

# DEPARTMENT OF MUSIC EDUCATION AND MUSIC THERAPY

## Overview

221 Swope Music Building  
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Department of Music Education and Music Therapy (<https://www.wcupa.edu/music/undergradDegrees.aspx>)  
Marci Major ([mmajor@wcupa.edu](mailto:mmajor@wcupa.edu)), *Chairperson*

## Mission Statement

The mission of the Wells School of Music is to provide an inclusive, world-class education by engaging students in diverse and evolving degree programs that further artistic excellence and help students become valuable contributors to a greater society.

## Vision Statement

The Wells School of Music will continue to develop quality and innovative programs to ensure student success. We will strive to build our standing as a cultural resource that begins in the Commonwealth of Pennsylvania and extends throughout the nation. Through performance and scholarship at the highest levels, our faculty will build national and international reputations that reflect on and contribute to the university community. As respected musicians, scholars, composers, performers, educators, and music therapists, our graduates will enter their respective fields with an entrepreneurial spirit that will foster innovation to meet the ever-changing landscape in the world of music.

## Programs

### Majors

- B.M. in Music Education (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-education-bm/>)
- B.M. in Music Education - Instrument Concentration (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-education-bm-instrument-concentration/>) **(no longer accepting new students)**
- B.M. in Music Education - Keyboard Concentration (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-education-bm-keyboard-concentration/>) **(no longer accepting new students)**
- B.M. in Music Education - Voice Concentration (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-education-bm-voice-concentration/>) **(no longer accepting new students)**
- B.M. in Music Therapy (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-therapy-bm/>)

### Graduate Opportunities

See the graduate catalog for more information on the Music Education and Music Therapy programs. (<https://catalog.wcupa.edu/graduate/school-of-music/music-education-therapy/>)

## Policies

- See undergraduate admissions information. (<https://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are

encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

## Approval for Student Teaching and Field Placements

### Approval for Student Teaching

Candidates must apply through the Office of Clinical Experiences and Candidate Services for approval for student teaching placements. All candidates must meet the following criteria in order to student teach:

- Achieved Teacher Candidacy
  - Please refer to the complete Teacher Candidacy Policy (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)
- Completed the following forms<sup>1</sup>:
  - Student teaching application (must be submitted within one full year prior to the academic semester in which student teaching is to be scheduled)
  - PA Child Abuse History Certification
  - Criminal Record Check-PA State Police
  - FBI Background Fingerprinting Check
  - TB testing
  - NOTE: Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.
- Registered for student teaching following department procedures.
- Attended a student teaching pre-registration meeting (The Office of Clinical Experiences and Candidate Services will notify students of preregistration meetings).
- See department webpage and/or handbook for specific programmatic requirements.

<sup>1</sup> Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.

### Field Placement in Schools

All field placements, including student teaching, are arranged by the Office of Clinical Experiences and Candidate Services with collaboration from the Field Coordinator. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. All placements are within one hour of the university. Transportation to and from field placements and student teaching is the responsibility of the individual student.

### PRAXIS II for Music Education Majors

For required tests and scores, see the following:

Music Ed program requirements (<https://catalog.wcupa.edu/undergraduate/school-of-music/music-education-therapy/music-education-bm/>)

Educator Preparation Programs requirements (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)

1. Candidates must take (but not necessarily pass) the required PRAXIS tests in order to enter the student teaching internship.
2. Candidates must provide scores of all PRAXIS tests (both passing and non-passing attempts) to the Chair of Music Education and Music Therapy.

- Candidates must take (but not necessarily pass) the required PRAXIS II test (Fundamental Subjects Content Knowledge) as a prerequisite for MUE 332.
- Candidates must schedule and take (but not necessarily pass) the required PRAXIS II test (Music Content Knowledge) immediately upon completion of MHL 212 and as a prerequisite for MUE 431/MUE 432.
- Music Education students must pass the Praxis II in order to obtain PA Teacher Certification.

