BACHELOR OF SCIENCE IN EDUCATION IN EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD INTERVENTION SPECIALIST

Bachelor of Science in Education in Early Childhood Education/Early Childhood Intervention Specialist Program

Dr. Crystal Ratican, Program Coordinator

Overview
The Department of Teacher Education offers a four-year Early Childhood/Early Childhood Intervention Specialist Program approved by the Ohio Department of Higher Education. The ECE/ECIS (P-3) Bachelor of Science in Education degree requires a minimum of 134 semester hours of course work which includes courses required for the TESOL (Teaching English to Speakers of Other Languages) endorsement. This program requires the passage of multiple Ohio Assessment for Educator exams to become eligible to student teach. Contact the Department of Teacher Education or the BCOE Advisement Office for additional information.

EMPLOYMENT OPPORTUNITIES
Graduates of the new ECE/ECIS dual license will be able to work in the following areas: in schools as the classroom teacher of record, inclusion classroom teacher of record, or P-3 special education classroom of record. Graduates will also be trained to work with children who are currently learning the English language. Other employment opportunities include: working with regional Educational Service Providers, providing individual services to children within their homes, working with regionally based programs, medical providers, or private education companies.

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, co-teaching, whole class teaching).

Field Experiences
- CHFM 3733L Practicum Preprimary Settings
- ECIS 2629 Best Practices in ECIS
- ECIS 3700 Integrated Strategies in ECE/ECIS Inclusive Environments
- EDFN 1501 Introduction to Education
- EDFN 3708 Education and Society
- ENGL 4856 TESOL Methods
- SPED 2630 Individuals with Exceptionalities in Society
- SPED 3715 Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities
- SPED 5835 Classroom Management for Exceptional Children and Youth
- SPED 5864 Service Coordination, Collaboration, and Consultation for Students with Special Needs
- TERG 2601 Reading Application in Content Area Early Years
- TERG 3701 Phonics in Reading Instruction
- TERG 3702 Developmental Reading Instruction
- TERG 3703 Assessment and Instruction in Reading

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 Early Childhood preclinical experience is scheduled during the fall and spring semesters. Applications for the preclinical experience must be submitted (1) one year in advance to BCOE Room 2101, by September 1 for fall preclinical, and February 1 for spring preclinical. Contact the Beeghly College of Education, academic advisors for minimum preclinical prerequisites.

- ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years
- ECIS 4802 Teaching of Mathematics and Science: The Early Years
- ECIS 3790 Assessing Learning in Early Childhood Education PK3
- SPED 5866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist
- ENGL 4857 TESOL Practicum

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.

- ECIS 4841 Supervised Student Teaching: ECE/ECIS
- ECIS 4842 Student Teaching Seminar in ECE/ECIS

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 early childhood 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 license area. The assessments are aligned with Ohio’s New Learning Standards. Teacher candidates must pass these exams prior to student teaching.

- 001 Assessment of Professional Knowledge: Early Childhood (PK-3)
- 012 Early Childhood Education
- 090 Foundations of Reading
- 013 Early Childhood Special Education
- 021 Teaching English to Speakers of Other Languages

Endorsements
The Department of Teacher Education offers the Early Childhood Generalist (Grades 4-5) endorsement. This endorsement may be added to an existing Early Childhood Education (P-3) license, for teaching grades 4-5 in Math, Science, Social Studies, and Language Arts. This endorsement is not a major and does not stand alone as an area of study. This endorsement may increase a teacher candidate’s ability to acquire a teaching position. See an academic advisor for additional information.

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<tr>
<th>COURSE</th>
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<td>General Education Requirements</td>
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<td>Core Competencies</td>
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**General Education Knowledge Domains**

**Arts and Humanities**
- ART 2648 Experience Art: Social and Behavioral Perspectives
- MUHL 2621 Music Literature and Appreciation
  or MUHL 2622 Popular Music in America

**Natural Sciences**
- GEOG 2630 Weather
- GEOG 1504 The Dynamic Earth

**Social Science**
- HIST 2606 Turning Points in United States History 2
- ENGL 2651 Introduction to Language

**Subject Area Curriculum**
- ECIS 2629 Best Practices in ECIS
- ECIS 2600 Educating the Whole Child
- MATH 2651 Mathematics for Early Childhood Teachers 1
- CHFM 3733L Practicum Preprimary Settings (upper-division status)
- ECIS 3700 Integrated Strategies in ECE/ECIS Inclusive Environments
- SPED 3715 Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities
- SPED 5835 Classroom Management for Exceptional Children and Youth
- SPED 5864 Service Coordination, Collaboration, and Consultation for Students with Special Needs
- ENGL 3703 Literature for Young Children
- ENGL 4850 Sociolinguistics
- ENGL 4851 Language Acquisition
- ENGL 4852 Linguistics and Literacy
- ENGL 4856 TESOL Methods

