

BACHELOR OF SCIENCE IN EDUCATION IN PRIMARY/PRIMARY INTERVENTION SPECIALIST EDUCATION (P-5)

Program Coordinator

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Overview

The Department of Teacher Education and Leadership Studies offers a four-year Primary/Primary Intervention Specialist Program approved by the Ohio Department of Higher Education. The Primary/Primary Intervention Specialist (P-5) Bachelor of Science in Education degree requires a minimum of 123 semester hours of course work. This program requires the passage of multiple Ohio Assessment for Educator exams to become eligible to student teach. Contact the Department of Teacher Education and Leadership Studies or the Advisement Office for additional information.

Employment Opportunities

Graduates of the new Primary/Primary IS dual license will be able to work in the following areas: in schools as the classroom teacher of record, inclusion classroom teacher of record, or P-5 special education classroom of record. Graduates will also be trained to work with children who are currently learning the English language. Other employment opportunities include: working with regional Educational Service Providers, providing individual services to children within their homes, working with regionally based programs, medical providers, or private education companies.

Field Experiences and Student Teaching

Students complete over 300 hours of pre-clinical experiences in addition to student teaching. 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
- ELIS 2601 Development, Learning and the Arts
- ELIS 3700 Building Pro-Social Learning Environments P-5
- HEPE 2624 Physical Education for Children in Early Childhood Settings
- SPED 2630 Individuals with Exceptionalities in Society
- TCED 2600 Becoming an Education Professional
- TERG 2601 Reading Application in Content Area Early Years
- TERG 3701 Phonics in Reading Instruction
- TERG 3702 Developmental Reading Instruction
- TERG 3703 Assessment and Instruction in Reading

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 Early Childhood preclinical experience is scheduled during the fall and spring semesters. Applications for the preclinical experience must be submitted (1) one year in advance on TaskStream, by September 1st for fall preclinical, and February 1st for spring

preclinical. Contact the Education Academic Advisors for minimum preclinical prerequisites.

- ELIS 3701 Teaching Language Arts through Life Studies in the P-2 Classroom
- ELIS 3702 Teaching Math and Science in Grades P-2 T
- ELIS 3703 Assessing Learning in P-2 Classrooms
- ELIS 3704 Differentiating for Learning in the P-2 Classroom
- ELIS 4800 Teaching Language Arts in Grades 3-5
- ELIS 4801 Teaching Social Studies in Grades 3-5
- ELIS 4802 Teaching Math and Science in Grades 3-5
- ELIS 4803 Modern Classroom Assessment
- ELIS 4804 Differentiating for Learning in the 3-5 Classroom

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.

- ELIS 4841 Supervised Student Teaching Primary/Primary Intervention Specialist
- ELIS 4842 Student Teaching Seminar Primary/Primary Intervention Specialist

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 early childhood 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:

- 018 & 019 Elementary Subtest I&II
- 090 Foundations of Reading
- 013 Early Childhood Special Education

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.

COURSE	TITLE	S.H.
First Year Requirement–Student Success		
YSU 1500	Success Seminar	1-2
or HONR 1500	Intro to Honors	
or SS 1500	Strong Start Success Seminar	
General Education Requirements		
ENGL 1550	Writing 1	3
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
MATH 2662	Mathematics for Elementary Teachers 2	4
ART 2648	Experience Art: Social and Behavioral Perspectives	3
MUHL 2621	Music Literature and Appreciation	3
or MUHL 2622	Popular Music in America	
PSYC 1560	General Psychology	3
PSYC 3755	Child Development	3
ENGL 2651	Introduction to Language	3
HIST 2606	Turning Points in United States History 2	3
Select two of the following courses and one lab required for Primary content (3SH+3 SH+ 1SH=7 SH)		
ASTR 1504	Descriptive Astronomy	
ASTR 1504L	Astronomy Laboratory	
BIOL 1505	Biology and the Modern World	
BIOL 1505L	Biology and the Modern World Laboratory	
ENST 1500	Introduction to Environmental Science	
ENST 1500L	Introduction to Environmental Science Lab	
GEOG 2630	Weather	
GEOL 1504	The Dynamic Earth	
Subject Area Concentration		
ELIS 2601	Development, Learning and the Arts	3
ELIS 3700	Building Pro-Social Learning Environments P-5	3
ENGL 3703	Literature for Young Children	3
HEPE 2624	Physical Education for Children in Early Childhood Settings	3
MATH 2661	Mathematics for Elementary Teachers 1	4
Professional Education Curriculum		
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
TCED 2600	Becoming an Education Professional	1
SPED 2630	Individuals with Exceptionalities in Society	3
SPED 2630L	Individuals with Exceptionalities in Society Laboratory Experience	0
EDFN 1501	Introduction to Education	3
EDFN 3708	Education and Society	3
ELIS 3701	Teaching Language Arts through Life Studies in the P-2 Classroom	3
ELIS 3702	Teaching Math and Science in Grades P-2	4
ELIS 3703	Assessing Learning in P-2 Classrooms	2
ELIS 3704	Differentiating for Learning in the P-2 Classroom	3
ELIS 4800	Teaching Language Arts in Grades 3-5	3
ELIS 4801	Teaching Social Studies in Grades 3-5	3
ELIS 4802	Teaching Math and Science in Grades 3-5	4
ELIS 4803	Modern Classroom Assessment	3

