

UNDERGRADUATE TEACHER EDUCATION
Bachelor of Science in Education
Initial Licensure Requirements
2022-2023

MIDDLE CHILDHOOD (4-9)
Science and Social Studies Concentration
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 GPA for the Institutional and Major GPAs for all programs; and Concentrations GPAs for Middle Grades licenses.
2. If, at any time, the student's Institutional GPA, Major GPA, and/or Concentrations for Middle Grades GPA's fall below the 2.5 requirement, the student must meet with their faculty advisor and complete the "Student Interview and Action Plan Form." This form requires that the student meet 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 in every education course required for the Licensure Program. Any teacher education student who receives a grade lower than a C must retake the course.

General Requirements and Information for ALL Field and Internship Experiences:

1. If a teacher education student is found to be deficient in any of the following, permission to enroll in a field or the student internship course will be denied until the deficiencies are rectified.
2. Students must have a current GPA of 2.5 for the Institutional and Major Concentrations. GPAs for Middle Grades licenses must also be a 2.5. NOTE: *Transfer students must meet a 2.5 cumulative grade point average from their previous institution.*
3. A baseline Ohio Bureau of Criminal Investigation (BCI) and FBI criminal background check must also be completed before the First Field Experience. This BCI and FBI background checks must be renewed each year to permit registration in any upcoming field experience or internship.
4. Students enrolled in field experiences and student internships are responsible for providing their own transportation to and from school locations.
5. Education students are not permitted to request a school district that has been attended in the past. This type of pre-existing or current relationship with personnel or pupils (siblings, children, and/or relatives) who attend or work in the school may compromise the field experience.
6. An online application must be completed for each field and the internship through the Field Office. Application for a field is separate and different from admission to these experiences. The online applications can be found on the Field Experiences & Internship Webpage (<https://www.ashland.edu/coe/undergraduate-students/field-experiences-and-internships>).
7. Online applications should be submitted through the Field Experiences and Internship website by January 30th for fall semesters and September 15th for spring semesters. All testing and admission requirements must be met by these dates. **Be aware of due dates! School districts have policies associated with the acceptance of our field/clinical students and CANNOT accommodate late placements.**
8. Students must sign a "Good Moral Character" statement verifying awareness of the laws associated with obtaining a teacher license in the state of Ohio. This is included as part of the online application.

GATEWAY #1- Admission to the First Field Experience

Requirements for Admission to the First Field Experience

All education students are required to demonstrate proficiency in Reading, Writing, and Math skills through the College of Education Test Requirements (ACT, SAT, Praxis Core, or Pathway completion, if the Pathway is permitted by the license) prior to enrollment in the First Field Experience. Information on the required scores is below.

NOTE: Admission to the College of Education occurs *after* successful completion of the First Field. See Gateway #2 for more Information.

Admission to Fields: Tests and Pathways Scores

Reading - One of the following:

1. ACT minimum score Reading: 20
2. SAT minimum score of Critical Reading: 490 3/16) or 530 (post 3/16)
3. Praxis Core minimum score of Reading: 156, test code 5712, or 5713 (identical tests)
4. Reading Pathway: An Accuplacer Reading minimum score of 263. And a minimum grade of B in Historical Reasoning (112, 113, 212, 213), Humanities (page 158), or Religion Core (106, 107, 109).
(NOTE: *AYA Integrated Language Arts or Middle Grades Language Arts majors are not eligible for the Reading Pathway. All other licenses are eligible.*)

Writing – One of the following:

1. ACT minimum score of English: 19
2. SAT minimum score of Critical Reading: 490 (pre 3/16) or 530 (post 3/16)
3. Praxis Core minimum score of Writing: 162, test code 5722, or 5723 (identical tests)
4. Writing Pathway: A minimum grade of B in English 101, English 102, or equivalent. (NOTE: *AYA Integrated Language Arts and Middle Grades Language Arts majors are not eligible for the Writing Pathway. All other licenses are eligible.*)

Math – One of the following:

1. ACT minimum score of Math 18
2. SAT minimum score of Math 500 (pre 3/16) or 520 (post 3/16)
3. Praxis Core minimum score of Math 152, test code 5732, or 5733 (5732 has more Geometry, 5733 has more Statistics)
4. Math Pathway: A minimum grade of B in any course with a MATH prefix of 108 or above. (NOTE: *AYA Integrated Mathematics and Middle Grades Mathematics majors are not eligible for the Math Pathway. All other licenses are eligible.*)

Test and Pathway Notes:

1. Students may retake any section(s) when scores fall below the required acceptance level.
2. Praxis tests can be taken either in combined form (all three tests, Reading, Writing, and Math taken at once) or in separate form. The Combined test codes are 5751 or 5752. The minimum score required for each section is the same regardless of whether the combined test or the separate test is used. Retake only the individual tests that are not passed if a portion of the combined test is failed.
3. Courses which fulfill the Math, Writing, and/or Reading Pathways are evaluated by the Coordinator of Data Analytics, Blackboard, and Test Preparation. *Students interested in the Pathway should contact Mitchell Slater at mslater1@ashland.edu.* Students must include their unofficial transcripts in that email and be certain to identify which pathway(s) they are seeking (reading, math and/or writing).
4. All Pathway courses must have been taken within ten years of admission to AU Teacher Education. Students may obtain additional information from either their advisor or the Field Office concerning the use of Praxis and/or Pathways for admission to field experiences.
5. Transfer 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 or Pathway Requirement.

