

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

Dr. Mary LaVine, Program Coordinator

## Multi-Age Education (PK-12) Physical 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 Physical Education, Bachelor of Science in Education degree requires a minimum of 124 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 Physical Education program will be qualified to teach in the PK-12 physical education classroom. Graduates also find rewarding careers in the private business sector with corporations that offer fitness programs for their employees and in the recreation sector. It is recommended that students in this major consider adding the Health Education license and the Adapted Physical Education endorsement 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

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 physical education pre-clinical experience is 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.

- Fall Semester Year 3
- HEPE 3767 Pedagogy in P-12 Health Education and Physical Education
- HEPE 4808 Standards Based Assessment in Health and Physical Education
- Spring Semester Year 3
- HEPE 4876 Teaching of Elementary Physical Education
- Fall Semester Year 4
- HEPE 4878 Teaching of Middle/Secondary Physical Education
- HEPE 4895 Introduction to Adapted Physical Education

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 4842A Student Teaching Seminar for Secondary Education
- SED 4846 Supervised Student Teaching: Physical Education (K-12)

### 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 license 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)

034 Physical Education

### Endorsements

The Department of Teacher Education offers the Adapted Physical Education Endorsement. This endorsement may increase a teacher candidate's ability to acquire a teaching position. This endorsement may be added to an existing Physical Education PK-12 teaching license. This endorsement is not a major and does not stand alone as an area of study. See an academic advisor for additional information.

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:		
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 below for GERs are required in the program.

Arts and Humanities		6
PHIL 2625	Introduction to Professional Ethics	
Arts and Humanities Course		
Natural Sciences (2 courses, one must include a 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	
Social Sciences Course		
Social and Personal Awareness		6
PHLT 1568	Healthy Lifestyles	
FNUT 1551	Normal Nutrition	
General Education Elective / First-Year Experience		3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	
Subject Area Curriculum		
HEPE 1567	Performance and Analysis of Invasion Games	3
HEPE 1574	Performance and Analysis of Target and Fielding Games	3
HEPE 1575	Performance and Analysis of Net and Wall Games	3
HEPE 1579	Rhythmic Movement for Children	1
HEPE 2610	Introduction to Outdoor Pursuits	3
HEPE 2628	Movement for Early Childhood	3
HEPE 2689	Scientific Basis of Fitness	3
HEPE 3766	Principles and Analysis of Motor Development (This course is changing to 4 s.h.)	3
HEPE 3768	Advocacy and Best Practices in Health and Physical Education	2
HEPE 4895	Introduction to Adapted Physical Education <sup>2</sup>	4
PSYC 2692	Human Sexuality	3
HEPE 4899	Physiological Effects of Exercise on Children and Adolescents	3
HEPE 3740	Coaching the Young Athlete	3
HEPE 3750	Organization and Management of Sport Programs and Events	2
Professional Education Curriculum		
EDFN 1501	Introduction to Education	3
PSYC 3709	Psychology of Education	3
EDFN 3708	Education and Society	3
SPED 2630	Individuals with Exceptionalities in Society <sup>1</sup>	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 1 (Fall Semester)		
HEPE 3767	Pedagogy in P-12 Health Education and Physical Education <sup>1</sup>	3
HEPE 4889	Selected Topics in Health and Physical Education	2
Preclinical 2 (Spring Semester)		
HEPE 4876	Teaching of Elementary Physical Education <sup>2</sup>	3
Preclinical 3 (Fall Semester)		
HEPE 4878	Teaching of Middle/Secondary Physical Education <sup>2</sup>	3
HEPE 4808	Standards Based Assessment in Health and Physical Education <sup>1</sup>	3

HEPE 3780	Methods of Teaching Dance <sup>2</sup>	2
Student Teaching Curriculum		
SED 4846	Supervised Student Teaching: Physical Education (K-12) <sup>2</sup>	10
SED 4842A	Student Teaching Seminar for Secondary Education <sup>2</sup>	2
Total Semester Hours		123

<sup>1</sup> Prerequisites for perclinical 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 \_\_\_\_\_ HEPE 2628

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**

Fall		S.H.
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
PSYC 1560	General Psychology	3
Semester Hours		15

**Spring**

HEPE 1575	Performance and Analysis of Net and Wall Games	3
HEPE 1579	Rhythmic Movement for Children	1
PHLT 1568	Healthy Lifestyles	3
EDFN 1501	Introduction to Education	3
ENGL 1551	Writing 2	3
PSYC 2692	Human Sexuality (GER Elective)	3
Semester Hours		16

**Year 2**

Fall		
BIOL 1545	Allied Health Anatomy and Physiology (Natural Sciences GER)	5
HEPE 2628	Movement for Early Childhood	3
HEPE 1567	Performance and Analysis of Invasion Games	3
HEPE 1574	Performance and Analysis of Target and Fielding Games	3
HEPE 2610	Introduction to Outdoor Pursuits	3
Semester Hours		17

**Spring**

HEPE 3750	Organization and Management of Sport Programs and Events	2
HEPE 2689	Scientific Basis of Fitness	3
SPED 2630	Individuals with Exceptionalities in Society	3
HEPE 3768	Advocacy and Best Practices in Health and Physical Education	2
Math GER Requirement		3
Social Science GER Requirement		3
Semester Hours		16

<b>Year 3</b>		
<b>Fall</b>		
PSYC 3709	Psychology of Education	3
HEPE 3740	Coaching the Young Athlete	3
HEPE 3767	Pedagogy in P-12 Health Education and Physical Education	3
TERG 3710	Reading Application in Content Areas, Middle Years	3
HEPE 4889	Selected Topics in Health and Physical Education	2
Arts and Humanities GER Requirement		3
Semester Hours		17
<b>Spring</b>		
HEPE 3766	Principles and Analysis of Motor Development (This course is changing to 4 s.h.)	3
HEPE 4876	Teaching of Elementary Physical Education <sup>1</sup>	3
HEPE 4895	Introduction to Adapted Physical Education	4
PHIL 2625	Introduction to Professional Ethics	3
EDFN 3708	Education and Society	3
Semester Hours		16
<b>Year 4</b>		
<b>Fall</b>		
HEPE 4899	Physiological Effects of Exercise on Children and Adolescents	3
HEPE 3780	Methods of Teaching Dance	2
HEPE 4878	Teaching of Middle/Secondary Physical Education	3
Natural Science GER		3
HEPE 4808	Standards Based Assessment in Health and Physical Education	3
Semester Hours		14
<b>Spring</b>		
SED 4846	Supervised Student Teaching: Physical Education (K-12)	10
SED 4842A	Student Teaching Seminar for Secondary Education	2
Semester Hours		12
Total Semester Hours		123

- 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.

<sup>1</sup> Courses must be taken concurrently if the student is majoring in both health and physical education

## 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.