UNDERGRADUATE TEACHER EDUCATION
Bachelor of Science in Education
Initial Licensure Requirements
Revised 2018-2019

ADOLESCENT/YOUNG ADULT LICENSURE
Chemistry 7-12
Academic Plan

Introduction to the Student:
Welcome to Ashland University Teacher Education. You have expressed a desire to matriculate in our licensure programs. There are five categories of expectations during your time in teacher education:
Core Requirements
Major Course Requirements
Teacher Education eligibility requirements
Teacher Education field and clinical requirements.
This plan outlines those expectations in each of those categories. In addition, the plan provides teacher education or university offices where you can get further clarification. It is your responsibility to understand all expectations and work closely with your advisor in order to successfully fulfill these expectations.
Please keep a copy of this plan in your records and keep it continually updated. You SHOULD bring your copy with you when you meet with your advisor or other education personnel.

Introduction to the Faculty Advisor:
At your first meeting with the student, please distribute a copy of this plan to the student. The student SHOULD sign and date the official plan upon its receipt.
Continue to update the plan as the student proceeds in the program.
If a student is changing his or her licensure area (and, hence, their plan) please follow the verification procedure, below, and be sure the new plan is filed in the student’s cumulative file along with the old plan.

VERIFICATION OF RECEIPT:
I have received a copy of this academic plan, and I understand that if I change my licensure area I will have to obtain the new plan from the appropriate College of Education department office.

________________________  ____________________  ____________________
Student Signature          Advisor                    Date

Academic Plan for: _____________________________ Student # ____________________ Catalog Yr. _______
Policies related to Maintaining Good Standing in the Teacher Education Program:

1. The student must maintain a 2.5 cumulative average overall.

2. The student must maintain a 2.5 GPA in their content area(s)

3. The student must maintain a 2.5 GPA in the professional education courses.

4. If, at any time, the student’s cumulative, content, or professional GPA falls below the 2.5 requirement, the student must meet with his or her faculty advisor and complete the "Student Interview and Action Plan Form." This form requires that the student meets with their academic advisor and develop an action plan. This form is to be signed by the student, faculty advisor, and the department chair. This form is to be kept by the faculty advisor and a copy is to be submitted to the Director of Quality Assurance and Accreditation in the College of Education.

5. A grade of C or higher is required in each professional education course required for the Licensure Program. Any teacher education student who receives a grade lower than a C must retake the course. (For ECE and ECIS this also includes PSYC 264.)

6. Satisfactorily complete the Testing Pathway or the Academic Pathway described below.

   - **Testing Pathway:** ACT/SAT tests: Test scores should be submitted directly to Ashland University or the student must provide an official copy of test scores to the appropriate office. If the ACT composite score is 21 or above, or the SAT composite score is 1010 (prior to March 2016) or 1090 (March 2016 forward), or above, the student has met the requirement. Please note that for the SAT only the Critical Reading and Mathematics scores are added to find the composite score. If the score is below the required ACT or SAT composite score, the student takes the Core reading, writing, and math tests. If the student earns a score of 156 or higher on the reading, 162 or higher on the writing, and 150 or higher on the math, the student has met the requirement. If the student does not pass all sections of the Core test, he or she may retake any section(s) below the cut-off score. If the required scores are met, the student has met the test requirement. Registration and preparation material for the Core tests are available at ets.org/praxis.

   - **Core Test Score(s)_________________________**

   - **ACT/SAT Scores ______________________ Core Test Score(s)______________________**

   - **Academic Pathway:** If the student has taken the Core test at least once and does not pass either the math or the writing section, he or she may opt to participate in the Academic Pathway. The Academic Pathway may not be taken for both the math and writing requirements. There is no academic pathway for reading; students must meet the Core Reading Test score of 156 or higher. The Academic Pathway requires that the student show evidence of success (a grade of B or above) in an appropriate math (general mathematics – not math methods, statistics, or business math) or a writing course. This course must have been completed within five years of the start of course work at Ashland University. The area (math or writing) used for the Academic Pathway must not be in the same content area or concentration as the student’s sought after license. (Example: The middle grades math concentration may not use the Academic Pathway for math.) The Director of Quality Assurance and Accreditation will determine if the course can be used in place of an assessment test. Students should contact Director of Quality Assurance and Accreditation for Academic Pathway information and the application.

   - **Academic Pathway Course_________________________**

7. Accumulate at least 120 hours in order to graduate. (This number is different for transfer students.) Due to certain course combinations, you may find yourself BELOW the required number of hours to graduate. You will then sign up for elective hours. Beginning your freshman year, you should initiate and revise your four-year plan in order to decide if you need to take elective courses. AU’s Web Advisor is a recommended site. (www.ashland.edu/academics/webadvisor).

