

# BACHELOR OF SCIENCE IN EDUCATION IN HEALTH EDUCATION (PK-12) - MULTI- AGE LICENSE

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## Multi-Age Education (PK-12) Health Education

### Overview

In cooperation with various academic disciplines in the University, the Department of Teacher Education offers a four-year Multi-Age Education, Physical Education license (grades PK-12) program approved by the Ohio Department of Education.

The Multi-Age PK-12 Health Education, Bachelor of Science in Education degree requires a minimum of 121 semester hours of course work including a semester of student teaching. Please refer to the four year plan for additional information. This teaching license requires passage of the Ohio Assessments for Educators in order to be eligible to student teach.

### Employment Opportunities

Graduates of the Health Education program will be qualified to teach in the PK-12 Health Education classroom. Graduates also find rewarding careers in the private health sector. It is recommended that students in this major consider adding the Physical Education Education license to increase marketability.

Professional Dispositions:

In addition to the above learning outcomes, teacher candidates are expected to display the following professional dispositions:

- Creating fairness in the classroom
- Providing an inclusive environment that is safe and conducive to learning
- Demonstrating the belief that all students can learn
- Fostering collaborative relationships to support student learning and well-being
- Exhibiting professional skills

### Field Experiences and Student Teaching

Students complete over 300 hours of pre-clinical experiences in addition to student teaching. Field experiences are included in the following courses and offer opportunities to provide varying levels of classroom support (observing, one-on-one tutoring, small group teaching, whole class teaching).

Field Experiences

- EDFN 1501 Introduction to Education
- EDFN 3708 Education and Society
- SPED 2630 Individuals with Exceptionalities in Society
- TERG 2610 Reading Application in Content Areas Middle Years

Pre-clinical Field Experiences:

- HEPE 3715 Health Education for Middle School
- HEPE 3716 Health Education for High School

The pre-clinical experience is conducted in local schools and provides an opportunity for teacher candidates to complete an in-depth field experience

prior to student teaching. This field experience requires a substantial time commitment, as teacher candidates spend the entire day in schools during designated weeks. The Health Education pre-clinical experience occurs over two semesters. Applications for the pre-clinical experience must be submitted (1) one year in advance to BCOE Room 2101, by September 1 for fall pre-clinical and February 1 for spring pre-clinical. Contact the Beeghly College of Education, academic advisors for minimum pre-clinical prerequisites.

Student Teaching

Students complete a 16 week student teaching experience. Students must pass the edTPA performance-based assessment with a minimum score of 37 during this experience.

- SED 4845 Supervised Student Teaching: Health (K-12)
- SED 4842A Student Teaching Seminar for Secondary Education

### Advisement

Advisement is provided by the academic advisors in the Beeghly College of Education. Majors in this program must complete general education requirements, subject area curriculum requirements, reading course requirements, and professional education requirements. Prior to student teaching, all adolescent/young adult majors must complete a pre-clinical experience.

### Required Assessments

The Ohio Assessments for Educators (OAE) assess the content area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator license or adding a new licence area. The assessments are aligned with Ohio's New Learning Standards. Teacher candidates must pass these exams prior to student teaching.

004 Assessment of Professional Knowledge: Multi-Age (PK-12)

023 Health

COURSE	TITLE	S.H.
<b>General Education Requirements</b>		
Core Competencies		12
ENGL 1550	Writing 1	
ENGL 1551	Writing 2	
CMST 1545	Communication Foundations	
Mathematics Requirement		
One of the following courses may be taken to fulfill Math Ger. Math 2652 is preferred math course if you are required to take Math Praxis Core.		
MATH 2623	Quantitative Reasoning (or higher)	
Or:		
MATH 2652	Mathematics for Early Childhood Teachers 2	
<b>General Education Knowledge Domains</b>		
Some courses are categorized in more than one knowledge domain. Courses can only be used once within the General Education model. Courses listed below for GERs are required in the program.		
Arts and Humanities		6
PHIL 2625	Arts and Humanities Course	
Natural Sciences (2 courses, 1 lab)		8
BIOL 1545 & 1545L	Allied Health Anatomy and Physiology and Allied Health Anatomy and Physiology Laboratory	
Natural Science Course		
Social Science		6
PSYC 1560	General Psychology	
PSYC 3758	Lifespan Development	
Social and Personal Awareness		6
PHLT 1568	Healthy Lifestyles	

