BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED MATHEMATICS (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 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.

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 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
- TERR 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 4800M Mathematics 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

ADVISEMENT
Advisement is provided by the academic advisors in Beeghly Hall. 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 license area. The assessments are aligned with Ohio’s New Learning Standards. Teacher candidates must pass these exams prior to student teaching.

027 Mathematics (for teacher candidates with Math 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.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>S.H.</th>
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<tbody>
<tr>
<td>YSU 1500</td>
<td>Success Seminar</td>
<td>1-2</td>
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<tr>
<td>or SS 1500</td>
<td>Strong Start Success Seminar</td>
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</tr>
<tr>
<td>or HONR 1500</td>
<td>Intro to Honors</td>
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</table>

| ENGL 1550 | Writing 1                                  | 3-4  |
| ENGL 1549 | Writing 1 with Support                     |      |
| ENGL 1551 | Writing 2                                  | 3    |
| CMST 1545 | Communication Foundations                  | 3    |
| MATH 1571 | Calculus 1                                 | 4    |
| 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  |
| ENGL 1549 | Writing 1 with Support                     |      |
| ENGL 1551 | Writing 2                                  | 3    |
| CMST 1545 | Communication Foundations                  | 3    |
| MATH 1571 | Calculus 1                                 | 4    |
| MATH 1572 | Calculus 2                                 | 4    |
| MATH 2673 | Calculus 3                                 | 4    |
| MATH 3715 | Discrete Mathematics                       | 3    |
| MATH 3720 | Linear Algebra and Matrix Theory           | 3    |
| MATH 3721 | Abstract Algebra 1                         | 4    |

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.) | 6
Natural Sciences (2 courses, 1 with lab) (6-7 s.h.) | 7
Social Science (6 s.h.) | 7
PSYC 1560 | General Psychology                          | 3
Social Science elective | 3
Social and Personal Awareness (6 s.h.) | 6

Subject Area Curriculum

| MATH 1572 | Calculus 2                                 | 4    |
| MATH 2673 | Calculus 3                                 | 4    |
| MATH 3715 | Discrete Mathematics                       | 3    |
| MATH 3720 | Linear Algebra and Matrix Theory           | 3    |
| MATH 3721 | Abstract Algebra 1                         | 4    |

Bachelor of Science in Education in Integrated Mathematics (7-12) - Adolescent License
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.
      - ____ 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
      - ____ MATH 3715

    - 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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<td>General Psychology</td>
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EDFN 1501  Introduction to Education  3
TCED 1500  Introduction to Becoming a Teacher First Year Experience Course BCOE  3

**Semester Hours**  17-18

**Spring**
ENGL 1551  Writing 2  3
MATH 1572  Calculus 2  4
SPED 2630  Individuals with Exceptionalities in Society  3
Arts and Humanities GER  3
Social and Personal Awareness GER  3

**Year 2**

**Fall**
MATH 2673  Calculus 3  4
MATH 3715  Discrete Mathematics  3
CMST 1545  Communication Foundations  3
Social Science GER  3

**Semester Hours**  16

**Spring**
MATH 3720  Linear Algebra and Matrix Theory  3
MATH 4830  Foundations of Geometry  3
STAT 3743  Probability and Statistics  4
CSIS 2610  Programming and Problem-Solving  4
PSYC 3709  Psychology of Education  3

**Year 3**

**Fall**
MATH 3750  History of Mathematics  3
MATH 3721  Abstract Algebra 1  4
Arts and Humanities GER  3
Natural Sciences GER  3
MATH Elective  3

**Semester Hours**  17

**Spring**
EDFN 3708  Education and Society  3
SED 3706  Principles of Teaching Adolescents  3
TERG 3711  Reading Application in Content Areas, Secondary Years  3
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 1  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**  122-123

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**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.