

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

EARLY CHILDHOOD EDUCATION (PREK-3)
Academic Plan

Introduction to the Student:

Welcome to Ashland University Teacher Education. You have expressed a desire to matriculate in one of our licensure programs. There are four categories of expectations during your time in teacher education:

- Institutional 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 department 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 appropriate plan from a Teacher 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

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 that one year at the time they are used for initial licensure.
- Δ 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).
- Δ 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.

EARLY CHILDHOOD LICENSURE COURSES/EXPECTATIONS

Institutional Baccalaureate Degree Requirements

| Category | Course | Semester Hours |
|----------------------|--------------------------------|-----------------------|
| _____ Composition I | ENG 101 English Composition I | 3 |
| _____ Composition II | ENG 102 English Composition II | 3 |
| _____ Communication | COM 101 Human Communication | 3 |

| | | | |
|-------|---|--|-----------|
| _____ | I received a C or higher for Communications or an equivalent course. (C or higher required for admission into Teacher Education.) | | |
| _____ | Math/ Logic *Teacher Education requirements will meet this core requirement | MATH 217-Theory of Arith/Geom. | 3 |
| _____ | Religion | (student choice) | 3 |
| _____ | Aesthetics | Music 150-Principles of Music Making | 3 |
| _____ | Aesthetics | (student choice) | 3 |
| _____ | Humanities | (student choice) | 6 |
| _____ | Natural Science | (student choice) | 6 |
| _____ | Social Science | (student choice) | 3 |
| _____ | Social Science | SOC 301-Race, Ethnic & Minority Issues | 3 |
| _____ | Historical Reasoning | (student choice) | 3 |
| _____ | Critical Cultural Inquiry | (student choice) | 3 |
| | Total Institutional Requirements | | 45 |

EARLY CHILDHOOD LICENSURE PROFESSIONAL EDUCATION COURSES/EXPECTATIONS (CONT.)

| 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 |
| _____ EDEC 215 | EC/ECIS Foundations | 3 | None |

| | | | | |
|-------|-----------|--|---|---------------------|
| _____ | EDCI 232 | Instructional Design and Educ. Tech. for Teaming | 3 | EDFN 130 & EDFN 202 |
| _____ | *EDEC 262 | Foundations in Literacy | 3 | None |
| _____ | EDEC 400 | Behavior & Social Intervention | 3 | EDEC 215 |
| _____ | EDEC 448 | Bio/Medical Issues for Childhood Prof. | 3 | EDEC 215 |

Related Education Requirements

| | | | | |
|-------|-----------|------------------------------------|----|--|
| _____ | PSYC 264 | Child Development | 3 | None |
| _____ | MATH 217 | Theory of Arithmetic and Geometry | 3 | Math ACT 18 or above or Math SAT 480 or above, or MATH 100 |
| _____ | MUSIC 150 | Principles Of Music Making | 3 | None |
| _____ | SOC 301 | Race/Ethnic/Minority Issues | 3 | None |
| _____ | Elective | If needed for 120 hrs. to graduate | 81 | |

* Required for the Ohio 12 hour Reading Core

(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 EDCI 268 field experience prior to registering for EDCI 265/268/268F. 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.

| | | | | |
|-------|-----------|--|---|----------|
| _____ | EDEC 265 | Adult-Child Relationships & Class Mgt. | 3 | None |
| _____ | EDEC 268 | Pre-School Methods and Curriculum | 2 | PSYC 264 |
| _____ | EDEC 268F | Pre-School Field Experience | 1 | PSYC 264 |

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 EDEC 330EC field experience prior to registering for EDEC 330EC/323/361. 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.

| | | | | |
|-------|------------|--|---|--|
| _____ | EDEC 323* | Trade books & Tech. within Balanced Literacy Program | 3 | EDEC 262; concurrent with EDEC 330EC/361 |
| _____ | EDEC 361* | Lang. Arts & Read. Curr. Meth. | 3 | EDFN 202 & EDEC 262; concurrent with EDEC 330EC/323. |
| _____ | EDEC 330EC | Literacy/Multicultural Field | 2 | EDEC 268; EDEC 215, concurrent with EDEC 323/361. |

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 EDEC 417 field experience PRIOR to registering for the EDEC 417,363/369/403/445. 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 new year.

| | | | |
|----------|--|---|--|
| EDEC 363 | Early Childhood Mathematics Methods | 3 | MATH 217; concurrent w/EDEC 369/403/445/417. |
| EDEC 369 | Assess & Eval. Of Young Child w/special Educational needs. | 3 | PSYC 264; EDEC 130, EDIS 230IS, EDFN 202, concurrent w /363/403/445/417. |
| EDEC 403 | Early Interv. & Integrate. For Young Child. w/Special Educational needs. | 3 | PSYC 264; concurrent w /EDEC 363/369/445/417 |
| EDEC 445 | Interdisciplinary Science & Social Studies Methods | 3 | EDEC 330EC; concurrent w /EDEC 363/369/403/417 |
| EDEC 417 | SENIOR Field Exp. In Content Teaching & Intervention | 3 | EDEC 330EC; concurrent w/EDEC 363/369/403/445 |

