

BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED LANGUAGE ARTS (7-12) - ADOLESCENT LICENSE

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OVERVIEW

In cooperation with various academic disciplines in the University, the Department of Teacher Education offers a four-year AYA Education Program (grades 7-12), Integrated Language Arts, approved by the Ohio Department of Education. The Integrated Language Arts license, Bachelor of Science in Education Degree requires a minimum of 127 semester hours of coursework 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 Adolescent/Young Adult Program will be qualified to teach in the 7-12 classroom. Additional opportunities may be available in the private sector to tutor students. It is recommended that students in this major consider adding the Teaching English to Speakers of Other Languages (TESOL) endorsement to increase marketability. Graduates wanting to teach College Credit Plus courses should consider a Master of Science in Education Content Area Concentration degree.

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 120 hours of pre-clinical experiences in ad 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, co-teaching, whole class teaching).

Field Experiences

- EDFN 1501 Introduction to Education
- EDFN 3708 Education and Society
- SPED 2630 Individuals with Exceptionalities in Society
- TERG 3711 Reading Application in Content Areas, Secondary Years

Preclinical Field Experiences:

The preclinical 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 Adolescent/Young Adult preclinical experience is scheduled during the fall semester. Applications for the preclinical experience must be submitted (1) one year in advance to BCOE Room 2101, by September

1 for the preclinical experience. Contact the Beeghly College of Education, academic advisors for minimum preclinical prerequisites.

- EDFN 3710 Educational Assessment
- SED 3706 Principles of Teaching Adolescents

And

- SED 4800C Science Methods for Adolescent and Young Adult Learners

Or

- SED 4800E English Methods for Adolescent and Young Adult Learners

Or

- SED 4800M Mathematics Methods for Adolescent and Young Adult Learners

Or

- SED 4800S Social Studies Methods for Adolescent and Young Adult Learners

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 4842 Supervised Student Teaching: High School
- 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 preclinical 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.

003 Assessment of Professional Knowledge Adolescence to Young Adult (7-12) (All AYA Teacher Candidates)

020 English Language Arts (for teacher candidates with ELA concentration)

027 Mathematics (for teacher candidates with Math concentration)

024 Integrated Science (for teacher candidates with Science concentration)

025 Integrated Social Studies (for teacher candidates with Social Studies concentration)

ENDORSEMENTS

The following endorsements are available to individuals holding this teaching license and may increase marketability: K-12 TESOL Endorsement, K-12 Reading Endorsement.

COURSE	TITLE	S.H.
General Education Requirements		12
Core Competencies		
ENGL 1550	Writing 1	