## Faculty

### Professors

Angela Guerriero (aguerriero@wcupa.edu) (2002)  
B.S., M.Ed., M.M., West Chester University; M.A. Immaculata University; Ph.D., Drexel University

Marci Major (mmajor@wcupa.edu) (2016)  
Chairperson, Music Education and Music Therapy  
B.S., West Chester University; M.M., Michigan State University; Ph.D., The Ohio State University

Mark Gregory Martin (mmartin@wcupa.edu) (2011)  
B.M.E., Eastern Kentucky University; M.M.A., James Madison University; D.M.A., University of Texas

### Associate Professor

Eun Sil Suh (esuh@wcupa.edu) (2024)  
B.M., Kyungpuk National University; M.M., Illinois State University; Ph.D., Lesley University

### Assistant Professor

Adam J. Gumble (agumble@wcupa.edu) (2018)  
B.M., M.M., West Chester University; M.M., Boston University

## Courses

### AEB

#### AEB 101. Elementary Band. 0.5 Credits.

Contact department for more information about this course.  
Repeatable for credit.

### AEO

#### AEO 101. Elementary Orchestra. 0.5 Credits.

Contact department for more information about this course.  
AEO 101 Prerequisite: Successful completion of ASC 191 with minimum grade of D-.  
Repeatable for credit.

### AIM

#### AIM 311. Marching Band Techniques. 1 Credit.

A survey of the function of the total marching band and of each component within it.

### AJZ

#### AJZ 365. Jazz Ensemble Techniques. 0.5 Credits.

Techniques and methods for organizing, rehearsing, programming, and operating jazz ensembles.

### MDA

#### MDA 240. Integrating the Arts within the Elementary Classroom. 3 Credits.

This course is designed to prepare the elementary classroom teacher (PK-4) to teach academic subjects more meaningfully through the art disciplines of creative movement, music, and visual art. The emphasis of this course is to study how the integration of the arts into the curriculum can provide children with essential problem solving skills that use both creative and critical thinking.

Gen Ed Attribute: Arts Distributive Requirement

## MPT

#### MPT 101. Introduction to Music Therapy. 1 Credit.

This course serves as an introduction to the music therapy profession. Students will learn about the history of the profession, orientations and approaches, research methodologies, and clinical applications of music therapy through experiential learning and writing.

#### MPT 191. Clinical Music Improvisation. 1 Credit.

This course is designed to provide students the opportunity to develop skills in facilitating clinical improvisation experiences. Students will use piano, guitar, voice, percussion, and their main performance instrument to engage in and lead improvisatory musical experiences. Students will review basic skills and terminology and examine their own music improvisation tendencies. Important models of improvisational music therapy will be examined through reading and experiential class work.

#### MPT 192. Functional Music Skills (Piano/Voice). 1 Credit.

This course is designed to develop course participants' functional music-making skills necessary for clinical practice. The primary focus will be on piano and voice through developing and performing a diverse repertoire of songs to meet the therapeutic needs of clients across a variety of clinical populations and settings. A variety of styles will be explored through sight-reading, transposition, creating lead sheets, and facilitating group music-making experiences.

#### MPT 193. Functional Music Skills (Guitar/Voice). 1 Credit.

This course is designed to develop course participants' functional music-making skills necessary for clinical practice. The primary focus will be on guitar and voice through developing and performing a diverse repertoire of songs to meet the therapeutic needs of clients across a variety of clinical populations and settings. A variety of styles will be explored through sight-reading, transposition, creating lead sheets, and facilitating group music-making experiences.

#### MPT 194. Functional Music Skills (Voice). 1 Credit.

This course is designed to develop course participants' functional music-making skills necessary for clinical practice. The primary focus will be on clinical voice through developing and facilitating a diverse repertoire of songs to meet the therapeutic needs of clients across a variety of clinical populations and settings. A variety of styles will be explored through sight-reading, transposition, creating lead sheets, and facilitating group music making experiences. An emphasis will be placed on vocal re-creation, vocal improvisation, and song improvisation, used in music therapy clinical practice.

