of outstanding musicianship to effective music teaching, student teachers are encouraged to continue practicing and making music during their student teaching — this is the essence of being a high-quality teacher-practitioner (music educator-musician). However, all senior student teachers are expected to consider the above-stated policy and make the student teaching experience their primary focus. (This written policy underscores the commitment expected of every Ithaca College music education student teacher; in addition, it emphasizes the responsibility that student teachers and Ithaca College have to ensure quality music education for the host site's students.)

Other than absences related to illness, which require immediate contacting of the cooperating teacher, or absences related to serious illness or accidents, which additionally require immediate contacting of the supervisor or chair of music education, all absences must be approved in advance by the chair of music education.

The senior student teaching program is based on the belief that certain competencies fundamental to successful teaching can best be fostered in the environment in which the teaching will generally occur. Therefore, the senior student teaching program is a cooperative effort on the part of this institution and cooperating secondary schools. An application requesting a student teaching assignment must be submitted by the student by February 15 of the academic year immediately preceding the student teaching assignment. Students are required to preregister for MUED 46800 or MUED 46900 during the semester immediately preceding the student teaching assignment. Student teaching is to be completed during the fall (block II) or in the spring (block II). Vacation

periods coincide with the calendar of the cooperating school district during the assignment. Students are not assigned to teach in a public school they attended as students.

Students are encouraged to live in the community or the school district where they are assigned to teach. Although the student is not charged for meals during the student teaching assignment period, a charge is assessed for on-campus housing commitments that students have made. Transportation and arrangements for housing in the assigned community are the responsibility of the student teacher. Help in making housing arrangements can be sought through the cooperating teacher, the principal's or superintendent's offices, local real estate agencies, or former student teachers. Commuting any great distance may be dangerous or time-consuming and could lead to an inadequate teaching experience. Most cooperating teachers are involved in some evening and weekend teaching duties, and the student teacher is expected to participate in all of these duties. Married students, if they desire, may be placed in schools close to Ithaca as a convenience to their families.

### Piano, Organ, and Guitar Majors in Music Education

Piano, organ, and guitar students normally receive instruction and experience in the vocal emphasis area. Piano, organ, and guitar majors who want to have a teaching experience in the instrumental area may elect the instrumental emphasis no later than during their sophomore year. They must have completed at least one full semester of coursework, be in good standing with the Department of Music Education and the School of Music, and must have performance capability on a wind, string, or percussion instrument equal to "outstanding level" on grade IV literature listed in the New York State School Music Association (NYSSMA) manual. This is determined by an audition with a member of the instrumental music education department and the appropriate performance faculty member. The audition determines the amount of study necessary on that instrument. The program makes provision for four semesters of secondary instrument private lessons. Deficiencies may demand further study in private lessons, subject to the elective applied music fee. Membership is required in a major instrumental performing group (on the secondary instrument) each semester and in choral ensemble for two semesters. The student must follow the curriculum of music education-instrumental.

Pianists, guitarists, and organists who elect the instrumental emphasis will, in these programs, enroll for 2 credits of private instruction on the major instrument — piano, guitar, or organ. They have a weekly half-hour lesson, attend weekly repertoire class, and perform a jury at the end of the semester. Students may also audition for the four-and-a-half-year degree program. If accepted, the students have a weekly one-hour lesson, attend weekly repertoire class, and perform a jury at the end of the semester. Students in these programs must enroll for 1 credit of private instruction on the secondary instrument; they have a weekly half-hour lesson.

The credits earned in private lessons on the secondary instrument may be counted as music electives.

Credits earned in private lessons on the secondary instrument beyond the four semesters provided for in the program are subject to a private lesson fee in accordance with the schedule shown under the "Expenses" page in the catalog (<https://catalog.ithaca.edu/undergrad/financial-aid/expenses/>); they may be counted as music electives.

### Senior Student Teaching

Complete information concerning prerequisite coursework, proficiency exams, assignments, procedures and policies, and other information

can be found in the Handbook for Senior Student Teaching in Music Education.

