

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

MIDDLE Childhood (4-9)
Language Arts and Math Concentration
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

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 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.

MIDDLE Childhood (4-9)
Language Arts and Math Concentration
Institutional Baccalaureate Degree Requirements

<u>Category</u>	<u>Course</u>	<u>Semester Hours</u>
_____ 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	(MATH 217*)	3
*Teacher Education requirements will meet this core requirement		
_____ Religion	(student choice)	3
_____ Aesthetic	(student choice)	6
_____ Humanities	(student choice)	6
*LA concentration will meet this core requirement		
_____ Natural Science	(student choice)	6
_____ Social Science*	(PSYC 218*) & (Student Choice)	6
*Teacher Ed requirements and student choice will meet this core requirement.		
_____ Historical Reasoning*	(student choice)	3
_____ Critical Cultural Inquiry	(student choice)	3
		45 hrs

MIDDLE Childhood (4-9)
Language Arts and Math Concentration
LICENSURE COURSES/EXPECTATIONS (CONT.)

<u>Course #</u>	<u>Title</u>	<u>Semester Hours</u>	<u>Prerequisites/Requirements</u>
_____ EDFN 130	Intro to Teaching	3	None
_____ I have signed a “Good Moral Character” statement, and it <u>has been submitted to the Office of Field Experiences & Internships 240 Schar.</u> 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 234	Middle Grades: Teaching Young Adole.	3	EDFN 130
_____ EDIS 250	Intro. To Education Intervention	3	None
_____ EDEC 262	Foundations in Literacy	3	None
_____ EDCI 312	Teaching Reading with Literature	3	EDEC 140

_____	EDCI 392	Content Area Reading	3	None
_____	PSYC 218*	Psychology of Adolescence	3	None
	*Also counts as a Social Science Requirement			
_____	MATH 217	Intermediate Arith/Geom	3	MATH 100 or ACT 18 or SAT 480
	*Meets core Math/Logic requirement			

_____ (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 236 field experience prior to registering for EDCI 232/236. 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.

_____	EDCI 232	Into to Instructional Tech	3	EDFN 130 & 202.
_____	EDCI 236	Middle Gr. Field I	1	EDFN 130, concurrent with EDCI 232.

_____ 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 understand I must take the EDCI 336 field with either EDCI 316 & 317 Methods course. 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.

_____	EDCI 316	Teaching the 21st Century YA: English	3	EDFN 202, EDCI 232 concurrent w EDCI 336
_____	EDCI 317	Teaching the 21st Century YA: Math	3	EDFN 202, EDCI 232 concurrent w EDCI 336
_____	EDCI 336	Middle Gr. Field II	3	EDFN 130, EDCI 232/236, concurrent with EDCI 316 & 317

_____ 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 467 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.)

_____	EDFN 402	Social/Professional Issues	2	Senior Status
_____	EDCI 467	Middle Grades Student Internship	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. I have attached the completed "Undergraduate Degree Graduation Check sheet to the graduation form. May graduation applications are due the previous November. August/December graduation applications are due the previous May.

RELATED CONCENTRATION COURSE REQUIREMENTS

Middle Childhood (4-9)

Language Arts and Math

MATH

Course #	Title	Semester Hours	Prerequisites/Requirements
_____ EDCI 317	Teach 21 st Cent. Adol.: Math	3	EDFN 202, EDCI 232, concurrent w EDCI 336
_____ MATH 201	Calculus with Appl. I	3	2 yr hs algebra; 1 yr hs geometry (Core Math)
_____ MATH 202	Calculus with Appl. II	3	MATH 201
_____ MATH 208	Elementary Statistics	3	MATH 100 or ACT 18 or SAT 480 (Core Math)
_____ MATH 217	Theory of Arith. & Geom.	3	MATH 100 or ACT 18 or SAT 480 (Core Math)
_____ MATH 218	Geometry for Middle Gr.	3	MATH 217
_____ MATH 223	Discrete Mathematics I	3	3 yr hs college prep math (Core Math)
MATH Electives (Choose TWO)		6-7	
_____ CS 101	Logic and Computing	(4)	2 yr HS algebra; 1 yr HS geometry
_____ MATH 224	Discrete Mathematics II	(3)	MATH 223
_____ MATH 309	History of Mathematics	(3)	MATH 223; 202 or 206
_____ PHYS 201	General Physics	(4)	HS algebra and geometry
		27-28	

Additionally taking MATH 307 and MATH 450 completes a Math Minor.