8. It is the student’s responsibility to inform the Office of Disability Services and Peer Tutoring if special learning accommodations are required for course and/or field work. Teacher education faculty or administrators are not required to make accommodations unless appropriate documentation is on file with the Office of Disability Services. Personnel from Teacher Education as well as the Office of Disability Services work closely to ensure fair and reasonable accommodations for the teacher education student.
<table>
<thead>
<tr>
<th>Category</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>ENG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENG 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>COM 101 Human Communications</td>
<td>3</td>
</tr>
<tr>
<td>I received a C or higher for Communications or an equivalent course. (C- or higher required for admission into Teacher Education.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math/Logic</td>
<td>See Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>(Student Choice)</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>(Two-Student Choice)</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>(Two-Student Choice)</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>(Two-Student Choice)</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>(PSYC 218) &amp; (Student Choice)</td>
<td>6</td>
</tr>
<tr>
<td>*Teacher Ed requirements and student choice will meet this core requirement. Historical Reasoning</td>
<td>(Student Choice)</td>
<td>3</td>
</tr>
<tr>
<td>Critical Cultural Inquiry</td>
<td>(Student Choice) – Language study, travel options, or specially designed coursework.</td>
<td>3</td>
</tr>
</tbody>
</table>

**AYA Chemistry**

**LICENSURE COURSES/EXPECTATIONS**

(CONT.)

**Teacher Education and Chemistry Major Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester Hours</th>
<th>Prerequisites/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 130</td>
<td>Intro to Teaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>I have signed a “Good Moral Character” statement, and it has been submitted to the Office of Field Experiences &amp; Internships 240 Schar. NOTE: It is distributed in EDFN 130. Offices of Field Experiences &amp; Internships have extras.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 202</td>
<td>Teaching and Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDIS 250</td>
<td>Intro. To Educ. Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 392</td>
<td>Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218</td>
<td>Psychology of Adolescence</td>
<td>3</td>
<td>None; (Soc. Sci. Core)</td>
</tr>
<tr>
<td>(If applicable) I have passed all three sections of the ETS Core Test, and have submitted those scores to the Office of Field Experiences &amp; Internships prior to enrollment in the remaining blocked course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BLOCKED COURSES (Courses which MUST be taken together.)**

I have applied for the EDCI 230 field experience PRIOR to registering for EDCI 232/230SEC. The application form can be picked up in the Office of Field Experiences & Internships. I understand that part of that application involves a background check with an attendant fee. This background check is good for one year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 232</td>
<td>Intro to Instructional Tech</td>
<td>3</td>
<td>EDFN 130 &amp; 202.</td>
</tr>
<tr>
<td>EDCI 230SEC</td>
<td>AYA (7-12) Field Experience</td>
<td>1</td>
<td>EDFN 130, 202, concurrent with EDCI 232.</td>
</tr>
</tbody>
</table>

I have applied for and have been accepted into the Teacher Education program. I have met all Teacher Education requirements up to this time. (The application form can be picked up in the Office of Field Experiences & Internships.)

I have applied for the EDCI 330 field experience prior to registering for EDCI 330 SEC/ EDCI 318. The application form can be picked up in the Office of Field Experiences & Internships. I understand that part of that application involves a background check with an attendant fee. This background check is good for one year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 330SEC</td>
<td>AYA (7-12) Field Experience</td>
<td>3</td>
<td>EDCI 230, EDCI 232, PSYC 218, concurrent with EDCI 318</td>
</tr>
</tbody>
</table>

I know I should take OAE (Ohio Assessment for Educators) tests after completing the majority of my content area. But no later than during my final semester. (The Office of Testing and Licensure can assist with applications, deadlines, costs, and preparations.)

I have applied for the EDCI 461 student internship. As part of my application I developed a resume. (The Office of Field Experiences & Internships as well as the Career Development Office can assist you with this expectation.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 402</td>
<td>Social and Professional Issues in Educ.</td>
<td>2</td>
<td>Taken concurrently with Student Teaching</td>
</tr>
<tr>
<td>EDCI 461</td>
<td>Student Internship Grades 7-12</td>
<td>10</td>
<td>All Student Internship Requirements</td>
</tr>
</tbody>
</table>

I have contacted the Career Development Office to discuss job search strategies and opportunities.