SOC 2690	Identities and Differences	
General Education Elective		3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	
Subject Area Curriculum		
FNUT 1551	Normal Nutrition	3
ECIS 2600	Educating the Whole Child	3
KSS 1509	Meditation	1
HEPE 2628	Movement for Early Childhood	3
HEPE 2689	Scientific Basis of Fitness	3
HEPE 3766	Principles and Analysis of Motor Development (This is changing to a 4 s.h. course)	3
HEPE 3768	Advocacy and Best Practices in Health and Physical Education	2
HEPE 4899	Physiological Effects of Exercise on Children and Adolescents	3
PHLT 3731	Drug Use and Abuse	3
PHLT 3757	Health and Disease	4
PHLT 3791	Community Health	3
PSYC 2692	Human Sexuality	3
Professional Education Curriculum		
EDFN 1501	Introduction to Education	3
EDFN 3708	Education and Society	3
PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society	3
TERG 2610	Reading Application in Content Areas Middle Years	3
Preclinical Curriculum (blocked courses must be taken concurrently and in the following sequence.		
Preclinical (Fall Semester)		
HEPE 3702	Health Education Theory and Methods <sup>1</sup>	4
HEPE 3767	Pedagogy in P-12 Health Education and Physical Education	3
Preclinical 2 (Fall Semester)		
HEPE 3715	Health Education for Middle School <sup>2</sup>	3
Preclinical 3 (Fall Semester)		
HEPE 4808	Standards Based Assessment in Health and Physical Education	3
HEPE 3716	Health Education for High School <sup>2</sup>	3
HEPE 4889	Selected Topics in Health and Physical Education	2
Student Teaching Curriculum		
SED 4845	Supervised Student Teaching: Health (K-12) <sup>2</sup>	10
SED 4842A	Student Teaching Seminar for Secondary Education <sup>2</sup>	2
<b>Total Semester Hours</b>		<b>120</b>

<sup>1</sup> Prerequisites for preclinical curriculum

<sup>2</sup> Upper Division Courses

BCOE Notes:

#### Advisement:

- It is highly recommended that all teacher candidates meet with an academic advisor every semester.
- Freshmen, athletes, and students on warning and probation are **required** to meet with an advisor before registration.
- At the completion of 30 SH any teacher candidate who: 1) was required to and has not passed PRAXIS Core Exam(s), or 2) holds a GPA of 2.25 or below will be referred to Central Advising for advising and career services. If at a later date the teacher candidate passes all required parts of the

Praxis Core Exam and attains a GPA of 2.25 or higher that student may return to BCOE for advising.

#### Important Notes:

- Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the BCOE's Teacher Education Programs or candidacy for a teaching license.
- **Formal Admission to Teacher Education (Upper-Division) is required before teacher candidates are allowed to enroll in certain junior and senior level courses in BCOE.**
- Undetermined education majors must declare a major before applying for admission to a Teacher Education Program.
- Admission to a Teacher Education Program is obtained upon satisfactory completion of the following requirements:

\_\_\_\_ Minimum completion of 50 SH

\_\_\_\_ Minimum 2.75 overall GPA

- Meet one of the following criteria:

\_\_\_\_ Overall GPA 3.4 or better, **OR**

\_\_\_\_ ACT scores of Reading-21, English-18, Math-22, **AND/OR**

\_\_\_\_ SAT scores of Reading-450, Writing-430, Math-520, **AND/OR**

\_\_\_\_ Praxis CORE scores, Reading-156, Writing-162, Math-150

(Attach a copy of your CORE scores to the application)

- "B" average or better (A-C, B-B) for:

\_\_\_\_ ENGL 1550 \_\_\_\_ ENGL 1551

If failure to meet "B" average above must also complete:

\_\_\_\_ ENGL 2601 grade of "B" or better. **If you receive a "C" or below you will need to retake the course.**

- "B" average or better (B-B-B, A-B-C) across the following:

\_\_\_\_ EDFN 1501 \_\_\_\_ CMST 1545

\_\_\_\_ SPED 2630 \_\_\_\_ HEPE 3702

If student does not have a "B" average, student will be required to **retake one or more of these courses until the "B" average is achieved.**

- A grade of "C" or better is required in all required major courses. Courses taken as "CR/NC" will not count towards the major
- Professional education and block courses may only be repeated **one** time.
- Minimum requirements for teaching licenses are determined by the Ohio Department of Education; if those requirements change, they become effective immediately at Youngstown State University. (YSU Undergraduate Catalog).

#### Upper-Division Application Process

- Upper division application and forms must be printed from the BCOE website.
- After completing a minimum of 50 SH, submit the following:
  - Upper Division application
  - Good Moral Character Statement
  - copy of BCI & FBI clearances
  - schedule an upper division interview with the BCOE Office of Student Services, room 2101, no later than:
- Upper Division Application Deadline
  - **September 1**—to register for Upper Division Courses for Spring
  - **February 1**—to register for Upper Division courses for Summer & Fall

- Each completed application is reviewed and approved by the Upper Division Admission and Retention Committee. If all requirements are met, the teacher candidate may register for Upper Division courses for the following semester. Upper Division courses are the courses designated with the “+” symbol. Applications submitted after the deadline will not be processed until the end of the respective semester.

**Program Notes:**

- If Math concentration is chosen, Math GER is not required. If Science concentration is chosen, Natural Science GER is fulfilled through subject area curriculum. If Language Arts concentration is chosen, Arts & Humanities GER is fulfilled through subject area curriculum. If Social Studies concentration is chosen, Social Sciences GER is fulfilled through subject area curriculum.
- Candidates will not be permitted to take the following professional education courses more than twice: EDFN 1501, EDFN 3708, PSYC 3709, SPED 2630, TERG 2601, 3701, 3702, 3703, 2610, 3711, TEMC 4802, SED 4800, ECIS 2629, ECIS 3700, all preclinical experience courses, student teaching, and student teaching seminar.
- If the program is concerned regarding teacher candidate performance in the preclinical experience, as determined by CPAST criteria, the program coordinator may require the teacher candidate to complete an additional preclinical experience prior to the student teaching experience.

