

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

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Overview

The Department of Teacher Education and Leadership Studies 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 Liberal Arts, Social Sciences, and 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 and Leadership Studies 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.

COURSE	TITLE	S.H.
FIRST YEAR REQUIREMENT -STUDENT SUCCESS		
YSU 1500	Success Seminar	1-2
or SS 1500	Strong Start Success Seminar	
or HONR 1500	Intro to Honors	
General Education Requirements		
ENGL 1550	Writing 1	3-4
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
Mathematics Requirement		
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.)		
ART 2648	Experience Art: Social and Behavioral Perspectives	3
Select one of the following courses required to fulfill 3 s.h. in Arts & Humanities GER:		
MUHL 2621	Music Literature and Appreciation	
or MUHL 262	Popular Music in America	
Natural Sciences (2 courses, 1 with lab) (6-7 s.h.)		
Select two of the following courses and one lab required for ECE content: (3 SH+3 SH+1 SH=7 SH)		
ASTR 1504	Descriptive Astronomy	
ASTR 1504L	Astronomy Laboratory	
BIOL 1505	Biology and the Modern World	
BIOL 1505L	Biology and the Modern World Laboratory	
ENST 1500	Introduction to Environmental Science	
ENST 1500L	Introduction to Environmental Science Lab	
GEOG 2630	Weather	
GEOL 1504	The Dynamic Earth	
Social Science (6 s.h.)		
PSYC 1560	General Psychology	3
PSYC 3755	Child Development	3
Social and Personal Awareness (6 s.h.)		
HIST 2606	Turning Points in United States History 2	3
ENGL 2651	Introduction to Language	3
Subject Area Curriculum		
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
ECIS 2629	Best Practices in ECIS	3
ECIS 2600	Educating the Whole Child	3
CHFM 3733L	Practicum Preprimary Settings (upper-division status) 1,2	3
ECIS 3700	Integrated Strategies in ECE/ECIS Inclusive Environments	4
SPED 3715	Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities	3
SPED 5835	Classroom Management for Exceptional Children and Youth	4
SPED 5864	Service Coordination, Collaboration, and Consultation for Students with Special Needs	3
ENGL 3703	Literature for Young Children	3
ENGL 4850	Sociolinguistics	3
ENGL 4851	Language Acquisition	3
ENGL 4852	Linguistics and Literacy	3
ENGL 4856	TESOL Methods	3

Professional Education Curriculum		
EDFN 1501	Introduction to Education	3
PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society ¹	3
EDFN 3708	Education and Society	3
TERG 2601	Reading Application in Content Area Early Years ¹	3
TERG 3701	Phonics in Reading Instruction	3
TERG 3702	Developmental Reading Instruction ¹	3
TERG 3703	Assessment and Instruction in Reading (upper-division status) ²	3
Preclinical Curriculum		
ECIS 4801	Teaching of Language Arts and Social Studies: The Early Years	4
ECIS 4802	Teaching of Mathematics and Science: The Early Years	4
ECIS 3790	Assessing Learning in Early Childhood Education PK3	3
SPED 5866	Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist	3
ENGL 4857	TESOL Practicum	3
Student Teaching Curriculum		
ECIS 4841	Supervised Student Teaching: ECE/ECIS	5
ECE 4841	Supervised Student Teaching: Early Childhood	5
ECIS 4842	Student Teaching Seminar in ECE/ECIS	2
Total Semester Hours		129-131

- ¹ Prerequisite for preclinical curriculum
- ² 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 ____ ECIS 2629

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 CFAST 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.
YSU 1500	Success Seminar	1
ENGL 1550 or ENGL 1549	Writing 1 or Writing 1 with Support	3-4
PSYC 1560	General Psychology	3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
EDFN 1501	Introduction to Education	3
	Natural Science elective	3
Semester Hours		16-17
Spring		
ENGL 1551	Writing 2	3
PSYC 3755	Child Development	3
CMST 1545	Communication Foundations	3
SPED 2630	Individuals with Exceptionalities in Society	3
ART 2648	Experience Art: Social and Behavioral Perspectives	3
Semester Hours		15

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 ²	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

ECIS 4842	Student Teaching Seminar in ECE/ECIS	2
Semester Hours		12
Total Semester Hours		129-130

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.su.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

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 pre-k-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