

# BACHELOR OF SCIENCE IN EDUCATION IN MIDDLE CHILDHOOD EDUCATION (4-9), LANGUAGE ARTS-SOCIAL STUDIES CONCENTRATION

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## OVERVIEW

- In cooperation with various academic discipline departments in the University, the Department of Teacher Education and Leadership Studies offers a four-year Middle Childhood Education Program (grades 4-9), Social Studies and Language Arts Concentration, approved by the Ohio Department of Education. The Middle Childhood Social Studies and Language Arts License (Grades 4-9), Bachelor of Science in Education degree requires a minimum of 134 semester hours of course work. 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 Middle Childhood Program will be qualified to teach in the grades 4-9 classroom. Additional opportunities may be available in the private sector to tutor students. It is recommended that students in this major consider adding the Middle Childhood Generalist 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 150 hours of preclinical experiences, and additional field experiences, which 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
- TERG 3701 Phonics in Reading Instruction
- TERG 3702 Developmental Reading Instruction
- TERG 3703 Assessment and Instruction in Reading
- TERG 2610 Reading Application in Content Areas Middle Years

### 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 Middle Childhood 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.

- TEMC 3702 Teaching & Learning in Middle Schools
- TEMC 4801 The Middle School Learning Community
- TEMC 3703 Thematic Instruction and Assessment Methods in Social Studies
- TEMC 3706 Teaching Language Arts in the Middle School

### 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.

- TEMC 4803 Student Teaching Seminar for Middle Childhood Education
- TEMC 4802 Student Teaching: Middle Childhood

## ADVISEMENT

Advisement is provided by the academic advisors in the Beeghly College of Liberal Arts, Social Sciences, and 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.

002 Assessment of Professional Knowledge (All MCE Candidates)

028 Middle Grades English Language Arts (for those with English Language Arts concentration)

031 Middle Grades Social Studies (for those with Social Studies concentration)

090 Foundations of Reading

## ENDORSEMENTS

The following endorsements are available to individuals holding this teaching license and may increase marketability: K-12 TESOL Endorsement, K-12 Reading Endorsement, Middle Childhood Generalist Endorsement (enables teaching in content areas not included in current course of study).

COURSE	TITLE	S.H.
<b>FIRST YEAR REQUIREMENT -STUDENT SUCCESS</b>		
YSU 1500	Success Seminar	1-2
or SS 1500	Strong Start Success Seminar	
or HONR 1500	Intro to Honors	
<b>General Education Requirements</b>		
ENGL 1550	Writing 1 (requires a B average)	3-4
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2 (requires a B average)	3
CMST 1545	Communication Foundations	3
Mathematics Requirement		3
One of the following courses may be taken to fulfill Math Ger. Math 2652 is preferred math course if you are required to take Math Praxis Core.		

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MATH 2623	Quantitative Reasoning	
OR:		
MATH 2652	Mathematics for Early Childhood Teachers 2	
OR:		
MATH 2665	Foundations of Middle School Mathematics 2 ((Mathematics Concentration takes this course)	
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. See page 2 for other General education recommendations.		
Arts and Humanities (6 s.h.)		
The required 6 s.h. are met with courses in the major.		
Natural Sciences (2 courses, 1 with lab) (7 s.h.)		7
Social Science (6 s.h.)		
PSYC 1560	General Psychology	3
Remaining 3 s.h. are met with courses in the major.		
Social and Personal Awareness (6 s.h.)		
The required 6 s.h. are met with courses in the major.		
<b>Major Requirements Language Arts Concentration</b>		
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
CMST 2656	Interpersonal Communication	3
ENGL 2610	World Literature (AH/SPA)	3
ENGL 2618	American Literature and Diversity (AH/SPA)	3
ENGL 2651	Introduction to Language (SS/SPA)	3
ENGL 3700	Literary Study	3
ENGL 3704	Literature for Middle School Readers	3
ENGL 3730	Teaching Language Arts	3
ENGL 3739	Writing for Middle School Teachers	3
Social Studies Concentration		
HIST 1511	World Civilization to 1500 (SS)	3
HIST 1512	World Civilization from 1500 (SS/SPA)	3
HIST 2606	Turning Points in United States History 2 (SS/SPA)	3
HIST 3748	History of Ohio	3
GEOG 2640	Human Geography (SS/SPA)	3
GEOG 3717	Geography of Europe	3
POL 1560	American Government (SS)	3
POL 2640	Contemporary World Governments	3
POL 2695	Model United Nations	1
ECON 2610	Principles 1: Microeconomics (SS)	3
ECON 2631	Introductory Macroeconomics for Education Majors (SS)	3
ANTH 1500	Introduction to Anthropology (SS)	3
Professional Education Curriculum		
PSYC 3709	Psychology of Education	3
EDFN 1501	Introduction to Education	3
SPED 2630	Individuals with Exceptionalities in Society <sup>1</sup>	3
EDFN 3708	Education and Society	3
TEMC 3702	Teaching & Learning in Middle Schools <sup>1,2</sup>	3
Reading Course Requirements		
TERG 3701	Phonics in Reading Instruction	3
TERG 2610	Reading Application in Content Areas Middle Years	3
TERG 3702	Developmental Reading Instruction <sup>1</sup>	3
TERG 3703	Assessment and Instruction in Reading <sup>2</sup>	3
Preclinical Curriculum		
TEMC 4801	The Middle School Learning Community <sup>2</sup>	3
TEMC 4804	Middle Level Instructional Design and Student Outcomes <sup>2</sup>	3