6. Students should submit official test scores directly to Ashland University Registrar, or a copy of the official test scores should be sent to Mitchell Slater, Coordinator of Blackboard & Data Analytics, Schar College of Education or to mslater1@ashland.edu.

Test Preparation and Registration Information:

1. Praxis Core Test Preparation:

2. <https://www.ets.org/praxis/register/how>
3. **Note that the complete purpose of a practice test is to see if you can identify the topics and anticipate if you will be able to answer a number of additional questions about the topic correctly. The purpose of a practice test is not to just see if you can get the questions correct.**
4. The ETS site has excellent Kahn test preparation material for all three tests.
5. The aleks.com website also has very good math preparation material. Follow these steps:
 - i. Aleks.com
 - ii. Select Independent Use in the lower right corner
 - iii. Select Buy Aleks Now
 - iv. Select again Buy Aleks Now
 - v. Under Market select Higher Education Math
 - vi. Under course select Pre-Algebra
 - vii. Then follow the instructions.
 - viii. Additional practice problems for all of the tests include: ACT, SAT, and Praxis I.

2. Praxis Core Test Registration

- a. Registration is easy: <https://www.ets.org/praxis/register/how>
- b. Home proctoring is available, but is not working very well.
- c. When registering for a test select Register Now. **Do NOT select State Testing Requirements.**
- d. The tests cost \$90 each or \$150 for all three
- e. Note that if you register for all three tests during a single internet event, you will save about \$120.

3. Accuplacer Test Preparation

- a. Test Preparation: <https://accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice>
- b. The Accuplacer Reading test may only be repeated after 30 days from the previous administration.

4. Accuplacer Registration and Score Reporting

- a. If you have not taken the Accuplacer Reading test, you may schedule an appointment at the LCCC Testing & Assessment Center, 440.366.7773 or 440.366.7654 or schedule online: testingcenter@lorainccc.edu. **Request that the LCCC test center send your scores to the same email address as above.**
- b. If your Accuplacer test was previously taken, **request that your advisor send test scores to:** Mitchell Slater, Coordinator of Blackboard & Data Analytics, Schar College of Education, mslater1@ashland.edu

GATEWAY #2- Admission to the Teacher Education

Requirements for Admission to the Teacher Education

1. Admission to Teacher Education is an important gateway for students and the College of Education. However, if the requirements listed below have been achieved, no action is required from the student.
2. Students must demonstrate proficiency in Oral Communication by successfully completing a Core Communication course with a grade of C or higher.
3. Students must complete their first Field Experience course with a grade of C or better.
4. Students must have a current 2.5 GPA for the Institutional and Major GPAs for all programs Concentrations GPAs for Middle Grades and AYA also must achieve a 2.5.
5. Students must meet dispositional guidelines as outlined by the College of Education.
6. Admission to Teacher Education is not an automatic application for the Junior Field. Application for the Junior Field must be completed and submitted through the webpage of Field Experiences and Internships.

GATEWAY #3: Student Teaching Internship

Additional Requirements for Enrollment in the Student Teaching Internship

1. If a teacher education student is found to be deficient in College of Education requirements, enrollment in the internship may be denied until the deficiencies are rectified.
2. Students must continue to comply with all *General Requirements and Information for Admission to All Field and Internship Experiences* that are noted above.
3. Students must have completed all field-based experiences in the licensure program prior to Internship.
4. Students must complete all education coursework and/or concentration area courses PRIOR to Internship. Exceptions must be approved by the Director of Fields and Partnerships.
5. During the semester in which students complete their student teaching/internship, no additional courses beyond the block courses will be permitted without approval from the Director of Fields and Partnerships.
6. Students must apply for the student teaching internship by submitting an online application through the Field Experiences and Internship website. The application deadlines are January 30th for fall semesters and September 15th for spring semesters.
7. Students must have a current BCI and FBI criminal background check.

