Bachelor of Science in Education in Health Education (PK-12) - Multi-Age License

Dr. Mary LaVine, Program Coordinator

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

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<tr>
<th>COURSE</th>
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<td>CMST 1545</td>
<td>Communication Foundations</td>
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<td>MATH 2623</td>
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<td>PHLT 1568</td>
<td>Healthy Lifestyles</td>
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### Bachelor of Science in Education in Health Education (PK-12) - Multi-Age License

**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:
  1. **Minimum completion of 50 SH**
  2. **Minimum 2.75 overall GPA**
  3. 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**

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

- **“B” average or better (A-C, B-B) for:**
  1. **ENGL 1550**
  2. **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.
  1. **“B” average or better (B-B-B, A-B-C)** across the following:
  2. **EDFN 1501, CMST 1545**
  3. **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:
  1. Upper Division application
  2. Good Moral Character Statement
  3. copy of BCI & FBI clearances
  4. schedule an upper division interview with the BCOE Office of Student Services, room 2101, no later than:
     - Upper Division Application Deadline

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<th>Code</th>
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<td>ECIS 2600</td>
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<td>HEPE 2628</td>
<td>Movement for Early Childhood</td>
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<td>HEPE 2689</td>
<td>Scientific Basis of Fitness</td>
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<td>Principles and Analysis of Motor Development (This is</td>
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<td>EDFN 3708</td>
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<td>SPED 2630</td>
<td>Individuals with Exceptionalities in Society</td>
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<td>TERG 2610</td>
<td>Reading Application in Content Areas Middle Years</td>
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<td>Preclinical Curriculum (blocked courses must be taken concurrently and in the following sequence.)</td>
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<td>HEPE 3702</td>
<td>Health Education Theory and Methods (^1)</td>
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<td>Student Teaching Seminar for Secondary Education (^2)</td>
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**SOI Total Semester Hours:** 120

\(^1\) Prerequisites for preclinical curriculum

\(^2\) Upper Division Courses

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Graduation Process:

- **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.
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<tr>
<td>HEPE 4889</td>
<td>Selected Topics in Health and Physical Education</td>
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<td>HEPE 4808</td>
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**Total Semester Hours:** 14

**Spring**

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**Semester Hours:** 12

**Total Semester Hours:** 120

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.