BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED SCIENCES (7-12) - ADOLESCENT LICENSE, BIOLOGY CONCENTRATION

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 Sciences/Biology Concentration, approved by the Ohio Department of Education. The AYA Integrated Sciences License, Grades 7-12 (Biology) as the primary concentration, Bachelor of Science in Education degree requires a minimum of 148-151 semester hours of course work. The Integrated Science license qualifies the license holder to teach all areas of science (Biology, Chemistry, Earth/Space, and Physics). This teaching field 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 a number of field experiences to support the learning of content and best practices of teaching. Field experiences 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 Experience
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 on TaskStream one year in advance by September 1st.

- EDFN 3710 Educational Assessment
- SED 4800C Science 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 the 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) assesses 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.

024 Integrated Science (for teacher candidates with Science concentration)

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>FIRST YEAR REQUIREMENT - STUDENT SUCCESS</td>
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<tr>
<td>YSU 1500</td>
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<td>or HONR 1500</td>
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General Education Requirements

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

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

Natural Sciences (2 courses, 1 lab)
- 7
  This requirement met by courses in major

Social Science
- 6
  Social Science GER
  PSYC 1560 | General Psychology |

Social and Personal Awareness
- 6
  Subject Area Curriculum
  MATH 1572 | Calculus 2 |

Biology Concentration

Both of the following:

- BIOL 2601 & 2601L | General Biology: Molecules and Cells and General Biology: Molecules and Cells Laboratory | 4
- BIOL 2602 & 2602L | General Biology: Organisms and Ecology and General Biology: Organisms and Ecology Laboratory | 4

Select 14 s.h. from the following BIOL electives: 14
Select one of the following E/SS electives:

- PHYS 2607
- PHYS 4805
- PHYS 3722L
- PHYS 3722
- PHYS 3704
- PHYS 3705L

Select a minimum of 3 s.h. from the following PHYS electives:

- PHYS 2603
- PHYS 2604L
- PHYS 3703
- PHYS 3705
- PHYS 3705L
- PHYS 3704
- PHYS 3722L
- PHYS 4805
- PHYS 2607

Select one of the following E/SS electives:

- ENST 2600
- GEOG 3703
- GEOG 3730
- GEOG 3720
- Professional Education Curriculum
- TCED 1500
- PSYC 3709
- EDFN 1501
- SPED 2630
- EDFN 3708
- SED 3706

- Student Teaching Seminar for Secondary Education 2

Minimum Total Hours Required for the Degree: 148-151 s.h.

Prerequisites for preclinical curriculum.

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.
  - _____ 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
    - _____ GEOG 2602, BIOL 2602, CHEM 1516, PHYS 2610
  - _____ 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—Summer Preclinical Courses for Spring
    - February 1—Summer Preclinical Courses for 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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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 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 are not limited to 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.