#### MPT 240. Fundamentals of Music Therapy. 3 Credits.

This course provides a survey of the music therapy profession. Students will learn about music therapy literature, current practice, multicultural considerations, and clinical applications of music therapy through experiential learning, research, and writing.  
Gen Ed Attribute: Writing Emphasis (select both)

#### MPT 300. Music Therapy Research. 1 Credit.

This course provides an overview of music therapy research and literature. Students will gain library literacy and learn effective search methodologies. Students will develop an understanding of research methodologies and will learn to critically analyze and interpret research with the purpose of integrating it into clinical practice.  
Distance education offering may be available.

#### MPT 301. Music Therapy Technology. 1 Credit.

This course provides an overview of music therapy technology. Students will gain technology literacy and learn how to critically examine technology for music therapy settings. Students will develop an understanding of available technology with the purpose of integrating it into clinical practice.

#### MPT 302. Music Therapy Telehealth Techniques. 1 Credit.

This course provides an overview of music therapy telehealth techniques. Students will gain technology literacy and learn how to critically examine telehealth techniques for music therapy settings. Students will develop an understanding of current techniques and technology with the purpose of integrating it into clinical practice.  
Distance education offering may be available.

#### MPT 331. Music Therapy Principles I (Pediatrics). 3 Credits.

This course is designed to equip the future music therapist with the necessary skills and knowledge of methods and materials required to successfully facilitate individual, group, and family music therapy sessions with pediatric clientele. Field observations (practicum) placements in pediatric clinical settings are a part of the course.  
MPT 331 Prerequisite: Successful completion of MPT 240 with minimum grade of D-.  
Gen Ed Attribute: Diverse Community(select both), Writing Emphasis (select both)

**MPT 332. Music Therapy Principles II (Adults). 3 Credits.**

This course is designed to equip the future music therapist with the necessary skills and knowledge of methods and materials required to successfully facilitate individual, group, and family music therapy sessions with adult clientele. Field observations (practicum) placements in adult clinical settings are a part of the course. This course is intended to develop a student's ability to think critically and analytically about the form and function inherent in the therapeutic process and to communicate effectively.

MPT 332 Prerequisite: Successful completion of MPT 101, MPT 240, and MPT 331, with minimum grades of D-, or department permission.

Gen Ed Attribute: Writing Emphasis (select both)

**MPT 333. Music Therapy Principles III (Older Adults). 3 Credits.**

This course is designed to equip the future music therapist with the necessary skills and knowledge of methods and materials required to successfully facilitate individual, group, and family music therapy sessions with older adult clientele. Field observations (practicum) placements in older adult clinical settings are a part of the course. This course is intended to develop a student's ability to think critically and analytically about the form and function inherent in the therapeutic process and to communicate effectively.

MPT 333 Prerequisite: Successful completion of MPT 101, MPT 240, MPT 331, and MPT 332 with minimum grades of D-, or department permission.

Gen Ed Attribute: Writing Emphasis (select both)

**MPT 431. Music Therapy Pre-Internship I. 3 Credits.**

Course participants are expected to complete a music therapy fieldwork experience at an approved clinical site, accompanied by an ongoing clinical training seminar at West Chester University. This course is intended to develop a student's ability to think critically and analytically about the form and function inherent in the therapeutic process.

MPT 431 Prerequisite: Successful completion of MPT 101, MPT 240, MPT 331, MPT 332, and MPT 333, with minimum grades of D-.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**MPT 432. Music Therapy Pre-Internship II. 3 Credits.**

Course participants are expected to complete a music therapy fieldwork experience at an approved clinical site, accompanied by an ongoing clinical training seminar at West Chester University. This course is intended to develop a student's ability to think critically and analytically about the form and function inherent in the therapeutic process.

MPT 432 Prerequisite: Successful completion of MPT 101, MPT 240, MPT 331, MPT 332, MPT 333, and MPT 431, with minimum grades of D-.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**MPT 491. Music Therapy Internship. 1 Credit.**

Course participants are expected to complete a music therapy internship at an approved university-affiliated clinical site or AMTA National Roster Site, accompanied by an ongoing clinical training seminar.

