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

Program Coordinator
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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/Earth-Space Concentration, approved by the Ohio Department of Education. The AYA Integrated Sciences License, Grades 7-12 (Earth/Space as the primary concentration), Bachelor of Science in Education degree requires a minimum of 147-150 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 also 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

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)

COURSE TITLE S.H.
FIRST YEAR REQUIREMENT - STUDENT SUCCESS
YSU 1500 or SS 1500 or HONR 1500 Success Seminar Strong Start Success Seminar Intro to Honors

General Education Requirements

ENGL 1550 or ENGL 1549 Writing 1 Writing 1 with Support
ENGL 1551 Writing 2
CMST 1545 Communication Foundations

Mathematics Requirement

MATH 1571 Calculus 1

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.)

Natural Sciences (2 courses, 1 with lab) (6-7 s.h.)

This requirement met by courses in major

Social Science (6 s.h.)

PSYC 1560 General Psychology
Social Science elective
Social and Personal Awareness (6 s.h.)

Subject Area Curriculum

MATH 1572 Calculus 2
Earth/Space Science Concentration

All of the following:

GEOL 1505 Physical Geology
& 1505L and Physical Geology Laboratory
GEOL 2605 Historical Geology
GEOL 2602 Introduction to Oceanography
PhD 2607 Modern Physics 4
PHYS 2610L General Physics Laboratory 2 1
PHYS 2611 General Physics 2 4
PHYS 2611L General Physics laboratory 2 1
Select 5 s.h. from the following BIOL electives:

PHYS 2612 General Biology: Molecules and Cells Laboratory 4
PHYS 2613 General Biology 4
PHYS 2614 General Biology 1 4

Upper Division

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 course.

Preclinical Curriculum

- SED 4842A Introduction to Becoming a Teacher First Year Experience Course BCOE

Requirements

- Minimum 2.75 overall GPA
- "B" average or better (B-B-B, A-B-C) across the following:
  - If you receive a "C" or below you will need to retake the course.
  - If failure to meet "B" average above must also complete:
    - ENGL 2601 grade of "B" or better.
- Copy of BCI & FBI clearances
- Copy of Personal Information Sheet
- Writing prompt (Blackboard)
- 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) across the following:
    - _____ EDEN 1501
    - _____ CMST 1545
  - _____ EDEN 2503
  - _____ GEOG 1506, 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 — 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.

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.