LANGUAGE ARTS:

Course #	Title	Semester Hours	Prerequisites/Requirements
_____ EDCI 316	Teach 21 st Cent. Adol.: Eng Lang Arts.	3	EDFN 202, EDCI 232, concurrent w EDCI 336
_____ ENG 101	English Composition I	3	ENG 100 or equiv (Core Comp I)
_____ ENG 102	English Composition II	3	ENG 101 (Core Comp II)
_____ COM 101	Human Comm	3	None (Core Com)
_____ ENG 417	English Grammar and Usage	3	ENG 102
Genre Focus (Choose one)		3	
_____ ENG 304	Short Story	(3)	ENG 102 (Core Hum)
_____ ENG 306	The Essay	(3)	ENG 102
_____ ENG 308	The Poem	(3)	ENG 102 (Core Hum)
Diversity/Global Focus (choose one)		3	
_____ ENG 309	African American Lit.	(3)	ENG 102 (Core Hum)
_____ ENG 314	Literature and Gender	(3)	ENG 102 (Core Hum)
_____ ENG 316	Postcolonial Lit.	(3)	ENG 102 (Core Hum)
_____ ENG 330	African Lit.	(3)	ENG 102 (Core Hum)
_____ ENG 340	Readings in Jewish Lit.	(3)	ENG 102 (Core Hum)
Film Focus (choose one)		3	
_____ ENG 371	Literature and Film	(3)	ENG 102
_____ ENG 332	Global Film	(3)	ENG 102
American Focus (choose one)		3	
_____ ENG 426	American Lit. II	(3)	ENG 102
_____ ENG 427	American Lit. III	(3)	ENG 102
_____ ENG 428	American Lit IV	(3)	ENG 102
		27	

TOTAL Middle Language Arts and Math: 123-124 hours

B.S. in Middle Childhood (4-9) (English/Language Arts and Math Concentration)

2019-2020 FOUR YEAR CURRICULUM GUIDE

DEPARTMENT OF: TEACHER EDUCATION

Year 1 Fall Semester			Year 1 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDFN 130	Introduction to Teaching	3	EDFN 202	Teaching and Learning Process	3
EDEC 140	Phonics and the Eng. Lang.	3	EDCI 234	Middle Grades: Teaching	3
ENG 101	Comp I (Core 1)	3	ENG 102	Comp II (Core 3)	3
COM 101	Communications (Core 2)	3	CORE	Institutional Req. (Core 4: Religion)	3
MATH 201	Math Concentration Req (FA)	3	MATH 202	Math Concentration Req (SP)	3
	TOTAL	15		TOTAL	15

Year 2 Fall Semester			Year 2 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 232	Instructional Technology (Either Sem.)	3	EDIS 250	Intro to Education Intervention	3
EDCI 236	Middle Grades Field II (Either Sem.)	1	PSYC 218	Psyc of Adol (Core 6: Soc Sci)	3
EDEC 262	Foundations in Literacy	3	CORE	Institutional Req. (Core 7: Hist Reas)	3
ENG	ENG Concentration Req (Genre)(Core Hum. 5 One of choices)	3	ENG	ENG Concentration Req (Film)	3
MATH 217	Math Concentration Req	3	MATH 218	Math Concentration Req	3
MATH	Math Concentration Req (Choice)	3-4	CORE	Institutional Req. (Core 8: Aest)	3
	TOTAL	16-17		TOTAL	18

Year 3 Fall Semester			Year 3 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 316	Teach Adol: Eng/LA	3	EDCI 312	Teaching Reading with Literature	3
EDCI 336	Middle Grades Field II	3	EDCI 317	Teach Adol: Math	3
Core/CCI	Institutional Req (Core 12)	3	ENG 417	English Grammar and Usage	3
MATH 223	Math Concentration Req (FA)	3	CORE	Institutional Req. (Core 10: Aest)	3
ENG	ENG Concentration Req (Div/Glob)(Core 9 Hum)	3	CORE	Institutional Req. (Core 11: Nat Sci)	3
	TOTAL	15		TOTAL	15

Year 4 Fall Semester			Year 4 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 392	Content Area Reading	3	EDFN 402	Social & Professional Issues (Either)	2
CORE	Institutional Req. (Core 13: SocSci)	3	EDFN 467	Student Internship (Either Sem.)	10
CORE	Institutional Req. (Core 14: NatSci)	3			
ENG	ENG Concentration Req (Amer.)	3			
MATH 208	Math Concentration Req (Core 15 Math 208)	3			
MATH	Math Concentration Req (FA)	3			
	TOTAL	18		TOTAL	12

Total 124-125

Notes/Reminders