

BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED MATHEMATICS (7-12) - ADOLESCENT LICENSE

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 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
- TERG 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.

COURSE	TITLE	S.H.
FIRST YEAR REQUIREMENT -STUDENT SUCCESS		
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
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
Mathematics Requirement		
MATH 1571	Calculus 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.)		
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

STAT 3743	Probability and Statistics	4
MATH 3750	History of Mathematics	3
MATH 3751	Real Analysis 1	4
MATH 4830	Foundations of Geometry	3
MATH 4896	Senior Undergraduate Research Project	2
MATH 4832	Euclidean Transformations	3
CSIS 2610	Programming and Problem-Solving	4
Select one of the following MATH electives:		
MATH 3702	Problem Solving Techniques for Secondary Mathematics	3
MATH 3705	Differential Equations	3
MATH 4822	Abstract Algebra 2	3
MATH 5828	Number Theory	3
MATH 5835	Introduction to Combinatorics and Graph Theory	3
MATH 5845	Operations Research	3
MATH 5895	Selected Topics in Mathematics	3
Professional Education Curriculum		
TCED 1500		3
PSYC 3709	Psychology of Education	3
EDFN 1501	Introduction to Education	3
SPED 2630	Individuals with Exceptionalities in Society ¹	3
SED 3706	Principles of Teaching Adolescents ²	3
TERG 3711	Reading Application in Content Areas, Secondary Years ²	3
EDFN 3708	Education and Society	3
Preclinical Curriculum		
SED 4800M	Mathematics Methods for Adolescent and Young Adult Learners ²	3
EDFN 3710	Educational Assessment	3
Student Teaching Curriculum		
SED 4842	Supervised Student Teaching: High School ²	10
SED 4842A	Student Teaching Seminar for Secondary Education ²	2
Total Semester Hours for the Degree: 121 s.h.		

¹ Prerequisites for Preclinical Curriculum
² 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 ___ 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		
Fall		S.H.
YSU 1500	Success Seminar	1
ENGL 1550 or ENGL 1549	Writing 1 or Writing 1 with Support	3-4
MATH 1571	Calculus 1	4
PSYC 1560	General Psychology	3

EDFN 1501	Introduction to Education	3
TCED 1500		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
Semester Hours		16
Year 2		
Fall		
MATH 2673	Calculus 3	4
MATH 3715	Discrete Mathematics	3
CMST 1545	Communication Foundations	3
Social Science GER		3
Semester Hours		13
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
Semester Hours		17
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		16
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

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.