## Majors

- Music Education Major — B.M. (<https://catalog.ithaca.edu/undergrad/schools/school-music/music-education/music-education-bm/>) - This program combines an intensive study of music, focused on the student's primary instrument, with a rigorous sequence of music education classes, including student teaching experiences in both the junior and the senior years. The degree allows the prospective music teacher an opportunity to achieve vocal and instrumental certification for kindergarten through the 12th grade (K-12). Students must audition on their primary instrument before a faculty member(s), as well as interview with a faculty member of the Department of Music Education.
- Performance and Music Education Major — B.M. (<https://catalog.ithaca.edu/undergrad/schools/school-music/music-education/performance-music-education-major-bm/>) - (Nine semester program of study) — This single degree program combines intensive study on a student's primary instrument, including two required recitals, with a rigorous sequence of music education classes, including student teaching experiences in both the junior and the senior years. The degree allows the prospective music teacher an opportunity to achieve vocal and instrumental certification for kindergarten through the 12th grade (K-12). Students must interview with a faculty member of the Department of Music Education, and audition before a faculty member(s) and exhibit the potential to fulfill, with distinction, the recital obligations of the program. Current Music Education degree students interested in adding the Performance degree should arrange their audition through Music Admissions.

### MUED 10100 Introduction to Music Education: Career Orientation (NLA)

An orientation for first-semester music education majors, including an overview of contemporary issues in music education. In addition, an exploration of career opportunities in music education and other fields will be covered. Introduction to Music Education serves as the first of four classes in the music field-experience sequence. (F-Y)

Attributes: TE  
0.5 Credit

### MUED 10200 Music Field Experience I (NLA)

Second of four semesters of observations or participation in music teaching in a variety of settings and student development levels.

Prerequisites: MUED 10100. (S-Y)  
Attributes: TE  
0.5 Credit

### MUED 20100 Music Field Experience II (NLA)

Third of four semesters of observations of or participation in music teaching in a variety of settings and student developmental levels.

Prerequisites: MUED 10200. (F-Y)  
Attributes: TE  
0.5 Credit

### MUED 20200 Current Topics in Music Education: Career Orientation (NLA)

This course is designed to address topics relevant to success in contemporary music education and will include several areas of focus required by NYSED regulations. Current Topics in Music Education serves as the fourth of four classes in the music field-experience sequence.

Prerequisites: MUED 20100. (S-Y)  
Attributes: TE  
0.5 Credit

**MUED 24600 Classroom Instruments (NLA)**

Techniques and materials for teaching children to play classroom instruments, including Orff instrumentarium, soprano recorder, autoharp, and guitar. Prerequisites: Sophomore standing; MUED 10200. (F-S)

Attributes: TE

1 Credit

**MUED 26700 Music Education for Children (NLA)**

Emphasis is placed on planning, implementing, and evaluating an eclectic curriculum based on conceptual pedagogy. Study of the influences of Dalcroze, Orff, and Kodály. Projects in designing materials for large group, small group, and individualized instruction of pre-kindergarten through grade 6. Survey of adaptations necessary for the special learner in music in mainstreamed and inclusive settings. Prerequisites: Sophomore standing; MUED 10200. (F-S)

Attributes: SL, TE

2 Credits

**MUED 28000 Contemporary Ensembles in the Public Schools: Vocal-Choral (NLA)**

Philosophical and pedagogical foundations for providing successful diverse musical experiences within the public schools. Special focus will be given to a broad range of musical genres and ensembles, including how to incorporate and support their inclusion into the traditional public school music program. The course will include experiential opportunities related to contemporary ensembles in the public school and will place added emphasis on world music. Prerequisites: MUED 20100. (S,Y)

Attributes: TE

1 Credit

**MUED 28100 Contemporary Ensembles in the Public Schools: Instrumental-Band (NLA)**

Philosophical and pedagogical foundations for providing successful diverse musical experiences within the public schools. Special focus will be given to a broad range of musical genres and ensembles, including how to incorporate and support their inclusion into the traditional public school music program. The course will include experiential opportunities related to contemporary ensembles in the public school and will place added emphasis on jazz. Prerequisites: MUED 20100. (S,Y)

Attributes: TE

1 Credit

**MUED 28200 Contemporary Ensembles in the Public Schools: Instrumental-Orchestra (NLA)**

Philosophical and pedagogical foundations for providing successful diverse musical experiences within the public schools. Special focus will be given to a broad range of musical genres and ensembles, including how to incorporate and support their inclusion into the traditional public school music program. The course will include experiential opportunities related to contemporary ensembles in the public school and will place added emphasis on ethnic fiddling. Prerequisites: MUED 20100. (S-Y)

Attributes: TE

1 Credit

**MUED 30100-30200 Choral Conducting (NLA)**

Designed to develop proficiency in manual and aural skills. Prerequisites: Junior standing; MUTH 22100 or MUTH 22101. (F)

Attributes: TE

2 Credits

**MUED 30300-30400 Instrumental Conducting (NLA)**

Designed to develop proficiency in manual and aural skills. Prerequisites: Junior standing; MUTH 22100 or MUTH 22101. (F)

