TEACHER LICENSURE PROGRAM

Cleveland Hearing & Speech 419
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Case Western Reserve University offers several programs leading to the Ohio teaching license. Teacher Education programs are offered in Art Education and Music Education at the undergraduate (Bachelor of Science) and graduate (Master of Arts) level. A unique feature of these programs is that each is offered in cooperation with a University Circle Institution—the Cleveland Institute of Art and the Cleveland Institute of Music.

In addition, several departments in the College of Arts and Sciences offer undergraduate majors leading to Ohio teaching licenses. Students wishing to pursue a teaching license in one of these areas must fulfill all the requirements for their primary major and declare teacher education as a second major, following the appropriate course sequences that lead to licensure. The teacher licensure areas are: 1) Adolescent to Young Adult (grades 7-12) in Integrated Language Arts (English major), Integrated Social Studies (history major), Integrated Mathematics (mathematics major), Life Science (biology major), or Physical Science (chemistry or physics major); and 2) Multi-Age (grades preK-12) in French, Spanish, or Latin.

Teacher education programs at Case Western Reserve University lead to teaching licenses and are approved by the Ohio Department of Education and the Ohio Department of Higher Education.

The Teacher Education Unit at CWRU is nationally accredited by the Teacher Education Accreditation Council (TEAC), which is part of the Council for the Accreditation of Educator Preparation (CAEP). In addition, the National Association of Schools of Music (NASM) accredits the Music Education Program.

Undergraduate Programs

Ohio Teacher Education Programs

Students interested in a teaching career will pursue a primary major in the field of licensure (for which CWRU has received approval from the Ohio Department of Education and the Ohio Department of Higher Education) and choose teacher education as a second major. This second major requires 36 credit hours in professional education.

Adolescence to Young Adult teacher licensure (grades 7-12) is available in Integrated Language Arts (English major), Integrated Social Studies (history major), Integrated Mathematics (mathematics major), Life Science (biology major), or Physical Science (chemistry or physics major). Multi-Age licensure (grades PreK-12) is available in French, Spanish, or Latin. For information concerning specific subject area requirements, go to the departmental descriptions for Biology (http://bulletin.case.edu/collegeofartsandsciences/biology/#undergraduatetext), Chemistry (http://bulletin.case.edu/collegeofartsandsciences/chemistry/#undergraduatetext), English (http://bulletin.case.edu/collegeofartsandsciences/english/#undergraduatetext), History (http://bulletin.case.edu/collegeofartsandsciences/history/#undergraduatetext), Mathematics (http://bulletin.case.edu/collegeofartsandsciences/mathematics/#undergraduatetext), Physics (http://bulletin.case.edu/collegeofartsandsciences/physics/#undergraduatetext), Classics (http://bulletin.case.edu/collegeofartsandsciences/classics/#undergraduatetext) or Modern Languages and Literatures (http://bulletin.case.edu/collegeofartsandsciences/modernlanguagesandliteratures).

The education course requirements for the AYA or Multi-Age Language programs are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 255</td>
<td>Literacy Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Educational Psychology</td>
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<tr>
<td>EDUC 325</td>
<td>Content Area Special Methods I</td>
<td>3</td>
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<td>EDUC 326</td>
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<td>EDUC 338</td>
<td>Seminar and Practicum in Adolescents</td>
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<td>EDUC 340</td>
<td>Advanced Curriculum and Methods</td>
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<td>EDUC 386</td>
<td>Introduction to Instructional Technology</td>
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<tr>
<td>EDUC 390</td>
<td>Student Teaching &amp; Professional Development Seminar</td>
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</tr>
<tr>
<td>EDUC 394</td>
<td>Student Teaching Practicum</td>
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</tbody>
</table>

Total Units: 36

Students must maintain a 3.0 GPA in all professional education courses, a 2.7 GPA in the specific content area, and a cumulative overall GPA of 2.7 to be recommended for Ohio teacher licensure.

As noted in the Overview, Case Western Reserve University also offers teacher licensure programs in Art Education and Music Education at the undergraduate (Bachelor of Science) and graduate (Master of Arts) levels. For further information on program and course requirements for Art Education, see the Department of Art History and Art (http://bulletin.case.edu/collegeofartsandsciences/arthistoryandart/#undergraduatetext) description in this bulletin; for Music Education, see the Department of Music (http://bulletin.case.edu/collegeofartsandsciences/music/#undergraduatetext) description.

