BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED LANGUAGE ARTS (7-12) - ADOLESCENT LICENSE

Program Coordinator
Dr. M. Kathleen L. Cripe, Chairperson and Program Coordinator

OVERVIEW

- In cooperation with various academic disciplines in the University, the Department of Teacher Education and Leadership Studies offers a four-year AYA Education Program (grades 7-12), Integrated Language Arts, approved by the Ohio Department of Education. The Integrated Language Arts license, Bachelor of Science in Education Degree requires a minimum of 127 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 for 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.

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

FIELD EXPERIENCES AND STUDENT TEACHING

Students complete over 120 hours of pre-clinical experiences, and additional field experiences, which are included in the following courses that 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 on TaskStream, by September 1st for the preclinical experience. Contact the Education Academic Advisors for minimum preclinical prerequisites.

- EDFN 3710 Educational Assessment
- SED 4800E English 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 39 during this experience.

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

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.

020 English Language Arts (for teacher candidates with ELA concentration)

ENDORESMENTS

The following endorsements are available to individuals holding this teaching license and may increase marketability: K-12 TESOL Endorsement, K-12 Reading Endorsement.

COURSE TITLE S.H.

FIRST YEAR REQUIREMENT - STUDENT SUCCESS

YSU 1500 Success Seminar 1-2
or SS 1500
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 3
MATH 2623 Quantitative Reasoning 3

Some courses are categorized in more than one knowledge domain. Courses can only be used once within the General Education model. Courses listed for Knowledge Domains below are required in this program.

Arts and Humanities (6 s.h.)
- These 6 s.h. may be met in the major if appropriate courses in the major are selected.

Natural Sciences (2 courses, 1 with lab) (6-7 s.h.) 7
PSYC 1560 General Psychology 3
Social Science elective (or 3 s.h. requirement may be met by courses in major) 3
Social and Personal Awareness (6 s.h. total needed) 3

Major Requirements

ENGL 2631 Mythology in Literature (AH) 3
ENGL 2651 Introduction to Language 3
Take two of the following Oral Communication courses: 6

CMST 2655 Communication in Groups and Organizations
CMST 2656 Interpersonal Communication

Professional Education Curriculum
TCED 2600 Becoming an Education Professional 1
TCED 2601 Diversity and Equity in the Classroom 1
PSYC 3709 Psychology of Education 3

EDFN 1501 Introduction to Education 3
SPED 2630 Individuals with Exceptionalities in Society 1 3
SPED 2630L Individuals with Exceptionalities in Society Laboratory Experience 0
TERG 3711 Reading Application in Content Areas, Secondary Years 1,2 3
EDFN 3708 Education and Society 3
SED 3706 Principles of Teaching Adolescents 2 3

Preclinical Curriculum
TCED 4800L Laboratory Experience for Teaching All Learners 0
SED 4800E English Methods for Adolescent and Young Adult Learners 2 3
EDFN 3710 Educational Assessment 3

Student Teaching Curriculum
SED 4842 Supervised Student Teaching: High School 2 10
SED 4842A Student Teaching Seminar for Secondary Education 2 2
TCED 5888E Seminar edTPA Review 1

Total Semester Hours 128-130

1 Prerequisites for Preclinical Curriculum
2 Upper Division course

General Information
• It is highly recommended that all teacher candidates meet with an academic advisor every semester.
• Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the TELS Teacher Education Programs or candidacy for a teaching license.
• A grade of “C” or better is required in all courses. Some courses cannot be taken CR/NC. Check with an Advisor. Professional education and preclinical courses may only be repeated one time.

