

# BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED SOCIAL STUDIES (7-12) - ADOLESCENT LICENSE

Dr. Katie Cripe, Program Coordinator

## 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 Social Studies, approved by the Ohio Department of Education. The AYA Integrated Social Studies License, Grades 7-12, Bachelor of Science in Education degree requires a minimum of 122 semester hours of course work. This teaching field also 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.
<b>General Education Requirements</b>		12
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:		
MATH 2652	Mathematics for Early Childhood Teachers 2	
Arts and Humanities		6
Natural Sciences		7
GEOG 1503	Physical Geography	
GEOG 2630	Weather	
GEOG 2630L	Weather Lab	
Social Science		6
PSYC 1560	General Psychology	
HIST 1511	World Civilization to 1500	
Social and Personal Awareness		6
HIST 1512	World Civilization from 1500	
HIST 2606	Turning Points in United States History 2	
General Education Elective / First-Year Experience		3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	
Subject Area Curriculum		
ANTH 1500	Introduction to Anthropology	3
ECON 2610	Principles 1: Microeconomics	3
ECON 2631	Introductory Macroeconomics for Education Majors	3
HIST 2605	Turning Points in United States History 1	3
GEOG 2640	Human Geography	3
GEOG 3717	Geography of Europe	3
HIST 3702	Early America	3
HIST 3712	United States in Crisis: 1920-1945	3
HIST 3713	Cold War America: 1945-1990	3
HIST 3748	History of Ohio	3
HIST 3764	Modern Europe, 1715 to the Present	3
HIST 3795	The World since 1945	3
POL 1560	American Government	3
POL 2640	Contemporary World Governments	3
POL 2695	Model United Nations	1
SOC 1500	Introduction to Sociology	3
Professional Education Curriculum		
EDFN 1501	Introduction to Education	3
PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society <sup>1</sup>	3
TERG 3711	Reading Application in Content Areas, Secondary Years <sup>2</sup>	3
SED 3706	Principles of Teaching Adolescents <sup>2</sup>	3
EDFN 3708	Education and Society	3
Preclinical Curriculum		
EDFN 3710	Educational Assessment	3
SED 4800S	Social Studies Methods for Adolescent and Young Adult Learners <sup>2</sup>	3
Student Teaching Curriculum		
SED 4842	Supervised Student Teaching: High School <sup>2</sup>	10
SED 4842A	Student Teaching Seminar for Secondary Education <sup>2</sup>	2
Total Semester Hours: 122 s.h.		

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

<sup>2</sup> Upper division course.

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 \_\_\_\_ HIST 2606 or 2605

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.

**Year 1**

<b>Fall</b>		<b>S.H.</b>
ENGL 1550	Writing 1	3
MATH 2623	Quantitative Reasoning	3
POL 1560	American Government (counts as Social Science Elective)	3
EDFN 1501	Introduction to Education	3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
CMST 1545	Communication Foundations	3
Semester Hours		18

**Spring**

ENGL 1551	Writing 2	3
SPED 2630	Individuals with Exceptionalities in Society	3
PSYC 1560	General Psychology	3
HIST 1511	World Civilization to 1500	3
ANTH 1500	Introduction to Anthropology	3
Semester Hours		15

**Year 2****Fall**

POL 2640	Contemporary World Governments	3
HIST 1512	World Civilization from 1500	3
ECON 2610	Principles 1: Microeconomics	3
HIST 2605	Turning Points in United States History 1	3
GEOG 2640	Human Geography	3
Semester Hours		15

**Spring**

HIST 2606	Turning Points in United States History 2	3
PSYC 3709	Psychology of Education	3
ECON 2631	Introductory Macroeconomics for Education Majors	3
HIST 3764	Modern Europe, 1715 to the Present	3
HIST 3702	Early America	3
Semester Hours		15

**Year 3****Fall**

HIST 3712	United States in Crisis: 1920-1945	3
HIST 3713	Cold War America: 1945-1990	3
GEOG 3717	Geography of Europe	3
GEOG 1503	Physical Geography	3
SOC 1500	Introduction to Sociology	3
Semester Hours		15

**Spring**

Arts and Humanities GER		3
SED 3706	Principles of Teaching Adolescents	3
TERG 3711	Reading Application in Content Areas, Secondary Years	3

HIST 3795	The World since 1945	3
GEOG 2630	Weather	3
GEOG 2630L	Weather Lab	1
Semester Hours		16
<b>Year 4</b>		
<b>Fall</b>		
EDFN 3708	Education and Society	3
EDFN 3710	Educational Assessment	3
SED 4800S	Social Studies Methods for Adolescent and Young Adult Learners	3
POL 2695	Model United Nations	1
Arts and Humanities GER		3
HIST 3748	History of Ohio	3
Semester Hours		16
<b>Spring</b>		
SED 4842	Supervised Student Teaching: High School	10
SED 4842A	Student Teaching Seminar for Secondary Education	2
Semester Hours		12
Total Semester Hours		122

## 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.