

UNDERGRADUATE TEACHER EDUCATION
Bachelor of Science in Education
Initial Licensure Requirements
2019-2020

INTERVENTION SPECIALIST PROGRAM
Intervention Specialist Mild/Moderate/Intensive
Licensure
Academic Plan—Main Campus

Introduction to the Student:

Welcome to Ashland University Teacher Education. You have expressed a desire to matriculate in our licensure programs. There are four 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.

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 appropriate plan from the College of Education department office.

Student Signature

Advisor

Date

Policies related to Maintaining Good Standing in the Teacher Education Program:

1. The student is expected to achieve a minimum 2.5 grade point average (cumulative, content, and professional GPA)
2. 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
3. A grade of C or higher is required for all courses required for the Licensure Program.
(Courses not required for the Licensure Program are not subject to this requirement.) 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.)

Admission to Field Experiences:

All education students are required to complete the field experiences as determined by their licensure prior to their student teaching. The departments have established an excellent working relationship with area schools to provide these experiences.

Before registering for the first field at Ashland University, students must satisfactorily complete one of the following:

1. College of Education Test Requirements.
 - a. ACT minimum sub scores of: Math 18, Reading 20, Writing 19
 - b. SAT minimum sub-scores for tests taken prior to March 2016: Math 500, Critical Reading 490.
 - c. SAT minimum sub-scores for tests taken after March 2016: Math 520, Critical Reading 530.
 - d. Core Tests: Students not meeting the ACT/SAT sub-scores requirement must take the corresponding praxis Core test and achieve the minimum test score: Math 152, Reading 156, Writing 162. Students may retake any section(s) with scores below the minimum. Registration and preparation material for the Core tests are available at www.ets.org/praxis.
 - e. ACT/SAT/Core test scores should be submitted directly to Ashland University or the student must provide an official copy of test scores to the appropriate office.
 - f. Registration for fields and field blocked courses require passing test scores. Students will notice a field registration block if the Test Requirement has not been achieved.
2. Students must have achieved a current 2.5 grade point average (cumulative, content, and professional GPA). Note; Transfer students must meet a 2.5 cumulative grade point average from their previous institution.
3. Students are required to have a baseline Ohio Bureau of Criminal Investigation (BCI) and FBI criminal background check prior to their first field experience at Ashland University. The BCI and FBI background checks must remain current for any additional field experiences.
4. Students enrolled in field experiences and student internship are responsible for providing their own transportation to and from the field site locations.
5. Education students are not permitted to request a school district in which he/she attended or the experience may be compromised by pre-existing relationships with other personnel or pupils (siblings, children, or relatives) who attend the school.

An application for a field must be made through the respective campus field office. Application for a field is separate and different from registration or admission to fields.

Admission to Teacher Education:

1. Sign a "Good Moral Character" statement verifying his or her awareness of the law in order to become licensed in Ohio.
2. Apply for "Admission to Teacher Education" prior to the first junior level methods/field experience course block and comply with the following criteria:
 - a. Satisfactorily complete the Sophomore Field Experience course with a C or better;
 - b. Students must have achieved a current 2.5 grade point average (cumulative, content, and professional GPA).
 - c. Demonstrate proficiency in written English, reading, and basic math skills by satisfactorily completing the College of Education Test Requirement.

- d. Proficiency in oral communication (successful completion of a Core communication course with a grade of C or higher);
 - e. Meets dispositional guidelines as outlined by the College of Education.
 - f. Have a current BCI and FBI criminal background check.
 - g. Note to transfer students. While all students must meet the same criteria to be admitted to Teacher Education, those transferring in with an associate degree or a significant number of credit hours that places them at the level of a mid-sophomore year or above, are not officially admitted into the Teacher Education program, and may not take field or internship courses, until they have successfully submitted evidence of having met the College of Education Test Requirement.
 - h. Special note. Admission to Teacher Education is not an Application to the Junior Field.
3. At the conclusion of the screening process, the student's application will be categorized as one of the following:
Approved or Rejected by the College of Education.

Admission to Student Teaching/Internship:

1. Complete all required field-based experiences in culturally, racially and socioeconomically diverse urban and non-urban settings:
2. Receive approval for student internship after fulfilling the following requirements:
 - a. Application for student internship should be submitted to the Office of Internship and Field Experiences and should be completed two months prior to course registration.
 - b. Students must have achieved a current 2.5 grade point average (cumulative, content, and professional GPA).
 - c. Have a current Ohio BCI and FBI criminal background check
 - d. If a teacher education student is found to be deficient in any of the above, permission to enroll in student internship courses may be denied until the deficiencies are removed.

Exit from Student Teaching-Internship

To successfully complete the internship, the candidate is required to:

1. Successfully complete the Impact on Student Learning assignment.
2. Successfully complete field requirements.
3. Successfully complete all other professional activities required by the College of Education
- 4.

Recommendation for Licensure:

To be recommended for licensure students must:

1. Complete the prescribed program (including student internship).
 2. Receive passing scores on the Teacher Licensure Examination.
 3. Apply for teaching license within one year of licensure program completion. After one year, additional course work may be necessary.
 4. BCI and background checks must be no older than one year at the time they are used for initial licensure.
- △ 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).
- △ 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.