Upper Division
• Formal Admission to Teacher Education (Upper-Division) is required before teacher candidates are allowed to enroll in certain junior and senior level courses in TELS.
• Upper division requirements:
  • ______ Completion of 50 SH
  • ______ Minimum 2.75 overall GPA
  • ______ “B” average or better (A-C, B-B) for: ENGL 1550 and ENGL 1551.
  • If failure to meet “B” average above must also complete:
    ______ ENGL 2601 grade of “B” or better.
  • ______ “B” average or better (B-B-B, A-B-C) for ENGL 1550 and ENGL 1551.
    • 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 ______ ENGL 3700

• After completing a minimum of 50 SH, submit the following:
  • Upper Division application (Portal)
  • Good Moral Character Statement
  • Copy of BCI & FBI clearances
  • Writing prompt (Blackboard)

• Deadlines for submission for upper division status (late applications may not be accepted):
  • September 1—to register for Upper Division Courses for Spring
  • February 1—to register for Upper Division courses for Summer & Fall
Admission to Preclinical and Evaluation for Graduation

- Request must be submitted to TaskStream one year prior to the intended preclinical semester no later than:
  - September 1—for Fall preclinical (Late applications may not be accepted)
  - February 1—for Spring preclinical (Late applications may not be accepted)
- Content GPA (2.67 minimum), Professional GPA (2.67 minimum), Overall GPA (2.75 minimum).

Student Teaching

- Student teaching application must be submitted following instructions found on the portal.
- Late applications will likely result in a delay to student teaching by one semester.
- Application and forms are due to the Office of Student Field Experience:
  - September 1—to Student Teach the following Spring Semester
  - February 1—to Student Teach the following Fall Semester
- Prerequisites:
  - BCOE Upper Division status
  - Overall 2.75 GPA
  - Minimum of 2.67 GPA in subject area curriculum and 2.67 in professional education courses with no grade less than a “C”
  - Passage of OAE test(s) and ACTFL tests for foreign language

Completing a Bachelor of Science in Education with Licensure

- Successful completion of student teaching (endorsed) with CPAST average score of 2 with no zeros
- Minimum score of 39 on edTPA, with the exception of a 34 for Foreign Language

Completing a Bachelor of Science in Education without Licensure

- A teacher candidate may choose to graduate without licensure. Teacher candidates who wish to graduate without licensure must take TCED 4830 (3 SH) capstone course in place of student teaching.

Year 1

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<tr>
<td>YSU 1500 or HONR 1500 or SS 1500</td>
<td>Success Seminar or Intro to Honors or Strong Start Success Seminar 1-2</td>
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<td>ENGL 1550 or ENGL 1549</td>
<td>Writing 1 or Writing 1 with Support 3-4</td>
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<td>PSYC 1560</td>
<td>General Psychology 3</td>
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<td>ENGL 2631</td>
<td>Mythology in Literature 3</td>
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<td>TCED 2600</td>
<td>Becoming an Education Professional 1</td>
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<td>TCED 2601</td>
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Semester Hours 15-17

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<td>Quantitative Reasoning 3</td>
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<td>SPED 2630</td>
<td>Individuals with Exceptionalities in Society 3</td>
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Semester Hours 16

Year 2

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<tr>
<td>ENGL 2651</td>
<td>Introduction to Language (satisfies an SPA elective requirement) 3</td>
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<td>CMST 1545</td>
<td>Communication Foundations 3</td>
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<td>ENGL 3705</td>
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<td>ENGL 3700</td>
<td>Literary Study 3</td>
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Semester Hours 15

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<tr>
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<td>British Literature 1 3</td>
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<td>ENGL 3712</td>
<td>American Literature 1 3</td>
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<td>PSYC 3709</td>
<td>Psychology of Education 3</td>
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<td>Social and Personal Awareness GER</td>
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<td>JOUR 3725</td>
<td>News Reporting 3</td>
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Semester Hours 18

Year 3

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<td>ENGL 3713</td>
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Semester Hours 18

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<tr>
<td>SED 3706</td>
<td>Principles of Teaching Adolescents 3</td>
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<td>EDFN 3708</td>
<td>Education and Society 3</td>
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<td>ENGL 3741</td>
<td>Advanced Writing for Teachers 3</td>
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<td>JOUR 4821</td>
<td>Advising Student Media 3</td>
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<td>Reading Application in Content Areas, Secondary Years 3</td>
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Semester Hours 18

Year 4

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<td>Educational Assessment 3</td>
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<td>ENGL 4881</td>
<td>Shakespeare and His World 3</td>
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Semester Hours 15

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Semester Hours 13

Total Semester Hours 128-130

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.