

# TEACHER EDUCATION, BA

Cleveland Hearing & Speech 421  
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**More Information:** <https://artsci.case.edu/teacher-education/>

**Degree:** Bachelor of Arts (BA)

**Major:** Teacher Education

*The Teacher Education BA program is not currently admitting students.*

## Program Overview

Students at Case Western Reserve University can pursue a Bachelor of Science degree in Music Education, leading to an Ohio teaching license. A unique feature of this program is that it is offered in cooperation with a University Circle Institution—the Cleveland Institute of Music.

Students admitted prior to Fall 2024 can pursue a Bachelor of Arts degree in Teacher Education as a second major while fulfilling the requirements for their primary major. The teacher licensure areas for the BA degree 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. Eligible students should refer to the General Bulletin for the year they entered Case Western Reserve for the program requirements for their content area.

Teacher education programs at Case Western Reserve University 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 Council for the Accreditation of Educator Preparation (CAEP). In addition, the National Association of Schools of Music (NASM) accredits the Music Education Program.

For further information on program and course requirements for Music Education, visit the Department of Music's website.

## Learning Outcomes

- Students will be able to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Students will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Students will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Students will be able to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Students will be able to understand how to connect concepts and use differing perspectives to engage learners in critical thinking,

creativity, and collaborative problem solving related to authentic local and global issues.

- Students will be able to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Students will be able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Students will be able to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Students will be able to engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Students will be able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Undergraduate Policies

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

## Accelerated Master's Programs

Undergraduate students may participate in accelerated programs toward graduate or professional degrees. For more information and details of the policies and procedures related to accelerated studies, please visit the Undergraduate Academics section of the General Bulletin.

## Lecturers

David Bellini, M.A.  
(Cleveland State University)  
*Adjunct Faculty, Teacher Education*

Nancy Benincasa, Ph.D.  
(Kent State University)  
*Adjunct Faculty, Teacher Education*

Angie Chapple, M.Ed.  
(Cleveland State University)  
*Adjunct Faculty, Teacher Education*

Christopher Clark, Ph.D.  
(The Hartt School of Music)  
*Instructor, Music Education*  
Director of Choirs

Amy Davis, M.A.  
(John Carroll University)  
*Adjunct Faculty, Teacher Education*

Matthew Garrett, Ph.D.  
(Florida State University)  
*Professor, Department of Music; Director, UCITE; Coordinator, Undergraduate Studies in Music Education*

Benjamin Helton, Ph.D.  
(University of Illinois)  
*Assistant Professor, Department of Music; Director, Spartan Marching Band*  
Director, Spartan Marching Band

Kathleen Horvath, Ph.D.  
(The Ohio State University)  
*Professor, Department of Music; Director of Orchestras*

Lisa L. Koops, Ph.D.  
(Michigan State University)  
*Professor, Department of Music; Head of Music Education*  
Coordinator of Graduate Studies in Music Education

Joseph Marencik, Ed.D.  
(Northcentral University)  
*Adjunct Faculty, Teacher Education*

Nathan Kruse, Ph.D.  
(Michigan State University)  
*Professor, Department of Music; Chair, Department of Music*

George Nicholson, Ed.D.  
(Teachers College, Columbia)  
*Lecturer Music Education*  
Camerata, Chamber Orchestra

Ryan Scherber, Ph.D.  
(Florida State University)  
*Associate Professor, Department of Music; Director of Bands*

## Program Requirements

This program is available only as a second major for a BA degree; as a secondary major for a student completing a BS degree; or as the sole major for a BA degree if a student is also completing a BS degree. All students must meet the general requirements for bachelor's degrees and the Unified General Education Requirements.

## 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.

Adolescent 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, Chemistry, English, History, Mathematics, Physics, Classics or Modern Languages and Literatures.

The education course requirements for the Adolescent to Young Adult or Multi-Age language programs are as follows:

Code	Title	Credit Hours
<b>Required Courses:</b>		
EDUC 255	Literacy Across the Content Areas	3
EDUC 301	Introduction to Education	3
EDUC 304	Educational Psychology	3
EDUC 325	Content Area Special Methods I	3
EDUC 326	Content Area Special Methods II	3
EDUC 336	The Diverse Learner: Best Practice for Effective Classrooms	3
EDUC 340	Advanced Curriculum and Methods	3
EDUC 386	Introduction to Instructional Technology	3
EDUC 390	Student Teaching & Professional Development Seminar	3
EDUC 394	Student Teaching Practicum	9
<b>Total Credit Hours</b>		<b>36</b>

## Ohio Teacher Licensure

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.