MPT 491 Prerequisite: Successful completion of MPT 431 and MPT 432, with minimum grades of D-.

Distance education offering may be available.

**MPT 492. Music Therapy Internship I. 1 Credit.**

Course participants are expected to complete a music therapy internship at an approved University-Affiliated (UA) clinical site or American Music Therapy Association (AMTA) approved National Roster (NR) Site, accompanied by an ongoing clinical training seminar.

Distance education offering may be available.

**MPT 493. Music Therapy Internship II. 1 Credit.**

Course participants are expected to complete a music therapy internship at an approved University-Affiliated (UA) clinical site or American Music Therapy Association (AMTA) approved National Roster (NR) Site, accompanied by an ongoing clinical training seminar.

Distance education offering may be available.

**MUE****MUE Q01. Prof Qualifying Remediation. 0 Credits.**

Designed to present musicianship skills for students who have failed the Professional Qualifying Examination.

Repeatable for credit.

**MUE 101. Elementary Choir. 0.5 Credits.**

The purpose of this course is to acquaint the student with the organization, administration, fundamental rehearsal techniques and resources for a successful beginning choral program in today's public schools. In this course future choral conductors continue their development of fundamental conducting skills learned in basic conducting, while incorporating those skills into a choral rehearsal setting.

**MUE 110. Student-Centered Learning. 0.5 Credits.**

This course presents music education majors with theoretical foundations and learning experiences in learner-centered pedagogy including music-as-a-second-language (MSL) pedagogy, modern band techniques, and informal learning strategies. Topics covered include the following: guitar, ukulele, electric bass, drum set, and vocal music techniques within a popular music context; MSL pedagogy; songwriting and technology; informal learning strategies; constructivism in music education; and developing a personal statement of a learner-centered philosophy of music education. The mission of this course is consistent with the Music Education Department and curriculum.

**MUE 112. Improvisation for Music Educators. 0.5 Credits.**

This course presents concepts on developing improvisational skills by singing or playing instruments for music educators. It will provide a greater understanding of musical improvisation and will present pedagogical concepts needed to become an effective improviser in various idiomatic styles with a focus on 20th century American styles from blues and jazz to modern popular styles. Topics covered include the following: rhythmic improvising within the structures of various genres; pitch choice and melodic considerations; improvising in jazz and American popular music styles; informal learning strategies; constructivism in music education; developing lesson plans with a learner-centered focus; and developing a "first draft" of a learner-centered philosophy of music education. The mission of this course is consistent with the Music Education Department and curriculum.

**MUE 120. Music Education Foundations I. 2 Credits.**

This course provides music education majors with the WHAT and WHY of music education. This course helps the student begin the process of making the transition from a music student to a music teacher. During class, students will spend time reflecting on the best practices for music education. Particularly important is the aspect of openness to a broadening of educational practices for a PK-12 band, orchestra, choir, and general music certification. These practices and the ways they align with contemporary educational research are a substantial portion of the course. Topics covered include the history of music education, philosophy, the role of music in today's school education, examining developed curriculum, national music standards, and PA state standards.

**MUE 150. Innovations in Music Education: Rock Band. 2 Credits.**

This is a performance ensemble course in which students learn to rehearse and perform in a contemporary, popular music venue via a small band (typically 4-6 members). Educational emphasis is placed on group communication and collaboration, creative exploration, music technology, group leadership skills, and expanding student knowledge of popular music. Styles studied and performed include any and all popular genres (e.g., rock, pop, R&B) and their related sub-genres.

Repeatable for credit.

**MUE 199. Music Education Transfer Credits. 1-10 Credits.**

Transfer Credits

Repeatable for credit.

**MUE 201. Music Education Seminar. 0.5 Credits.**

A seminar introducing the philosophical foundations of music education and the structure of the school music program. Required for all music education majors prior to MUE 331.