Attributes: TE

2 Credits

**MUED 34700 String Pedagogy (NLA)**

Pedagogical techniques and field experience for teaching string instruments in private, small group, and large ensemble settings. A synthesis of pedagogical concepts introduced in secondary instrument classes. Prerequisites: Junior standing; secondary instruments through sophomore year. Corequisites: MUED 37100. (F)

Attributes: TE

2 Credits

**MUED 35600 Laboratory Band (NLA)**

A survey of elementary and junior high school ensemble materials. Students perform on instruments other than their major one and may, at the discretion of the instructor, be given opportunities to conduct rehearsals. Class meeting: Two hours per week. Prerequisites: Junior standing; MUED 30100 or MUED 30300. (S,B)

Attributes: UND

1 Credit

**MUED 35700 Laboratory Orchestra (NLA)**

A survey of elementary and junior high school ensemble materials. Students perform on instruments other than their major one and may, at the discretion of the instructor, be given opportunities to conduct rehearsals. Class meeting: Two hours per week. Prerequisites: Junior standing; MUED 30100 or MUED 30300. (S,E)

1 Credit

**MUED 36100 Teaching Vocal - General Music (NLA)**

Taught in tandem with the junior vocal student teaching experience at Immaculate Conception School. The pedagogical principles, philosophical issues, and the state and national standards that were introduced during the prerequisite courses are continued at a more advanced level and applied with children from preschool through grade 8 in the music classroom. Prerequisites: Junior standing; MUED 24600; MUED 26700. Corequisites: MUED 36900. (F)

Attributes: TE

1 Credit

**MUED 36200 Teaching Instrumental Music (NLA)**

Emphasis is placed on implementing a successful school instrumental music program, including philosophical issues, national and state standards, administration, evaluation, assessment, recruitment techniques, ensemble classroom management, and advocate/parent relations. Also a forum for field experience questions and issues. Prerequisites: Junior standing; secondary instruments through the sophomore year. (S)

Attributes: TE

1 Credit

**MUED 36800 General and Choral Music in the Secondary School (NLA)**

The study and practical application of materials and techniques for teaching general and choral music in middle school, junior high, and high school. Special consideration is given to music for the changing-voice choir. Prerequisites: Junior standing; MUED 20200. (F-S)

Attributes: TE

2 Credits

**MUED 36900 Student Teaching: Vocal (NLA)**

Junior year. Observation of experienced teachers, followed by biweekly teaching experience under supervision in a local lab school (Immaculate Conception School). Prerequisites: Junior standing; MUED 20200; MUED 24600; MUED 26700 with a minimum grade of C+. Corequisites: MUED 36100. (F)

Attributes: TE

2 Credits

**MUED 37100 Student Teaching: Instrumental (NLA)**

Junior year. Observation of experienced teachers, followed by weekly teaching experience under supervision in area elementary schools. Prerequisites: Junior standing; secondary instruments through sophomore year; MUED 20200. Corequisites: MUED 37500 or MUED 34700. (F)

Attributes: TE

2 Credits

**MUED 37500 Wind Instrument Pedagogy (NLA)**

Pedagogical techniques and field experience for teaching woodwind and brass instruments in private, small group, and large ensemble settings. A synthesis of pedagogical concepts introduced in secondary instrument classes. Prerequisites: Junior standing; secondary instruments through sophomore year. Corequisites: MUED 37100. (F)

Attributes: TE

2 Credits

**MUED 38000 Student Teaching and Rehearsal Lab: Vocal-Choral (NLA)**

Junior Year. Observation of experienced teachers, followed by weekly primary-level teaching experience under supervision. The rehearsal lab is a supplement to the junior-level student teaching experience and is an extension of the rehearsal practice covered in the conducting course. The lab provides more opportunities for students to lead peers in large ensemble choral rehearsals, including choral warm-ups and rehearsal of distinctive choral repertoire in a wide range of styles and periods. The course includes the study of excellent repertoire appropriate for middle school and high school. Prerequisite: MUED 30100 and MUED 36900.