GATEWAY #4- Licensure

Recommendation to State Department for Licensure:

To be recommended for licensure students must:

1. Successfully complete the Student Teaching-Internship Experience, including:
 - a. The Impact on Student Learning assignment
 - b. All internship requirements
 - c. All other professional activities required by the College of Education
2. Complete the prescribed program, including the student internship, with the grades required to maintain Good Standing in the Teacher Education Program, including the following:
3. Receive passing scores on the required Teacher Licensure Examinations.
4. Apply for a teaching license within one year of licensure program completion. After one year, additional courses may be necessary.
5. Possess a BCI and background check that will not be older than one year at the time of initial licensure.
6. Students typically apply for licensure during their last semester. However, note that a student will not be recommended for licensure until they have completed all the requirements for the Bachelor of Science in Education.

MIDDLE CHILDHOOD (4-9)
Social Studies and Math Concentration
Institutional Baccalaureate Degree Requirements

Category	Course	Sem. 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	MATH 217-Theory of Arith/Geom.	3
_____ *Teacher Education requirements will meet this core requirement		
_____ Religion	Student choice	3
_____ *Social Studies concentration requirement will meet this core requirement.		
_____ Aesthetic	Student choice	6
_____ Humanities	Student choice	6
_____ Natural Science	Student choice	6
_____ *Science concentration requirements will meet this core requirement.		
_____ 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
Total Institutional Requirements		45 Hrs.

MIDDLE CHILDHOOD (4-9)
Science and Social Studies Concentration
LICENSURE COURSES/EXPECTATIONS (CONT.)

Course#	Title	Sem. Hrs.	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 234	Middle Grades Philosophy, Organization & Climate	3	EDFN 130
_____	EDIS 250	Intro. To Educational Intervention	3	None
_____	EDEC 262	Foundations in Literacy K-9	3	None
_____	EDCI 312	Teaching Reading & Writing Methods for Middle Grades & Secondary Students	3	EDEC 140, 262 Middle Grades only.
_____	EDCI 392	Content Area Reading	3	None
_____	PSYC 218	Psychology of Adolescence	3	None
_____	MATH 217	Intermediate Arith/Geometry	3	MATH 100 or ACT 18 or SAT 480

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

BLOCKED COURSES MUST BE TAKEN TOGETHER

_____ I have applied for the EDCI 236 field experience PRIOR to registering for EDCI 232/236. The online application form can be found on the Field Experiences & Internships webpage. I understand that part of that application involves a background check with an attendant fee. This background check is good for one year.

_____ I understand a valid background check must be on file in the Field Office before beginning a placement. There is a fee associated with the background check.

_____	EDCI 232	Instructional Design & Educational Technology for Teaming	3	EDFN 130 & 202
_____	EDCI 236	Middle Grade Field I	1	EDFN 130, concurrent with EDCI 232

_____ I have met all Teacher Education requirements up to this time.

_____ I have submitted an online application for the field experience EDCI 336 with either EDCI 316 & 318. The online application can be found on the Field Experiences & Internships webpage. I understand applications are due in the semester prior to my anticipated participation. The deadlines are January 30th for fall placements and September 15th for spring placements.

_____ I understand a valid background check must be on file in the Field Office before beginning a placement. There is a fee associated with the background check.

_____ EDCI 318	Teaching 21 st Cent. Young Adol. Science	3	EDFN 202, EDCI 232 concurrent w EDCI 336
_____ EDCI 319	Teaching 21 st Cent. Young Adol. Social Studies	3	EDFN 202, EDCI 232 concurrent w EDCI 336
_____ EDCI 336	Middle Gr. Field II	3	EDFN 130, EDCI 232/236 concurrent with EDCI 318 & 319.

_____ I know I should take OAE (Ohio Assessment for Educators) tests after completing the majority of my content area, and typically no later than during my final semester, and understand that taking the tests before the internship is highly recommended. (The Coordinator of Testing, mslater1@ashland.edu , can assist you with applications, deadlines, costs, and preparations.)

_____ I have applied for the EDCI 467 Student internship prior to registering for EDFN 402 /EDCI 467. 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	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 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. For December graduates, applications are due the previous September.

RELATED CONCENTRATION COURSE REQUIREMENTS

Middle Childhood (4-9)

Science and Social Studies

SCIENCE

Course #	Title	Sem Hr	Prerequisite/Requirements	Core	Rotation
_____ EDCI 318	Teach 21 st Cent: Science	3	EDFN, EDCI 232, concurrent with EDCI 336	Nat. Sci	SP
_____ BIO 201	Molecular. & Cellular Basis of Life	4	None	Nat. Sci.	Many FA, 1 SP
_____ BIO 202	Organisms, Adapt, Divers.	4	BIO 201	Nat. Sci.	1 FA, Many SP
_____ GEOL 101	Physical Geology	4	None		
_____ PHYS 201	General Physics	4	HS algebra and geometry		FA
_____ CHEM 103	General Chemistry	4	HS chem, 3 yrs. HS math	Nat. Sci.	FA
Choose one (3-4 hrs):		3-4			
_____ GEOL 102	Historical Geology	(4)	None		SP even
_____ GEOL 210	Natural Disasters: Severe Weather	(3)	None	Nat Sci.	FA, SP
_____ PHYS 107	The Hidden Life of the Stars	(3)	HS geometry & trigonometry	Nat. Sci.	FA, SP, SU
_____ PHYS 202	General physics	(4)	PHYS 201		SP
_____ PHYS 320	Origins of the Universe	(3)	HS algebra and trigonometry	Nat. Sci.	Irregular offerings
		26-27 hrs			

