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

• Dr. Katie Cripe, 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 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:
  • 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, 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 to BCOE 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
• 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 37 during this experience.

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

ADVICEMENT

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)

ENDORSEMENTS

The following endorsements are available to individuals holding this teaching license and may increase marketability: K12 TESOL Endorsement, K-12 Reading Endorsement.

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

MATH 2623 Mathematics for Early Childhood Teachers 3
or MATH 2635 Mathematics for Early Childhood Teachers 2

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.)

PSYC 1560 General Psychology 3
Select two of the following Oral Communication courses:

Select one of the following Upper Division British Literature courses:

Select one of the following Media Literacy courses:

Select one of the following World/Multicultural Literature courses:

Select one of the following American Literature courses:

Major Requirements

Social Science elective (or 3 s.h. requirement may be met by courses in major) 3
Social and Personal Awareness (6 s.h.) 6

Select one of the following American Literature courses:

Select one of the following World/Multicultural Literature courses:

Select one of the following Language/Linguistics courses:

Select one of the following Media Literacy courses:

Select one of the following Upper Division British Literature courses:

Select one of the following Advanced English Studies courses:

Select two of the following Oral Communication courses:

CMST 2655 Communication in Groups and Organizations
CMST 2656 Interpersonal Communication
THTR 2670 Oral Interpretation

Professional Education Curriculum

PSYC 3709 Psychology of Education 3
EDFN 1501 Introduction to Education 3
SPED 2630 Individuals with Exceptionalities in Society 1 3
TERG 3711 Reading Application in Content Areas, Secondary Years 12 3
EDFN 3708 Education and Society 3
SED 3706 Principles of Teaching Adolescents 2 3

Preclinical Curriculum

SED 4800E English Methods for Adolescent and Young Adult Learners 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

Total Semester Hours 134-136

1 Prerequisites 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
Bachelor of Science in Education in Integrated Language Arts (7-12) - Adolescent License

(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
  - ENGL 3700

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 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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<th>Semester</th>
<th>Courses</th>
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<tr>
<td>YSU 1500</td>
<td>Success Seminar 1</td>
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<td>ENGL 1550</td>
<td>Writing 1 3-4</td>
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<td>ENGL 1549</td>
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<td>ENGL 1551</td>
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<td>MATH 2623</td>
<td>Quantitative Reasoning 3</td>
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<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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Bachelor of Science in Education in Integrated Language Arts (7-12) - Adolescent License

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Semester Hours 15

Spring

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<td>PSYC 3709</td>
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Spring

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

Year 3

Fall

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Spring

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<td>EDFN 3708</td>
<td>Education and Society</td>
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<td>ENGL 3741</td>
<td>Advanced Writing for Teachers</td>
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<td>JOUR 4821</td>
<td>Advising Student Media</td>
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<td>TERG 3711</td>
<td>Reading Application in Content Areas, Secondary Years</td>
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Semester Hours 18

Year 4

Fall

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

Spring

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<td>SED 4842A</td>
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Semester Hours 12

Total Semester Hours 125-126

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 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.

- 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.

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