Corequisite: MUED 30200. (S,Y)

2 Credits

**MUED 38100 Student Teaching and Rehearsal Lab: Instrumental-Band (NLA)**

Junior Year. Observation of experienced teachers, followed by weekly primary-level teaching experience under supervision. The rehearsal lab is a supplement to the junior-level student teaching experience and is an extension of the rehearsal practice covered in the conducting course. The lab provides more opportunities for students to lead peers in large ensemble band rehearsals, including band warm-ups and rehearsal of distinctive band repertoire in a wide range of styles and periods. The course includes the study of excellent repertoire appropriate for elementary school, middle school, and high school. Prerequisite: MUED 30300 and MUED 37100. Corequisite: MUED 30400. (S-Y)

2 Credits

**MUED 38200 Student Teaching and Rehearsal Lab: Instrumental-Orchestra (NLA)**

Junior Year. Observation of experienced teachers, followed by weekly primary-level teaching experience under supervision. The rehearsal lab is a supplement to the junior-level student teaching experience and is an extension of the rehearsal practice covered in the conducting course. The lab provides more opportunities for students to lead peers in large ensemble orchestra rehearsals, including orchestra warm-ups and rehearsal of distinctive orchestra repertoire in a wide range of styles and periods. The course includes the study of excellent repertoire appropriate for elementary school, middle school, and high school. Prerequisite: MUED 30300 and MUED 37100. Corequisite: MUED 30400. (S,Y)

2 Credits

**MUED 40100 Advanced Choral Conducting (NLA)**

Students engage in the study and practice of conducting choral music for improved clarity of basic conducting technique, working on advanced techniques and more challenging music. In addition, the course includes score study that leads to more artistic conducting and the study of rehearsal techniques that lead to expressive singing and musical understanding. Students will work through repertoire from a variety of periods and styles with varied conducting challenges. Prerequisites: MUED 30200 or MUED 30400. (B,F)

2 Credits

**MUED 40200 Advanced Instrumental Conducting (NLA)**

Studies and practices aimed toward improved clarity of basic stick technique through the use of unequal motions (rhythmic and melodic). Practical exploration of rehearsal techniques, with an emphasis placed on clarity and efficiency in solving problems of balance, ensemble, intonation, and phrasing. Prerequisites: MUED 30400. (F-B,E,S-B)

2 Credits

**MUED 41000 Multicultural Perspectives in Music Education (LA)**

An investigation of world musics in the context of cultural values and identities, with a focus on how to teach them to students in the public school setting. Prerequisites: MUED 36100, MUED 37500, or MUED 34700. (S-B, E)

2 Credits

**MUED 44000 Materials and Rehearsal Techniques for the Public School (NLA)**

The study and evaluation of materials appropriate for teaching elementary, junior high, and senior high school band. Included is the examination of method books, instructional materials, and music for wind band. Prerequisites: Junior standing; MUED 30300. (S)

2 Credits

**MUED 44900 Marching Band Techniques (NLA)**

A study of techniques employed by high school and college marching bands, including arranging, fundamentals, and charting procedures. Each student is required to chart an entire field band show. Includes extensive use of video. Prerequisites: Junior standing; MUED 37500 or MUED 35600, or permission of instructor. (S-B)

2 Credits

**MUED 46800 Senior Block Student Teaching: Vocal (NLA)**

Senior year. A diversified half-semester, full-time teaching experience in a carefully selected public school; emphasis on the junior and senior high school levels. Prerequisites: Senior standing; MUED 38000 within a minimum grade of C+ (see 'prerequisites/eligibility' for the music education senior student teaching experience, in the 'Music Education Student Teacher Handbook'). (F-S)

Attributes: TE

6 Credits

**MUED 46900 Senior Block Student Teaching: Instrumental (NLA)**

Senior year. A diversified half-semester, full-time teaching experience in a carefully selected public school; emphasis on the secondary school levels. Prerequisites: Senior standing; MUED 38100 or MUED 38200 with a minimum grade of C+ (see 'prerequisites/eligibility' for the music education senior student teaching experience, in the 'Music Education Student Teacher Handbook'). (F-S)

Attributes: TE

6 Credits

**MUED 46912 Senior Semester Student Teaching (NLA)**

Explore a full semester of full-time music teaching in a school. Working closely with the MUED department, placements are determined based on specific needs/preferences. Senior student teachers gain experience as a school music teacher under supervision and mentorship of an experienced cooperating teacher and college level supervisor. Emphasis will be on middle and high school music education. Prerequisites: Dean Permission. (F,S)

12 Credits

**MUED 47000 Senior Music Education Capstone and Portfolio (NLA)**

An independent project in which the music education student reflects on the Junior Student Teaching experience and synthesizes the experience with all the other Integrative Core, Liberal Arts, and School of Music curricula. Prerequisite: Senior standing. Co-requisite: MUED 46800 or 46900. (F,S)

Attributes: CP

2 Credits