**INTERVENTION SPECIALIST MILD / MODERATE / INTENSIVE PROGRAM
Institutional Baccalaureate Degree Requirements**

<u>Category</u>	<u>Title</u>	<u>Semester Hrs.</u>
Composition I	ENG 101 English Composition I	3
Composition II	ENG 102 English Composition II	3
Communications	COM 101 Human Communications	3
I received a C or higher for Communications or an equivalent course. (C or higher required for admission into Teacher Education.)		
Math/Logic	See Concentration	3
Religion	(Student Choice)	3
Aesthetics	(Two-Student Choice)	6
Humanities	(Two-Student Choice)	6
Natural Sciences	(Two-Student Choice)	6
Social Science	(Two-Student Choice)	6
Historical Reasoning	(Student Choice)	3
Critical Cultural Inquiry	(Student Choice) – Language study, travel options, or specially designed coursework. Met through	3
Total		<u>45</u>

**INTERVENTION SPECIALIST MILD / MODERATE / INTENSIVE PROGRAM
LICENSURE COURSES/EXPECTATIONS (CONT.)
Teacher Education and IS Mod./Int. Major Courses**

Course#	Title	Semester Hours	Prerequisites/Requirements
EDFN 130	Intro to Teaching	3	None
I have signed a "Good Moral Character" statement, and it has been submitted to the Office of Field experiences & Internships 240 Schar. NOTE: Form is distributed in EDFN 130. Office of Field Experiences & Internships have extras.			
EDEC 140	Phonics and the English Language	3	None
EDFN 202	Teaching and Learning Process	3	EDFN 130
EDCI 232	Introduction to Principles of Instruc.Tec	3	EDFN 202
EDIS 245	International Perspectives of Disability	3	None
EDIS 250	Intro. to Educ. Intervention	3	None
EDEC 262	Foundations of Literacy	3	None

_____	EDCI 312	Teaching Reading with Literature	3	Waived for IS
_____	EDCI 316	Teaching the 21 st Cen.AYA: Eng/Lang Art	3	Waived for IS
_____	EDCI 392	Content Area Reading	3	None
_____	EDEC 448	Biomedical Aspects	3	EDIS 250 or EDEC 215
			33 Hrs.	

_____ (If applicable) I have passed all three sections of the ETS Core Test, and have submitted those scores to the Office of Field Experiences & Internships.

BLOCKED COURSES (Courses which MUST be taken together.)

_____ I have applied for the EDIS 230IS field experience prior to registering for EDIS 230IS/253/257/451. 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.

_____	EDIS 230IS	Intervention Specialist Field Experience	2	EDFN 130
_____	EDIS 253	Assistive & Instruct. Tech	3	Concurrent <u>w</u> EDIS 230IS/257/451
_____	EDIS 257	Sensory-Motor IS Mod/Intensive	3	EDIS 250, Concurrent <u>w</u> EDIS 230IS/253/451
_____	EDIS 451	Communication IS Mod/Inten.	3	EDIS 250, Concurrent <u>w</u> EDIS 230IS/253/257

_____ 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 EDIS 340 field experience prior to registering for EDIS 340 IS blocked courses. 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.

_____ I have done a program evaluation through WebAdvisor. I have discussed with my adviser the courses I have yet to take and developed a plan for completing them.

_____	EDIS 340	Workshop in Teaching Mild/Mod/Inten.	2	EDIS 230IS
_____	EDIS 342	Assess/Teach. Mild/Mod.	3	EDIS 230IS
_____	EDIS 355	Intervention and Remediation in Math	3	EDIS 230IS
_____	EDIS 442	Comm, Consult, Teaming Skills	3	EDIS 250

_____ 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 EDIS 330 IS field experience PRIOR to registering for the EDIS 330 IS blocked courses. 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.

_____	EDIS 330 IS	Workshop Multicultural Field Exp. IS	2	EDIS 230IS
_____	EDIS 343	Career and Daily Living Skills	3	EDIS 230IS
_____	EDIS 441	Creating Effective Learning Environments	3	EDIS 230IS

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

_____	EDIS 405	Social/Professional/Legal Issues IS	3	Senior Status
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Choose one of the following:

For Intervention Specialist Moderate/Intensive licensure only:

_____ EDIS 464 I.S. Moderate/Intensive Student Internship 10 All Student Internship Requirements

Or

For Intervention Specialist Mild/Moderate licensure only:

_____ EDIS 465 I.S. Mild/Moderate Student Internship 10 All Student Internship Requirements

Or

For dual Intervention Specialist Moderate/Intensive and Intervention Specialist Mild/Moderate/Intensive licensure:

_____ EDIS 466 Intervention Specialist Mild/Moderate/Intensive 10 All Student Internship Requirements

_____ 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 for May graduation, applications are due the previous November 1. For August and December graduates, applications are due the previous May 1.