TEMC 3703	Thematic Instruction and Assessment Methods in Social Studies <sup>2</sup>	3
TEMC 3706	Teaching Language Arts in the Middle School <sup>2</sup>	3
Student Teaching Curriculum		
TEMC 4802	Student Teaching: Middle Childhood <sup>2</sup>	10
TEMC 4803	Student Teaching Seminar for Middle Childhood Education <sup>2</sup>	2

Total Hours Required for the Degree: 134 s.h.

- <sup>1</sup> Prerequisites for preclinical curriculum.  
<sup>2</sup> 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

(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 2651 or MATH 1564 or HIST 2606/1511 or BIOL 1505

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

		S.H.
YSU 1500	Success Seminar	1
ENGL 1550 or ENGL 1549	Writing 1 or Writing 1 with Support	3-4
ENGL 2618	American Literature and Diversity (counts as AH or SPA Elective)	3
POL 1560	American Government (counts as SS Elective)	3
EDFN 1501	Introduction to Education	3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
Natural Science/Lab GER		4
	Semester Hours	20-21

#### Spring

ENGL 1551	Writing 2	3
ENGL 2610	World Literature (counts as AH or SPA Elective)	3
SPED 2630	Individuals with Exceptionalities in Society	3
PSYC 1560	General Psychology	3
HIST 1511	World Civilization to 1500	3
MATH 2623	Quantitative Reasoning	3
	Semester Hours	18

#### Year 2

##### Fall

ANTH 1500	Introduction to Anthropology	3
HIST 1512	World Civilization from 1500	3
CMST 1545	Communication Foundations	3
TERG 2610	Reading Application in Content Areas Middle Years	3
ENGL 2651	Introduction to Language	3
ECON 2610	Principles 1: Microeconomics	3
	Semester Hours	18

##### Spring

ENGL 3700	Literary Study	3
TERG 3701	Phonics in Reading Instruction	3

CMST 2656	Interpersonal Communication	3
GEOG 2640	Human Geography	3
POL 2640	Contemporary World Governments (counts as SS or SPA Elective)	3
ECON 2631	Introductory Macroeconomics for Education Majors	3
Semester Hours		18
<b>Year 3</b>		
<b>Fall</b>		
ENGL 3704	Literature for Middle School Readers	3
HIST 2606	Turning Points in United States History 2	3
PSYC 3709	Psychology of Education	3
TERG 3702	Developmental Reading Instruction	3
Natural Science GER		3
HIST 3748	History of Ohio	3
Semester Hours		18
<b>Spring</b>		
ENGL 3730	Teaching Language Arts	3
ENGL 3739	Writing for Middle School Teachers	3
GEOG 3717	Geography of Europe	3
TEMC 3702	Teaching & Learning in Middle Schools	3
TERG 3703	Assessment and Instruction in Reading	3
Semester Hours		15
<b>Year 4</b>		
<b>Fall</b>		
TEMC 4801	The Middle School Learning Community	3
TEMC 3703	Thematic Instruction and Assessment Methods in Social Studies	3
TEMC 3706	Teaching Language Arts in the Middle School	3
TEMC 4804	Middle Level Instructional Design and Student Outcomes	3
EDFN 3708	Education and Society	3
POL 2695	Model United Nations	1
Semester Hours		16
<b>Spring</b>		
TEMC 4802	Student Teaching: Middle Childhood	10
TEMC 4803	Student Teaching Seminar for Middle Childhood Education	2
Semester Hours		12
Total Semester Hours		135-136

- 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.

The learning outcomes for this program, align with the 5 Standards of the Association for Middle Level Education (AMLE):

- Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.
- Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
- Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

## 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.