I have applied for the EDEC 460 Student internship prior to registering for EDFN 402/EDEC 460. 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.)

| | | | |
|----------|---------------------------------------|----|---------------------------------|
| EDFN 402 | Social & Professional Issues in Educ. | 2 | Met requirements for Internship |
| EDEC 460 | Early Childhood Student Internship | 10 | EDEC 417 Block |

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.

B.S.Education: Early Childhood (Comprehensive Major)

2019-2020 Four Year Curriculum Guide

5-31-2019

Department of Teacher Education

| Year 1 Fall Semester | | | Year 1 Spring Semester | | |
|----------------------|------------------------------------|-----------|------------------------|--------------------------------------|-----------|
| Course # | Title | Cr. | Course # | Title | Cr. |
| ENG 101 | English Comp I (core 1) | 3 | ENG 102 | English Comp II (core 4) | 3 |
| COM 101 | Human Communications (core 2) | 3 | EDFN 202 | Teaching and Learning Process | 3 |
| EDFN 130 | Intro to Teaching | 3 | PSYC 264 | Child Development | 3 |
| EDEC 140* | Phonics & English Language | 3 | Elective | Elective | 1 |
| CORE | Institutional Req. (Soc. Sci.-core | 3 | CORE | Institutional Req. (Hist. Reas.-core | 3 |
| | | 15 | CORE | Institutional Req. (Nat. Sci.-core | 3 |
| | | | | | 16 |

| Year 2 Fall Semester | | | Year 2 Spring Semester | | |
|----------------------|-----------------------------------|-----------|------------------------|-----------------------------------|-----------|
| MATH 217 | Arith/Geom. (Math/Logic-core 7) | 3 | EDEC 215 | EC/ECIS Foundation | 3 |
| EDEC 262 * | Foundations in Literacy | 3 | EDCI 232 | Principles of Instructional Tech | 3 |
| Music 150 | Prin. Music Making (Aes.-core 8) | 3 | CORE | Institutional Req. (Hum.-core 11) | 3 |
| Core | Institutional Req. (Rel.-core 9) | 3 | | Preschool Block | |
| Core | Institutional Req. (Hum.-core 10) | 3 | EDEC 265 | Adult-Child Rel & Classroom | 3 |
| | | 15 | EDEC 268 | Preschool Curric. Meth. | 2 |
| | | | EDEC 268F | Preschool Field | 1 |
| | | | | | 15 |

| Year 3 Fall Semester | | | Year 3 Spring Semester | | |
|----------------------|------------------------------------|-----------|------------------------|-------------------------------------|-----------|
| EDEC 400 | Behavior/Social Intervention | 3 | EDEC 448 | Bio-Medical Issues | 3 |
| CORE | Institutional Req. (Nat. Sci.-core | 3 | SOC 301 | Race, Ethnic & Minority Issues | 3 |
| Elective | Elective | 3 | | Inst. Req. (Dept.& Soc. Sci.-core | |
| CORE | Institutional Req. (CCI-core 13) | 3 | Elective | Elective | 3 |
| CORE | Institutional Req. (Aes.-core 14) | 3 | | Multicultural/Literacy Block | |
| | | 15 | EDEC 323* | Trade Books & Technology in Lit. | 3 |
| | | | EDEC330EC | Literacy/Multicultural Field | 2 |
| | | | EDEC 361 * | Lang Arts & Read Curr Meth | 3 |
| | | | | | 17 |

| Year 4 Fall Semester | | | Year 4 Spring Semester | | |
|----------------------|--|-----------|------------------------|---------------------------------|-----------|
| | Methods Block | | | Student Internship Block | |
| EDEC 363 | Ec Math Curr. & Methods | 3 | EDFN 402 | Social & Professional Issues | 2 |
| EDEC 369 | Assess & Eval Child | 3 | EDEC 460 | Student Internship | 10 |
| EDEC 403 | Early Inter & Integ | 3 | | | 12 |
| EDEC 445 | Interdisciplinary Science & Social Studies Methods | 3 | | | |
| EDEC 417 | SENIOR Field Exp. In Content Teaching & Intervention | 3 | | | |
| | | 15 | | | |

Total: 120 Credit hours

- **Unless otherwise noted courses can be taken either semester.**
- Blocked courses must be taken concurrently.

- 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.
- * Required for the Ohio 12 Hour Reading Core

Notes/Reminders