

# BACHELOR OF SCIENCE IN EDUCATION IN INTEGRATED SOCIAL STUDIES (7-12) - ADOLESCENT LICENSE

## 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 offers a four-year AYA Education Program (grades 7-12), Integrated Social Studies, approved by the Ohio Department of Education. The AYA Integrated Social Studies License, Grades 7-12, Bachelor of Science in Education degree requires a minimum of 122 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 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. Graduates wanting to teach College Credit Plus courses should consider a Master of Science in Education Content Area Concentration degree.

## 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. 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 onto TaskStream (1) one year in advance by September 1st for the preclinical experience. Contact the Beeghly Hall Academic Advisors for minimum preclinical prerequisites.

- EDFN 3710 Educational Assessment
- SED 4800S Social Studies 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.

025 Integrated Social Studies (for teacher candidates with Social Studies 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.
<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	3-4
or ENGL 1549	Writing 1 with Support	
ENGL 1551	Writing 2	3
CMST 1545	Communication Foundations	3
Mathematics Requirement		3
MATH 2623	Quantitative Reasoning	3
Arts and Humanities (6 s.h.)		6
Natural Sciences (2 courses, 1 with lab) (7 s.h.)		
GEOG 2630L	Weather Lab	1
The remaining 3s.h. are met with courses in the major.		
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>Subject Area Curriculum</b>		
ANTH 1500	Introduction to Anthropology	3
ECON 2610	Principles 1: Microeconomics	3
ECON 2631	Introductory Macroeconomics for Education Majors	3
GEOG 1503	Physical Geography	3
GEOG 2630	Weather	3

GEOG 2640	Human Geography	3
GEOG 3717	Geography of Europe	3
HIST 1511	World Civilization to 1500	3
HIST 1512	World Civilization from 1500	3
HIST 2605	Turning Points in United States History 1	3
HIST 2606	Turning Points in United States History 2	3
HIST 3702	Early America	3
HIST 3703	Nineteenth Century America	3
HIST 3712	United States in Crisis: 1900-1945	3
HIST 3748	History of Ohio	3
HIST 3764	Modern Europe, 1715 to the Present	3
HIST 3795	The World since 1945	3
POL 1560	American Government	3
POL 2640	Contemporary World Governments	3
POL 2695	Model United Nations	1
SOC 1500	Introduction to Sociology	3
Professional Education Curriculum		
TCED 1500		3
EDFN 1501	Introduction to Education	3
PSYC 3709	Psychology of Education	3
SPED 2630	Individuals with Exceptionalities in Society <sup>1</sup>	3
TERG 3711	Reading Application in Content Areas, Secondary Years <sup>2</sup>	3
SED 3706	Principles of Teaching Adolescents <sup>2</sup>	3
EDFN 3708	Education and Society	3
Preclinical Curriculum		
EDFN 3710	Educational Assessment	3
SED 4800S	Social Studies Methods for Adolescent and Young Adult Learners <sup>2</sup>	3
Student Teaching Curriculum		
SED 4842	Supervised Student Teaching: High School <sup>2</sup>	10
SED 4842A	Student Teaching Seminar for Secondary Education <sup>2</sup>	2
Total Semester Hours: 122 s.h.		

<sup>1</sup> Prerequisite for preclinical curriculum

<sup>2</sup> 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    \_\_\_ HIST 2605 or HIST 2606

- 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 2623	Quantitative Reasoning	3

POL 1560	American Government (counts as Social Science Elective)	3
EDFN 1501	Introduction to Education	3
TCED 1500		3
CMST 1545	Communication Foundations	3
<b>Semester Hours</b>		<b>19-20</b>

**Spring**

ENGL 1551	Writing 2	3
SPED 2630	Individuals with Exceptionalities in Society	3
PSYC 1560	General Psychology	3
HIST 1511	World Civilization to 1500	3
ANTH 1500	Introduction to Anthropology	3
<b>Semester Hours</b>		<b>15</b>

**Year 2**

**Fall**

POL 2640	Contemporary World Governments	3
HIST 1512	World Civilization from 1500	3
ECON 2610	Principles 1: Microeconomics	3
HIST 2605	Turning Points in United States History 1	3
GEOG 2640	Human Geography	3
<b>Semester Hours</b>		<b>15</b>

**Spring**

HIST 2606	Turning Points in United States History 2	3
PSYC 3709	Psychology of Education	3
ECON 2631	Introductory Macroeconomics for Education Majors	3
HIST 3764	Modern Europe, 1715 to the Present	3
HIST 3703	Nineteenth Century America	3
<b>Semester Hours</b>		<b>15</b>

**Year 3**

**Fall**

HIST 3712	United States in Crisis: 1900-1945	3
GEOG 3717	Geography of Europe	3
HIST 3702	Early America	3
GEOG 1503	Physical Geography	3
SOC 1500	Introduction to Sociology	3
HIST 3748	History of Ohio	3
<b>Semester Hours</b>		<b>18</b>

**Spring**

Arts and Humanities GER		3
SED 3706	Principles of Teaching Adolescents	3
TERG 3711	Reading Application in Content Areas, Secondary Years	3
HIST 3795	The World since 1945	3
GEOG 2630	Weather	3
GEOG 2630L	Weather Lab	1
<b>Semester Hours</b>		<b>16</b>

**Year 4**

**Fall**

EDFN 3708	Education and Society	3
EDFN 3710	Educational Assessment	3
SED 4800S	Social Studies Methods for Adolescent and Young Adult Learners	3
POL 2695	Model United Nations	1
Arts and Humanities GER		3
<b>Semester Hours</b>		<b>13</b>

**Spring**

SED 4842	Supervised Student Teaching: High School	10
SED 4842A	Student Teaching Seminar for Secondary Education	2
<b>Semester Hours</b>		<b>12</b>
<b>Total Semester Hours</b>		<b>123-124</b>

## 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.