I have applied for state teaching licensure. (The Office of Testing and Licensure can assist with the applications, deadlines, and costs.) I understand that part of the application will be a background check if one calendar year has passed since my last background check.

I have applied for graduation within the time frame of the Registrar’s Office. I have attached the completed “Undergraduate Degree Graduation Check sheet to the graduation form. For May graduation, applications are due the previous November. For August/December graduation applications are due the previous May.
# CHEMISTRY MAJOR COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 318</td>
<td>Teach 21st Cent. Adol. Science</td>
<td>3</td>
<td>EDFN 202, EDCI 232, concurrent with EDCI 330SEC</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I (N.S. Core)</td>
<td>4</td>
<td>H.S. Chem., 3 yrs.</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>General Chemistry II (N.S. Core)</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307/307L</td>
<td>Org. Chemistry I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L</td>
<td>Org. Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 320</td>
<td>Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM/GEOL/PHYS/PHIL 350</td>
<td>Science as a Cultural Force</td>
<td>3</td>
<td>Any Natural Science Core Course</td>
</tr>
<tr>
<td>CHEM 411/411L</td>
<td>Phys. Chemistry I</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>CHEM 429/429L</td>
<td>BioChemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus I (Math/Logic Core)</td>
<td>5</td>
<td>MATH 111 or Equ.</td>
</tr>
<tr>
<td>MATH 206</td>
<td>Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>PHYS 205</td>
<td>Univ. Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206</td>
<td>Univ. Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td><strong>Choose one from:</strong></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 201</td>
<td>Molec. &amp; Cell Basis of Life</td>
<td>(4)</td>
<td>H.S. Bio &amp; Chem</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
</tbody>
</table>
## Year 1
### Fall Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 130</td>
<td>Intro. to Teaching</td>
<td>3</td>
<td>EDFN 202</td>
<td>Teaching &amp; Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>Gen. Chem. I (fa only, Core 1)</td>
<td>4</td>
<td>CHEM 104</td>
<td>Gen. Chem. II (sp only, Core 4)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus I (fa only, Core 2)</td>
<td>5</td>
<td>MATH 206</td>
<td>Calculus II (sp only)</td>
<td>5</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition I (Core 3)</td>
<td>3</td>
<td>ENG 102</td>
<td>Composition II (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Spring Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 202</td>
<td>Teaching &amp; Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>Gen. Chem. II (sp only, Core 4)</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

## Year 2
### Fall Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 250</td>
<td>Intro. to Educ. Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 307</td>
<td>Organic Chem I (fa only)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 307L</td>
<td>Organic Chem I Lab (fa only)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 205</td>
<td>University Physics (fa only)</td>
<td>5</td>
</tr>
<tr>
<td>CORE/CCI*</td>
<td>Inst. Requirement (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Spring Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 230SEC</td>
<td>AYA Field Experience I</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 232</td>
<td>Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 308</td>
<td>Organic Chem II (sp only)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 206</td>
<td>University Physics (sp only)</td>
<td>5</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 7)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

## Year 3
### Fall Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 318</td>
<td>Teaching Science (sp 18 then fa only)</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 330SEC</td>
<td>AYA Field Experience II (sp 18 then fa only)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 320</td>
<td>Quant. Analysis (fa only)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 429/429L</td>
<td>Biochemistry w. lab (fa only)</td>
<td>4</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 8)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Spring Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 350</td>
<td>CHEM/GEOL/PHYS/PHIL 350 Sc. Cultural Force (Core 9)</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 218</td>
<td>Psych. of Adol. (Core 10)</td>
<td>3</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 13)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

## Year 4
### Fall Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 392</td>
<td>Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 411/411L</td>
<td>Phys. Chem I w. lab (fa odd) or Quant. Analysis (fa only)</td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIO 201 Molec. &amp; Cellular Basis of Life or GEOL 101 Physical Geology (fa only)</td>
<td>4</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 14)</td>
<td>3</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 15)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Spring Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 402</td>
<td>Social &amp; Prof. Issues in Educ.</td>
<td>2</td>
</tr>
<tr>
<td>EDCI 461</td>
<td>Student Internship Gr. 7-12</td>
<td>10</td>
</tr>
<tr>
<td>CORE</td>
<td>Inst. Requirement (Core 16)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### 120 total credit hours required for degree

*The Critical Cultural Inquiry (CCI) requirement can be completed by either one value-added foreign language course, an approved study-away or study abroad experience, or one CCI course. One slot should be allotted for CORE/CCI, but students completing the requirement with study abroad, can substitute an elective if necessary to reach 120 hours. If students are continuing a language study, it is preferable to take the course during the first semester of the first year.*