BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED MATHEMATICS (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 Mathematics, approved by the Ohio Department of Education. The Integrated Mathematics license, Bachelor of Science in Education Degree requires a minimum of 121 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
- SED 3706 Principles of Teaching Adolescents

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 BOE 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

And

- SED 4800C Science Methods for Adolescent and Young Adult Learners
- SED 4800E English Methods for Adolescent and Young Adult Learners
- SED 4800M Mathematics Methods for Adolescent and Young Adult Learners
- 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.

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<tr>
<th>COURSE</th>
<th>TITLE</th>
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<tr>
<td>ENGL 1550</td>
<td>Writing 1</td>
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<td>or ENGL 1549</td>
<td>Writing 1 with Support</td>
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<tr>
<td>ENGL 1551</td>
<td>Writing 2</td>
<td>3</td>
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<td>CMST 1545</td>
<td>Communication Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1571</td>
<td>Calculus 1</td>
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**Knowledge Domains**

Some courses are categorized in more than one knowledge domain. Courses can only be used once within the General Education model. Some majors prescribe specific GE courses. If a course has been added to the domains, it is required.

- **Arts and Humanities (6 s.h.)**
- **Natural Sciences (2 courses, 1 with lab) (6-7 s.h.)**
- **Social Science (6 s.h.)**
- **PSYC 1560** General Psychology
- **Social Science elective**
- **Social and Personal Awareness (6 s.h.)**

**General Education Elective / First-Year Experience**

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<tr>
<td>TCED 1500</td>
<td>Introduction to Becoming a Teacher First Year Experience Course BCOE</td>
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**Subject Area Curriculum**

- **MATH 1572** Calculus 2
- **MATH 2673** Calculus 3
- **MATH 3715** Discrete Mathematics
- **MATH 3720** Linear Algebra and Matrix Theory
- **MATH 3721** Abstract Algebra 1
- **STAT 3743** Probability and Statistics
- **MATH 3750** History of Mathematics
- **MATH 3751** Real Analysis 1
- **MATH 4830** Foundations of Geometry
- **MATH 4896** Senior Undergraduate Research Project
- **MATH 4832** Euclidean Transformations
- **CSIS 2610** Programming and Problem-Solving

Select one of the following MATH electives:

- **MATH 3702** Problem Solving Seminar for Secondary Mathematics
- **MATH 3705** Differential Equations
- **MATH 4822** Abstract Algebra 2
- **MATH 5828** Number Theory
- **MATH 5835** Introduction to Combinatorics and Graph Theory
- **MATH 5845** Operations Research
- **MATH 5895** Selected Topics in Mathematics

**Professional Education Curriculum**

- **PSYC 3709** Psychology of Education
- **EDFN 1501** Introduction to Education
- **SPED 2630** Individuals with Exceptionalities in Society
- **SED 3706** Principles of Teaching Adolescents
- **TERG 3711** Reading Application in Content Areas, Secondary Years
- **EDFN 3708** Education and Society

**Preclinical Curriculum**

- **SED 4800M** Mathematics Methods for Adolescent and Young Adult Learners
- **EDFN 3710** Educational Assessment

**Student Teaching Curriculum**

- **SED 4842** Supervised Student Teaching: High School
- **SED 4842A** Student Teaching Seminar for Secondary Education

**Total Semester Hours for the Degree:** 121 s.h.
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:
  - 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, 3711, TEMC 4802, SED 4800, ECIS 2610, 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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<td>Calculus 1</td>
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<td>PSYC 1560</td>
<td>General Psychology</td>
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<td>EDFN 1501</td>
<td>Introduction to Education</td>
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Year 3

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<td>History of Mathematics</td>
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<td>MATH 3721</td>
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<td>TERG 3711</td>
<td>Reading Application in Content Areas, Secondary Years</td>
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Bachelor of Science in Education in Integrated Mathematics (7-12) - Adolescent License

Natural Science/Lab GER 4
Social and Personal Awareness GER 3

Semester Hours 16

Year 4
Fall
EDFN 3710 Educational Assessment 3
MATH 4896 Senior Undergraduate Research Project 2
SED 4800M Mathematics Methods for Adolescent and Young Adult Learners 3
MATH 3751 Real Analysis I 4
MATH 4832 Euclidean Transformations 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 121-122

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.