Program Faculty

Denise K. Davis, EdD
(Teachers College, Columbia University)
Full-time Lecturer, Department of Music; Director, Teacher Licensure Program

David Bellini, MA
(Cleveland State University)
Part-time Lecturer, Department of Music
Educational Psychology

Matthew Garrett, PhD
(Florida State University)
Associate Professor, Department of Music

Music Education Coordinator, Director of Case Choirs

Susan Herron, MA
(John Carroll University)
Part-time Lecturer, Department of Music

Literacy
Kathleen Horvath, PhD  
(The Ohio State University)  
Associate Professor, Department of Music  

David King, MFA  
(Kent State University)  
Part-time Lecturer, Department of Art History and Art  

Lisa L. Koops, PhD  
(Michigan State University)  
Associate Professor, Department of Music  

Nathan Kruse, PhD  
(Michigan State University)  
Associate Professor, Department of Music  
Coordinator of Graduate Studies in Music Education  

Joseph Marenick, EdD  
(Northcentral University)  
Part-time Lecturer, Department of Music  
Curriculum and Special Methods  

Sandra Noble, MA  
(Michigan State University)  
Part-time Lecturer, Department of Art History and Art  
Art Education  

Ryan Scherber, PhD  
(Florida State University)  
Assistant Professor, Department of Music  

Tim Shuckerow, MA  
(Case Western Reserve University)  
Director, Art Education and Art Studio Program  

Courses  

EDUC 200. Introduction to Supplemental Instruction (SI). 1 Unit.  
This course is designed to develop and reinforce skills necessary for  
facilitating Supplemental Instruction through the use of pedagogical  
knowledge, Instructional strategies, understanding of learning theory,  
understanding the principles and techniques of differentiated Instruction,  
and understanding group dynamics. Prereq: Cumulative GPA of 3.25.  

EDUC 255. Literacy Across the Content Areas. 3 Units.  
Literacy development is examined through various perspectives. This  
three hour course emphasizes understanding reading and writing as it  
-applies to the various content areas. The course includes instruction  
in using protocols for oral language development, strategies for word  
skill development and reading comprehension, strategies for addressing  
dyslexia, and use of assessment of reading skills. Students apply  
strategies through various field experiences.  

EDUC 301. Introduction to Education. 3 Units.  
This course provides an introduction to the historical, sociological,  
and philosophical role of education in a diverse society. Historic and  
contemporary practices and issues are introduced and explored within  
the context of educational ideologies. Emphases include examination of  
what success in education means and beginning the process of defining  
one’s own identity as a teacher. Offered as EDUC 301 and EDUC 401.  

EDUC 304. Educational Psychology. 3 Units.  
Application of psychological principles as they relate to various  
educational learning theories. Principles and practices of measurement  
and evaluation. Learning developmental differences between child,  
adolescent, and young adult growth. Continuation of professional  
development. Application of research to instructional methodologies.  
Clinical/Field experiences required. Research project required for  
graduate students. Recommended preparation: PSCL 101. Offered as  
EDUC 304 and EDUC 404.  

EDUC 325. Content Area Special Methods I. 3 Units.  
This methods course, designed for licensure candidates in secondary  
or multi-age areas, specifically emphasizes the methods inherent in  
teaching the subject area of licensure. The first of two courses,  
EDUC 325 builds on the student’s previous understanding of the methods  
involved in teaching their particular subject. The course will consist  
of weekly guided observations in a local high school classroom under the  
mentoring of a master teacher, various forms of exploring content  
and pedagogy, and monthly discussions in a special format called the  
"Reflective Triad" - composed of each CWRU student, his/her master  
teacher in the high school, and a CWRU faculty member in the content  
area. Additionally, the course involves introductory lesson design and  
teaching. Prereq: EDUC 301, EDUC 304.  