ENGL 1551	Writing 2		
CMST 1545	Communication Foundations		
Mathematics Requirement			
Select one of the following two Math courses or any higher Math course. Math 2652 is preferred math course if you are required to take the Math Praxis Core.			
MATH 2623	Quantitative Reasoning		
Or:			
MATH 2652	Mathematics for Early Childhood Teachers 2		
General Education Knowledge Domains			
Some courses are categorized in more than one knowledge domain. Courses can only be used once within the General Education model. Courses listed for GER's below are required in this program.			
Arts and Humanities		6	
These 6 s.h. of AH requirements, are met with courses in the major			
Natural Sciences (2 courses, 1 lab)		7	
Social Science		6	
PSYC 1560	General Psychology		
ENGL 2651	Introduction to Language		
Social and Personal Awareness		6	
General Education Elective / First-Year Experience		3	
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE		
Subject Area Curriculum			
JOUR 2622	News Reporting 1	3	
ENGL 2631	Mythology in Literature (AH)	3	
ENGL 3700	Literary Study	3	
ENGL 3705	Young Adult Literature	3	
ENGL 3710	British Literature 1	3	
ENGL 3711	British Literature 2	3	
ENGL 3712	American Literature 1	3	
ENGL 3713	American Literature 2	3	
ENGL 3741	Advanced Writing for Teachers ^{1,2}	3	
ENGL 4881	Shakespeare and His World	3	
JOUR 4821	Advising Student Media	3	
Select one of the following American Literature courses:		3	
ENGL 3770	American Literature in Historical Perspective		
ENGL 3780	American Genres		
ENGL 4862	Themes in American Literature		
ENGL 4864	American Literary Conversations		
ENGL 4871	The Black Experience in American Literature		
Select one of the following World/Multicultural Literature courses:		3	
ENGL 2610	World Literature (AH/SPA)		
ENGL 2617	Women in Literature (AH/SPA)		
ENGL 2618	American Literature and Diversity (AH/SPA)		
ENGL 2620	African Literature		
ENGL 3732	Images of Women		
ENGL 3738	Selected Topics in World Literature		
ENGL 3790	Selected Topics in Multicultural Studies		
Select one of the following Language/Linguistics courses:		3	
ENGL 3750	Language and Culture		
ENGL 3757	Development of the English Language		
ENGL 4850	Sociolinguistics		
ENGL 4851	Language Acquisition		
ENGL 4855	Advanced Linguistics		
ENGL 4856	TESOL Methods		
ENGL 4858	English Grammar		
Select one of the following Media Literacy courses:		3	
TCOM 1595	Survey of American Mass Communications		
THTR 1590	History of Motion Pictures (AH)		
ENGL 2665	Introduction to Film Study (AH)		
ENGL 3743	Professional and Technical Writing		
Select one of the following Upper Division British Literature courses:		3	
ENGL 4830	Major Figures in British Literature		
ENGL 4831	British Genres, Circles, and Movements		
ENGL 4860	The Medieval World		
ENGL 4882	The English Renaissance		
ENGL 4886	Restoration and Eighteenth Century British Literature		
ENGL 4887	The Romantic Period		
ENGL 4892	Nineteenth Century British Literature Studies		
ENGL 4895	Early Twentieth Century British Studies		
ENGL 4896	British Literature from World War II to the Present		
Select one of the following Advanced English Studies courses:		3	
ENGL 3706	Introduction to Literary Theory		
ENGL 4890	Senior Seminar		
Additional Upper Division American			
Additional Upper Division British			
Select two of the following Oral Communication courses:		6	
CMST 2655	Communication in Groups and Organizations		
CMST 2656	Interpersonal Communication		
THTR 2670	Oral Interpretation		
Professional Education Curriculum			
PSYC 3709	Psychology of Education	3	
EDFN 1501	Introduction to Education	3	
SPED 2630	Individuals with Exceptionalities in Society ¹	3	
TERG 3711	Reading Application in Content Areas, Secondary Years ^{1,2}	3	
EDFN 3708	Education and Society	3	
SED 3706	Principles of Teaching Adolescents ²	3	
Preclinical Curriculum			
SED 4800E	English Methods for Adolescent and Young Adult Learners ²	3	
EDFN 3710	Educational Assessment	3	
Student Teaching Curriculum			
SED 4842	Supervised Student Teaching: High School ²	10	
SED 4842A	Student Teaching Seminar for Secondary Education ²	2	
Total Semester Hours for the Degree: 127 s.h.			
¹ Prerequisites for Preclinical Curriculum			
² Upper Division course			
BCOE Notes:			
Advisement:			
<ul style="list-style-type: none"> • 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 ____ ENGL 3700

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 CFAST 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.

Year 1

Fall		S.H.
ENGL 1550	Writing 1	3
PSYC 1560	General Psychology	3

ENGL 2631	Mythology in Literature	3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
EDFN 1501	Introduction to Education	3
Semester Hours		15

Spring

ENGL 1551	Writing 2	3
MATH 2623	Quantitative Reasoning	3
SPED 2630	Individuals with Exceptionalities in Society	3
Natural Science/Lab GER		4
ENGL World Multiculture Literature Elective		3
Semester Hours		16

Year 2**Fall**

ENGL 2651	Introduction to Language (satisfies an SPA elective requirement)	3
CMST 1545	Communication Foundations	3
ENGL 3705	Young Adult Literature	3
ENGL 3700	Literary Study	3
Media Literacy Elective		3
Semester Hours		15

Spring

ENGL 3710	British Literature 1	3
ENGL 3712	American Literature 1	3
JOUR 2622	News Reporting 1	3
PSYC 3709	Psychology of Education	3
Social and Personal Awareness GER		3
Oral Communications Elective		3
Semester Hours		18

Year 3**Fall**

ENGL 3711	British Literature 2	3
ENGL 3713	American Literature 2	3
Social and Personal Awareness GER		3
Upper Division British Literature Elective		3
Language /Linguistics Elective		3
Oral Communication Elective		3
Semester Hours		18

Spring

SED 3706	Principles of Teaching Adolescents	3
EDFN 3708	Education and Society	3
ENGL 3741	Advanced Writing for Teachers	3
JOUR 4821	Advising Student Media	3
TERG 3711	Reading Application in Content Areas, Secondary Years	3
Natural Science GER		3
Semester Hours		18

Year 4**Fall**

SED 4800E	English Methods for Adolescent and Young Adult Learners ³	3
EDFN 3710	Educational Assessment	3
ENGL 4881	Shakespeare and His World	3
American Literature Elective		3
Advanced English Studies Elective		3
Semester Hours		15

Spring

SED 4842	Supervised Student Teaching: High School	10
SED 4842A	Student Teaching Seminar for Secondary Education	2
Semester Hours		12
Total Semester Hours		127

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.