4-Year Planning Guide—Version 1

Year 1 Fall Semester			Year 1 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 250	Intro. Educ. Interv.	3	ENG 102	Composition II (Core 4)	3
ENG 101	Composition I (Core 1)	3	EDFN 202	Teaching & Learn. Proc.	3
COM 101	Communications (Core 2)	3	EDEC 140	Phonics & the Eng Lang.	3
EDFN 130	Intro to Teaching	3	EDIS 245	Int. Persp. Disabilities	3
CORE	Institutional Requirement (Core 3)	3	CORE	Institutional Requirement (Core 5)	3
	TOTAL	15		TOTAL	15

Year 2 Fall Semester			Year 2 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
CORE	Institutional Requirement (Core 6)	3	EDEC 262	Foundations in Literacy	3
CORE	Institutional Requirement (Core 7)	3	EDCI 232	Prin. Of Instr. Tech.	3
CORE	Institutional Requirement (Core 8)	3	EDIS 230IS	Interv. Specialist Field Exp.	2
CORE	Institutional Requirement (Core 9)	3	EDIS 253	Assist. & Instr. Tech.	3
CORE/CCI	Institutional Requirement (Core 10)	3	EDIS 257	Sensory/Motor	3
			EDIS 451	Comm. Methods	3
	TOTAL	15		TOTAL	17

Year 3 Fall Semester			Year 3 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 340	Workshop Teaching M/M/I (fa only)	2	EDIS 330IS	Wkshop/Field Exp. (sp only)	2
EDIS 342	Assess/Teach. (fa only)	3	EDIS 343	Career & Daily Skills (sp only)	3
EDIS 355	Instr./Remed. in Math (fa only)	3	EDIS 441	Creating Effect. Learn Env. (sp only)	3
EDIS 442	Comm./Counseling Skills (fa only)	3	EDEC 448	Bio-Medical Issues	3
EDCI 316	Teach 21 st Cent. AYA: Lang. Arts	3	EDCI 392	Content Area Reading	3
EDCI 312	Teaching Reading w Lit	3			
	TOTAL	17		TOTAL	14

Year 4 Fall Semester			Year 4 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 464/5/6	Student Intern. IS	10	CORE	Institutional Requirement (Core 11)	3
EDIS 405	Legal/Soc./Prof. Issues in IS	3	CORE	Institutional Requirement (Core 12)	3
			CORE	Institutional Requirement (Core 13)	3
			CORE	Institutional Requirement (Core 14)	3
			CORE	Institutional Requirement (Core 15)	3
	TOTAL	13		TOTAL	15

Total 121 Hrs.
 *Required for the Ohio 12 hour Reading Core.

4-Year Planning Guide—Version 2

Year 1 Fall Semester			Year 1 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 250	Intro. Educ. Interv.	3	ENG 102	Composition II (Core 4)	3
ENG 101	Composition I (Core 1)	3	EDFN 202	Teaching & Learn. Proc.	3
COM 101	Communications (Core 2)	3	*EDEC 140	Phonics & the Eng Lang.	3
EDFN 130	Intro to Teaching	3	EDIS 245	Int. Persp. Disabilities	3
CORE	Institutional Requirement (Core 3)	3	CORE	Institutional Requirement (Core 5)	3
	TOTAL	15		TOTAL	15

Year 2 Fall Semester			Year 2 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 232	Prin. Of Instr. Tech.	3	CORE	Institutional Requirement (Core 6)	3
EDEC 262	Foundations in Literacy	3	CORE	Institutional Requirement (Core 7)	3
EDIS 230 IS	Interv. Specialist Field Exp.	2	CORE	Institutional Requirement (Core 8)	3
EDIS 253	Assist. & Instr. Tech.	3	CORE	Institutional Requirement (Core 9)	3
EDIS 257	Sensory/Motor	3	CORE/CCI	Institutional Requirement (Core 10)	3
EDIS 451	Comm. Methods	3			
	TOTAL	17		TOTAL	15

Year 3 Fall Semester			Year 3 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 316	21th Cen. YA: Eng/LA	3	EDIS 330IS	Wkshop/Field Exp. (sp only)	2
EDIS 340	Workshop Teaching M/M/I (fa only)	2	EDIS 343	Career & Daily Skills (sp only)	3
EDIS 342	Assess/Teach. (fa only)	3	EDIS 441	Creating Effect. Learn Env. (sp only)	3
EDIS 355	Instr./Remed. in Math (fa only)	3	*EDCI 312	Teaching Reading w Lit	3
EDIS 442	Comm./Counseling Skills (fa only)	3			
EDEC 448	Bio-Medical Issues	3	*EDCI 392	Content Area Reading	3
	TOTAL	17		TOTAL	14

Year 4 Fall Semester			Year 4 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 464/5/6	Student Intern. IS	10	CORE	Institutional Requirement (Core 11)	3
EDIS 405	Legal/Soc./Prof. Issues in IS	3	CORE	Institutional Requirement (Core 12)	3
			CORE	Institutional Requirement (Core 13)	3
			CORE	Institutional Requirement (Core 14)	3
			CORE	Institutional Requirement (Core 15)	3
	TOTAL	13		TOTAL	15

Total 121 Hrs.

*Required for the Ohio 12 hour Reading Core.