EDUC 326. Content Area Special Methods II. 3 Units.  
This methods course, designed for licensure candidates in secondary  
or multi-age areas, specifically emphasizes the methods inherent in  
teaching the subject area of licensure. This course is a continuation of  
the sequence and is the second of two courses. EDUC 326 continues students’  
work in the first seminar to understand, design and teach their  
content. The course consists of weekly guided observations in a local  
high school classroom under the mentoring of a master teacher, various  
forms of exploring content and pedagogy, and monthly discussions in  
a special format called the "Reflective Triad" - composed of each CWRU  
student, his/her master teacher in the high school, and a CWRU faculty  
member in the content area. Additionally, the course involves more  
sophisticated lesson design in the content area, content integration,  
an introduction to designing instruction to meet the needs of diverse  
learners, and teaching. Prereq: EDUC 301, EDUC 304.  

EDUC 338. Seminar and Practicum in Adolescents. 3 Units.  
Supervised field placement and attendance in early childhood, child,  
and adolescent settings including preschools, schools, hospitals, and  
neighborhood centers. This class is used to fulfill requirements by the  
Ohio Department of Education teacher licensure program. Recommended  
preparation: PSCL 101, EDUC 301, EDUC 304, and permission of program  
director. Offered as EDUC 338, PSCL 338, and SOCI 338.  

EDUC 340. Advanced Curriculum and Methods. 3 Units.  
This curriculum and methods course is offered for students enrolled in  
the high school or Multi-Age Languages teacher licensure program.  
It involves in-depth study of pedagogy within an integrated and  
interdisciplinary model. Demonstrated understanding of constructivist  
theory, the application of developmental and learning theories, and  
state and national standards in curriculum content, curriculum design,  
instruction and assessment are central to the course. Counts as  
SAGES Departmental Seminar. Prereq: EDUC 301, EDUC 304, EDUC 325,  
EDUC 326.
EDUC 386. Introduction to Instructional Technology. 3 Units.
This course is designed to address the basic technology skills, which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will not always provide step-by-step directions for completing projects; instead it will promote the use of existing information and help resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student's ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching. Offered as EDUC 386 and EDUC 486.

EDUC 390. Student Teaching & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and provides a forum for processing what students experience throughout the semester. Additionally, the course guides the professional development of each student. The course helps students integrate state and national standards in their teaching. The Teacher Performance Assessment (TPA) is addressed in this course and becomes part of the student teaching portfolio. Individual advisement is a critical component and involves resume writing, interview skills, job placement information and preparation for state mandated licensure exams. Prereq: EDUC 301, EDUC 304, EDUC 325, EDUC 326, EDUC 340. Coreq: EDUC 394 - Student Teaching Practicum - is taken in conjunction with the Student Teaching Seminar.

EDUC 390C. Student Teaching Capstone & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and emphasizes the integration of theory and practice. The course provides a forum for processing what students experience throughout the semester as students engage in full-time work in the classroom. The course also includes components that fulfill the SAGES Senior Capstone requirement. The course guides the professional development of each student as he or she compiles the portfolio, completes the Capstone, and prepares for state licensure exams. Counts as SAGES Senior Capstone. Prereq: EDUC 255, EDUC 386, EDUC 340. Coreq: EDUC 394.

EDUC 394. Student Teaching Practicum. 9 Units.
This practicum represents a fifteen week student teaching experience involving curriculum design and implementation. Each student teacher plans and teaches a comprehensive unit, moving from guided practice to assuming full teacher responsibility within the school culture. Video analysis, pre- and post-teaching lesson analyses, problem-solving, and reflective dialogue are key emphases of the practicum. The Teacher Performance Assessment is a component of the student teaching.

EDUC 395. Independent Study in Education. 1 - 3 Units.
Independent Study in Education is offered for students with special interests and/or commitments that are not fully addressed in other education courses and who wish to work independently.

EDUC 401. Introduction to Education. 3 Units.
This course provides an introduction to the historical, sociological, and philosophical role of education in a diverse society. Historic and contemporary practices and issues are introduced and explored within the context of educational ideologies. Emphases include examination of what success in education means and beginning the process of defining one's own identity as a teacher. Offered as EDUC 301 and EDUC 401.

EDUC 404. Educational Psychology. 3 Units.

EDUC 486. Introduction to Instructional Technology. 3 Units.
This course is designed to address the basic technology skills, which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will not always provide step-by-step directions for completing projects; instead it will promote the use of existing information and help resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student's ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching. Offered as EDUC 386 and EDUC 486.

EDUC 495. Independent Study in Education. 1 - 3 Units.
Independent Study in Education is offered for students with special interests and/or commitments that are not fully addressed in other education courses and who wish to work independently.