**MUE 202. Music Education Foundations II. 3 Credits.**

This course provides music education majors the HOW of music education. It moves beyond a philosophical discussion into an overview of educational resources, assessment basics, lesson planning, methodology foundations, introduction into diversity, equity and access, social-emotional learning, copyright, and professional dispositions. During class, students will find and review resources, gain group early experiences in diverse classroom settings (field level 1), design inclusive lessons, study professional and reflective practices, and execute beginning flexible teaching modules (e.g., rote song) to include all students. Other topics include the diverse student needs, musical development of all students, differentiated instruction, and learner-centered pedagogy.

Distance education offering may be available.



**MUE 210. Beginning Ensembles. 0.5 Credits.**

This course exposes music education majors to the beginning-level band, orchestra, and choral repertoire, techniques, and materials found in public elementary schools. Topics covered include exposure to and experience on secondary and tertiary wind/percussion/string instruments; self-evaluation and reflective performance practices; formative assessment in large ensemble settings; and effective large ensemble rehearsal and skill development techniques. The mission of this course is consistent with the Music Education Department and curriculum.

**MUE 212. Music Education and Social Change. 0.5 Credits.**

This course provides music education majors introductions to social change, critical inquiry, and community engagement in music education. Topics covered include the following: social change, positionality, critical inquiry, student empowerment, the music of protest, building empathy, and community engagement.

**MUE 220. Music for Diverse Learners. 3 Credits.**

This course provides undergraduate music education and music therapy candidates with the skills, knowledge, understandings, and attitudes necessary to meet the needs of students with diverse needs in an inclusive music education classroom, including an emphasis on ethical decision-making.

Gen Ed Attribute: Ethics Requirement

Distance education offering may be available.

**MUE 232. Music in Early Childhood. 3 Credits.**

Designed to equip the teacher of early childhood to develop specific concepts utilizing singing, rhythmic, and melodic activities. Emphasis on listening and movement to music.

**MUE 235. Teaching the Children's Choir. 3 Credits.**

This seminar will prepare the Music Education candidate to develop, administer, teach, and lead children's choirs. Candidates will gain hands on experience with management and rehearsal techniques. Class meets two times per week; 1 hour in class 2 hour lab.

**MUE 300. Music Education Stage 2 Field. 1 Credit.**

The purpose of this course is to apply the skills, techniques, and dispositions required to be an effective P-12 music teacher. This course will allow students to work in a classroom setting to examine how teachers deliver curriculum in an urban setting. Teacher Candidates will observe, engage with students in small and large groups, have discussions with their cooperating teachers, participate in the lesson and assessment planning process, and teach an entire or portions of a class lesson.

**MUE 310. Music Education Stage 3 Field. 1 Credit.**

The purpose of this course is to apply the skills, techniques, and dispositions required to be an effective P-12 music teacher. This course will allow students to work in a classroom setting to examine how teachers deliver curriculum in a suburban setting outside their major area of expertise/focus. Teacher Candidates will observe, engage with students in small and large groups, have discussions with their cooperating teachers, participate in the lesson and assessment planning process, and teach an entire or portions of a class lesson.

**MUE 320. Traditional Methods. 3 Credits.**

This course provides upper-level music education majors the scaffolding and sequencing in traditional general music education methods (e.g., Kodaly, Orff, etc.). Additionally, students develop more classroom musicianship including classroom song leadership, classroom recorder, generate harmonic accompaniments (acoustic and electronic), create performance and rehearsal tracks and assessments, and explore topics specifically related to early childhood education. Topics covered include Kodaly, Orff, and Gordon methodologies; curriculum development, deployment, and assessment; lesson planning design with national standards and PA state standards; harmonic accompanying instruments; and teaching with technology. MUE 320 Prerequisite: Successful completion of MUE 202 and MUE 220, with minimum grades of D-.

Gen Ed Attribute: Writing Emphasis (select both)

**MUE 322. Progressive Methods. 3 Credits.**

This course is about the method and practice of teaching music through learner-centered practices and creative collaboration. It is a class about pedagogy - a particular pedagogy that can help students grow personally and musically using any variety of musical instruments and voice, while involved with music from a wide range of styles. This is a pedagogical approach that differs in significant ways from the traditional ensemble model that has characterized music education in the United States for the past one hundred years. The primary goal is to expand the possibilities for music offerings in the PK-12 schools. Topics covered include the following: songwriting, popular music ensembles, technology, creative assessment, integrated arts. In this course students create their first SLO (new format - data binders).