**Professional Education Curriculum**
- EDFN 1501 Introduction to Education
- PSYC 3709 Psychology of Education
- SPED 2630 Individuals with Exceptionalities in Society
- EDFN 3708 Education and Society
- TERG 2601 Reading Application in Content Area Early Years
- TERG 3701 Phonics in Reading Instruction
- TERG 3702 Developmental Reading Instruction
- TERG 3703 Assessment and Instruction in Reading (upper-division status)

**Preclinical Curriculum**
- ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years
- ECIS 4802 Teaching of Mathematics and Science: The Early Years
- ECIS 3790 Assessing Learning in Early Childhood Education PK3
- SPED 5866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist
- ENGL 4857 TESOL Practicum
- ECIS 4841 Supervised Student Teaching: ECE/ECIS
- ECE 4841 Supervised Student Teaching: Early Childhood
- ECIS 4842 Supervised Student Teaching Seminar in ECE/ECIS

**Student Teaching Curriculum**
- ECE 4841 Supervised Student Teaching: ECE/ECIS
- ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years
- ECIS 4802 Teaching of Mathematics and Science: The Early Years
- ECIS 3790 Assessing Learning in Early Childhood Education PK3
- SPED 5866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist
- ENGL 4857 TESOL Practicum
- ECIS 4841 Supervised Student Teaching: ECE/ECIS
- ECE 4841 Supervised Student Teaching: Early Childhood
- ECIS 4842 Supervised Student Teaching Seminar in ECE/ECIS

**Total Semester Hours**
- 134

**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.
- 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
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, EDNF 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

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| Semester Hours | 18 |

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<td>ART 2648</td>
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| Semester Hours | 18 |
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Year 2

**Fall**
- ECIS 2600 Educating the Whole Child 3
- ENGL 2651 Introduction to Language 3
- HIST 2606 Turning Points in United States History 2 3
- ENGL 3703 Literature for Young Children 3
- TERG 2601 Reading Application in Content Area Early Years 3
- SPED 3715 Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities 3

Semester Hours 18

**Spring**
- ECIS 2629 Best Practices in ECIS 3
- ENGL 4850 Sociolinguistics 3
- MUHL 2621 or MUHL 2622 Music Literature and Appreciation or Popular Music in America 3
- TERG 3701 Phonics in Reading Instruction 3
- ENGL 4851 Language Acquisition 3
- Natural Science elective 3

Semester Hours 18

Year 3

**Fall**
- ECIS 3700 Integrated Strategies in ECE/ECIS Inclusive Environments 4
- CHFM 3733L Practicum Preprimary Settings 3
- PSYC 3709 Psychology of Education 3
- TERG 3702 Developmental Reading Instruction 3
- Natural Science Lab 1
- ENGL 4852 Linguistics and Literacy 3

Semester Hours 17

**Spring**
- SPED 5864 Service Coordination, Collaboration, and Consultation for Students with Special Needs 3
- TERG 3703 Assessment and Instruction in Reading 3
- ENGL 4856 TESOL Methods 3
- SPED 5866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist 3
- SPED 5835 Classroom Management for Exceptional Children and Youth 4

Semester Hours 16

Year 4

**Fall**
- ECIS 4802 Teaching of Mathematics and Science: The Early Years 4
- ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years 4
- ECIS 3790 Assessing Learning in Early Childhood Education PK3 3
- ENGL 4857 TESOL Practicum 3
- EDFN 3708 Education and Society 3

Semester Hours 17

**Spring**
- ECIS 4841 Supervised Student Teaching: ECE/ECIS 5
- ECE 4841 Supervised Student Teaching: Early Childhood 5

Semester Hours 12

Total Semester Hours 134

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**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.

The Learning outcomes for this program, align with the six Standards of the National Association for the Education of Young Children (NAEYC):

- Effectively promote child development and learning in the classroom
- Build family and community relationships to support the development and learning of each child
- Utilize effective formative and summative assessments to support young children and their families.
- Use developmentally effective approaches in teaching and learning.
- Use content knowledge to build meaningful curriculum in prek-grade 3 classrooms.

The Learning outcomes for this program, also align with the seven Standards of the Early Childhood Special Education (ECSE):

- Learner Development and Individual Learning Differences
- Learning Environments
- Curricular Content Knowledge
- Assessment
- Instructional Planning and Strategies
- Professional Learning and Ethical Practice
- Collaboration

Professional Dispositions:

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