ELIS 4804	Differentiating for Learning in the 3-5 Classroom	3
PSYC 3709	Psychology of Education	3
Reading Course Requirements		
TERG 2601	Reading Application in Content Area Early Years	3
TERG 3701	Phonics in Reading Instruction	3
TERG 3702	Developmental Reading Instruction	3
TERG 3703	Assessment and Instruction in Reading	3
Student Teaching Curriculum		
ELIS 4841	Supervised Student Teaching Primary/Primary Intervention Specialist	10
ELIS 4842	Student Teaching Seminar in Primary/Primary Intervention Specialists Education	2
TCED 5888E	Seminar edTPA Review	1-3
Total Semester Hours		124-127

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 ___ ELIS 2601

- 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		
Fall		S.H.
EDFN 1501	Introduction to Education	3
ENGL 1550 or ENGL 1549	Writing 1 or Writing 1 with Support	3-4
MATH 2661	Mathematics for Elementary Teachers 1	4
PSYC 1560	General Psychology	3
TCED 1500	Introduction to Becoming a Teacher First Year Experience Course BCOE	3
Semester Hours		16-17
Spring		
ART 2648	Experience Art: Social and Behavioral Perspectives	3
CMST 1545	Communication Foundations	3
TCED 2600	Becoming an Education Professional	1
ENGL 1551	Writing 2	3
MATH 2662	Mathematics for Elementary Teachers 2	4
TERG 2601	Reading Application in Content Area Early Years	3
Semester Hours		17

Year 2		
Fall		
ENGL 2651	Introduction to Language	3
ENGL 3703	Literature for Young Children	3
PSYC 3755	Child Development	3
SPED 2630	Individuals with Exceptionalities in Society	3
SPED 2630L	Individuals with Exceptionalities in Society Laboratory Experience	0
TERG 3701	Phonics in Reading Instruction	3
Natural Science elective		3
Semester Hours		18

Spring		
ELIS 2601	Development, Learning and the Arts	3
HIST 2606	Turning Points in United States History 2	3
MUHL 2621	Music Literature and Appreciation	3
OR MUHL 2622		
TERG 3702	Developmental Reading Instruction	3
Natural Science elective		3
Natural Science Lab		1
Semester Hours		16

Year 3		
Fall		
EDFN 3708	Education and Society	3
ELIS 3700	Building Pro-Social Learning Environments P-5	3
HEPE 2624	Physical Education for Children in Early Childhood Settings	3
PSYC 3709	Psychology of Education	3
TERG 3703	Assessment and Instruction in Reading	3
Semester Hours		15

Spring		
ELIS 3701	Teaching Language Arts through Life Studies in the P-2 Classroom	3
ELIS 3702	Teaching Math and Science in Grades P-2	4
ELIS 3703	Assessing Learning in P-2 Classrooms	2
ELIS 3704	Differentiating for Learning in the P-2 Classroom	3
Semester Hours		12

Year 4		
Fall		
ELIS 4800	Teaching Language Arts in Grades 3-5	3
ELIS 4801	Teaching Social Studies in Grades 3-5	3
ELIS 4802	Teaching Math and Science in Grades 3-5	4
ELIS 4803	Modern Classroom Assessment	3
ELIS 4804	Differentiating for Learning in the 3-5 Classroom	3
Semester Hours		16

Spring		
ELIS 4841	Supervised Student Teaching Primary/Primary Intervention Specialist	10
ELIS 4842	Student Teaching Seminar in Primary/Primary Intervention Specialists Education	2
TCED 5888E	Seminar edTPA Review	1
Semester Hours		13
Total Semester Hours		123-124