**MUE 324. Music Administration and Advocacy. 3 Credits.**

This course provides music education majors the tools to develop and maintain the non-musical aspects of music education programs at all levels in schools and communities. Topics covered include stakeholder communication, budget development, assessment, classroom management, trip planning, fundraising, scheduling and organization, grant writing, conferencing, and community collaboration.

Gen Ed Attribute: Writing Emphasis (select both)

**MUE 326. Ensemble Methods. 3 Credits.**

This course presents music education majors with concepts related to the teaching of beginning and intermediate large instrumental and choral ensemble formats most found in K-12 public schools. Topics covered include the following: development and deployment of effective beginner instrumental and vocal music lessons; evaluation and reflective practices; formative assessment in a small group lesson and ensemble settings; effective large ensemble rehearsal and skill development techniques; and programming philosophy development and resources.

**MUE 331. Music Methods and Materials I. 3 Credits.**

The study of music and the learning process at the elementary level to include Dalcroze, Kodaly, and Orff.

MUE 331 Prerequisite: Successful completion of MUE 201; and CON 311 or CON 321, with minimum grades of D-; Teacher Candidacy; current Act 34, Act 114, Act 151 clearances, and TB test valid for semester.

Gen Ed Attribute: Writing Emphasis (select both)

**MUE 332. Music Methods and Materials II. 3 Credits.**

The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills.

MUE 332 Prerequisite: Successful completion of MUE 331, with a minimum grade of D-. Teacher Candidacy. Current Act 34, Act 114, Act 151 Clearances and TB test valid for semester.

Gen Ed Attribute: Diverse Community(select both), Writing Emphasis (select both)

**MUE 333. Instrumental Methods and Materials. 2 Credits.**

Fundamentals underlying the development of instrumental programs in the public schools. Emphasis on program organization and administration, teaching procedures, and materials.

MUE 333 Prerequisite: CON 311 or CON 321, with minimum grades of D-, and Teacher Candidacy. Corequisite: MUE 331 or MUE 332.

**MUE 335. Choral Methods and Materials. 2 Credits.**

Designed to acquaint the student with a variety of choral music suitable for school use. Program planning and rehearsal techniques are demonstrated.

MUE 335 Prerequisite: Successful completion of CON 311 or CON 321; and MUE 331 or MUE 332, with minimum grades of D-; and Teacher Candidacy.

**MUE 337. Instrumental Techniques and Materials. 2 Credits.**

For juniors and seniors who desire to specialize in instrumental music. Considers rehearsal procedures, effective materials, minor repairs of instruments, competitions and festivals, and marching band procedures.

MUE 337 Prerequisite: Successful completion of MUE 333, with a minimum grade of D-.

**MUE 340. Fundamentals of Music Therapy. 3 Credits.**

This course serves as an introduction to the music therapy profession. Students will learn about basic music therapy literature, current practice, and clinical applications of music as therapy through experiential learning, research, and writing.

MUE 340 Prerequisite: Student must major in Music.

**MUE 430. Related Arts Pedagogy In Music Education. 3 Credits.**

Principles of related-arts teaching applicable to musical elements, art, and creative movement, with appropriate teaching techniques at specified grade levels. Materials for school music programs; basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

**MUE 431. Student Teaching I. 6 Credits.**

A 7-week-long, full-time first capstone teaching experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars required.

MUE 431 Prerequisite: Successful completion of (MUE 310, MUE 322, and MUE 324) or MUE 332, with minimum grades of D-, and Teacher Candidacy.

Gen Ed Attribute: Speaking Emphasis

**MUE 432. Student Teaching II. 6 Credits.**

A 7-week-long, full-time second capstone teaching experience. In a contrasting placement from MUE 431, the student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars required.

MUE 432 Prerequisite: Successful completion of MUE 431, with a minimum grade of D-.

Gen Ed Attribute: Speaking Emphasis