**Preclinical Application with Request for Graduation Evaluation**

- Preclinical application is completed on TaskStream. Directions are available on the BCOE website.
- Preclinical application and graduation evaluation request must be submitted one year prior to the intended preclinical semester no later than:
  - **September 1**—for Fall preclinical
  - **February 1**—for Spring preclinical
- Preclinical candidates are screened for eligibility based on GPA and course completion.

**Student Teaching:**

- Prerequisites:
  - BCOE Upper Division and Senior status,
  - Overall 2.75 GPA
  - Minimum of 2.67 GPA in subject area curriculum and professional education courses with no grade less than a “C” (each computed individually),
  - Passage of OAE test(s) and ACTFL tests for foreign language.
- Instructions for completing the Student Teaching Application and Forms are available on BCOE website. The application and forms must be completed and printed from the BCOE website and submitted to the BCOE Office of Student Services no later than:
  - September 1—to Student Teach the following Spring Semester
  - February 1—to Student Teach the following Fall Semester

**Graduation Process:**

- Apply for graduation during the first three weeks of the semester you plan to graduate. Graduation evaluation must be completed in advance of application for graduation.

**Completing a Bachelor of Science in Education without Licensure:**

- Teacher candidates who choose to graduate without licensure must apply for approval in the BCOE Office of Student Services.
- Once approved, teacher candidates graduating without licensure must take TCED 4830 (3 SH) capstone in place of student teaching.

Course	Title	S.H.
<b>Year 1</b>		
<b>Fall</b>		
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
ENGL 1550	Writing 1	3
FNUT 1551	Normal Nutrition	3
CMST 1545	Communication Foundations	3
Natural Science GER		3
<b>Semester Hours</b>		<b>15</b>
<b>Spring</b>		
ENGL 1551	Writing 2	3
EDFN 1501	Introduction to Education	3
PHLT 1568	Healthy Lifestyles	3
PSYC 1560	General Psychology	3
HEPE 2689	Scientific Basis of Fitness	3
<b>Semester Hours</b>		<b>15</b>
<b>Year 2</b>		
<b>Fall</b>		
PHLT 3791	Community Health	3
PSYC 2692	Human Sexuality	3
BIOL 1545 & 1545L	Allied Health Anatomy and Physiology and Allied Health Anatomy and Physiology Laboratory	5
PHIL 2625	Introduction to Professional Ethics	3
HEPE 2628	Movement for Early Childhood	3
<b>Semester Hours</b>		<b>17</b>
<b>Spring</b>		
HEPE 3768	Advocacy and Best Practices in Health and Physical Education	2
HEPE 3766	Principles and Analysis of Motor Development (This course is changing to 4 s.h. )	3
Math Requirement		3
ECIS 2600	Educating the Whole Child	3
SOC 2690	Identities and Differences	3
KSS 1509	Meditation	1
<b>Semester Hours</b>		<b>15</b>
<b>Year 3</b>		
<b>Fall</b>		
PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society	3
HEPE 3702	Health Education Theory and Methods <sup>1</sup>	4
TERG 2610	Reading Application in Content Areas Middle Years	3
HEPE 3767	Pedagogy in P-12 Health Education and Physical Education	3
<b>Semester Hours</b>		<b>16</b>
<b>Spring</b>		
EDFN 3708	Education and Society	3
PHLT 3757	Health and Disease	4
HEPE 3715	Health Education for Middle School	3
PSYC 3758	Lifespan Development	3
PHLT 3731	Drug Use and Abuse	3
<b>Semester Hours</b>		<b>16</b>

**Year 4****Fall**

HEPE 4899	Physiological Effects of Exercise on Children and Adolescents	3
HEPE 3716	Health Education for High School <sup>2</sup>	3
HEPE 4889	Selected Topics in Health and Physical Education	2
HEPE 4808	Standards Based Assessment in Health and Physical Education	3
Arts and Humanities GER		3
<b>Semester Hours</b>		<b>14</b>

**Spring**

SED 4845	Supervised Student Teaching: Health (K-12) <sup>2</sup>	10
SED 4842A	Student Teaching Seminar for Secondary Education <sup>2</sup>	2
<b>Semester Hours</b>		<b>12</b>
<b>Total Semester Hours</b>		<b>120</b>

1 Prerequisites for preclinical courses

2 Upper Division Courses

## Learning Outcomes

The following learning outcomes are based on The Ohio Standards for the Teaching Profession. These standards were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. These standards serve as an important tool for teachers as they consider their growth and development in the profession. These standards in developing and content of our teacher education programs. They are interrelated and connect in teachers' practice.

- Teachers understand student learning and development and respect the diversity of the students they teach.
- Teachers know and understand the content area for which they have instructional responsibility.
- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- Teachers plan and deliver effective instruction that advances the learning of each individual student.
- Teachers create learning environments that promote high levels of learning and achievement for all students.
- Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.