Social Studies:

Course #	Title	Sem Hr	Prerequisites/Requirements	Core	Rotation
EDCI 319	Teach 21 st Cent. Adol: Social Studies	3	EDFN 202, EDCI 232, concurrent with EDCI 336		FA, SP
HIST 112 or 113	Western Civilization	3	None	Hist. Reas.	Many FA/1 SP Many SP/1FA
HIST 212 or 213	American History	3	None	Hist. Reas.	Many FA/1 SP Many SP/1 FA
HIST 239	History of Ohio	3	None		OL FA, OL SP
HIST 301	Cultural Geography	3	None		FA
POLSC 102	Democracy in America	3	None		FA, SP
SOC 301	Race/Ethnic/Minority	3	None		FA, SP
Non Western History (Choose one)		3			
REL 107	Exploring World Religions	(3)	None	Religion	FA, SP
HIST 327	Africa	(3)	None		1 every 4 sem.
HIST 329	Latin America	(3)	None		1 every 4 sem.
HIST 341	Modern Middle East	(3)	None		FA even
HIST 343	Modern East Asia	(3)	None		1 every 4 sem
Economics (Choose one)		3			
ECON 101	Market Fundamentals	(3)	None	Soc. Sci.	FA, SP
ECON 233	Macroeconomics	(3)	None	Soc. Sci.	FA, SP
		27			

TOTAL – Middle Childhood (4-9) Science & Social Studies: 129-130 hours

B.S. in Middle Childhood (4-9) (Science and Social Studies Concentration)

2022-2023 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	MATH 217	Interm Arith/Geom (Core 4: Math)	3
HIST 112FA or 113 SP	Western Civilization	3	HIST 212 Fa or 213 Sp	American History (Core 5: Hist. Reas)	3
			CORE	Institutional Req. (Core 6: Rel.)	3
	TOTAL	15		TOTAL	18

Year 2 Fall Semester			Year 2 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 232	Instructional Design & Educational Technology for Teaming	3	EDIS 250	Intro to Educational Intervention	3
EDCI 236	Middle Grades Field II (Either)	1	EDEC 262	Foundations in Literacy	3
CHEM 103	General Chemistry (Core 7: Nat Sci)	4	CORE	Institutional Requirement (Core 9: CCI)	3
HIST	Non West History – (choose one)	3	CORE	Institutional Req. (Core 10: Aest)	3
BIO 201 or BIO 202	Molecular. & Cellular Basis of Life or Organ, Adapt, Divers.(Core 8: Nat.Sci.)	4	BIO 202 or BIO 201	Organisms, Adapt, Divers or Molecular & Cellular Basis of Life.	4
HIST 239	History of Ohio	3			
	TOTAL	18		TOTAL	16

Year 3 Fall Semester			Year 3 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDCI 319	Teach Adol: Soc. Stud.	3	SCI	Sci Concentration Req (Choose one)	3-4
EDCI 336	Middle Grades Field II	3	EDCI 318	Teach Adol: Science	3
GEOL 101 or PHYS 201	Physical Geology or General Physics	4	EDCI 312	Teaching Reading & Writing Methods For Middle Grades & Secondary Stud.	3
CORE	Institutional Req. (Core 11: Hum)	3	PSYC 218	Psyc of Adol (Core 13: Soc Sci)	3
POLSC 102	Democracy in America	3	SOC 301	Race/Ethnic/Minority (Core14: Soc Sci)	3
CORE	Institutional Req. (Core 12: Aest)	3			
	TOTAL	16		TOTAL	15-16

Year 4 Fall Semester			Year 4 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
CORE	Institutional Req. (Core 15: Hum)	3	EDFN 402	Social & Professional Issues (Either)	2
EDCI 392	Content Area Reading	3	EDCI 467	Student Internship (Either)	10
ECON 101 or 233	Market Fundamentals or Macroeconomics (Choose one)	3			
HIST 301	Cultural Geography	3			
PHYS 201 or GEOL 101	General Physics or Physical Geology	4			
	TOTAL	16		TOTAL	12

Total 129-130

Notes/Reminders