

UNDERGRADUATE TEACHER EDUCATION
Bachelor of Science in Education
Initial Licensure Requirements
2025-2026

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

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 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 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.

College of Education Program Gateways

All education students must meet the requirements for a set of distinct and specific Gateways throughout their programs. These Gateways ensure that students are meeting both internal and external expectations for successful program completion, as well as state/national accreditation standards and Ohio teacher licensure requirements.

- *Gateway I* – Admission to first field experience
- *Gateway II* – Admission to Teacher Education
- *Gateway III* – Admission to Internship (aka, Student Teaching)
- *Gateway IV* – Exit from Internship
- *Gateway V* – Recommendation for Licensure

Gateway requirements* may include:

- Meeting application deadlines
- Following program outlines by enrolling in/completing appropriate courses
- Successfully meeting course minimum grades
- Meeting all College of Education program and testing requirements
- Submitting current and/or updated Bureau of Criminal Investigation (BCI) and Federal Bureau of Investigation (FBI) background checks
- Achieving an overall minimum GPA
- Achieving minimum GPAs for program(s)/specialty area(s)

[*See the COE Field Website page for more information.](#)

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

Category	Course	Semester Hours
_____ 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 Communication 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
_____ Historical Reasoning	Student Choice	3
_____ Critical Cultural Inquiry	Student Choice	3
Total Institutional Requirements		45

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

Course#	Title	Sem. Hours	Prerequisites/Requirements
_____ EDFN 130	Intro to Teaching	3	None
_____ READ 210	Foundations of Literacy	3	EDFN 130
_____ 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.			
_____ READ 220	Phonological Awareness and Phonics	3	READ 210
_____ EDFN 202	Teaching and Learning Process	3	EDFN 130
_____ EDCI 232	Instructional Design & Educ. Tech for Teaming	3	EDFN 202
_____ EDIS 245	International Perspectives of Disability	3	None

_____	EDIS 250	Intro. to Educ. Intervention	3	None

_____	READ 330	Methods of Reading and Writing	3	READ 210
_____	EDCI 320	General Methods	3	EDFN 130
_____	READ 440	Reading Assessment Instruction and Intervention	3	READ 210
_____	EDEC 448	Biomedical Aspects	3	None
			<u>33</u>	
			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 submitted an online application for the field experience EDIS 230IS prior to registering for EDIS 230IS/253/257/451. The online application can be found on the Field Experiences & Internships webpage. I understand the 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.

Intervention Block

_____	EDIS 230IS	Intervention Specialist Field Experience	2	EDFN 130
_____	EDIS 253	Assistive & Instruct. Tech	3	Concurrent with EDIS 230IS/257/451
_____	EDIS 257	Sensory Integration and the Learner	3	EDIS 250, Concurrent with EDIS 230 IS/253/451
_____	EDIS 451	Communication IS	3	EDIS 250, Concurrent <u>w</u> EDIS 230IS/253/257

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

_____ I have submitted an online application for the Field Experience EDIS 340 prior to registering for EDIS 340 IS blocked courses. The online application can be found on the Field Experiences & Internships webpage. I understand the 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.

_____	EDIS 340	Workshop in Teaching Mild/Mod/Inten.	2	EDIS 230IS
_____	EDIS 360	Assessment for Students with Exc.	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 submitted an online application for the Field Experience EDIS 330 IS prior to registering for the EDIS 330 IS/343/441. The online application can be found on the Field Experience and 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 the 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.

EDIS 330 IS	Workshop Multicultural Field Exp. IS	2	EDIS 230IS
EDIS 343	Career and Daily Living Skills	3	EDIS 230IS
EDIS 370	Learning Environment/ Behavior	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
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Or

For Intervention Specialist Mild/Moderate licensure only:

EDIS 465	I.S. Mild/Moderate Student Internship	10	All Student Internship Requirements
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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
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I have contacted the Career Development Office to discuss job search strategies and opportunities.

I have applied for state teaching licensure. (The Director 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 1. For August and December graduates, applications are due the previous May 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	READ 210	Foundation of Literacy	3
EDFN 130	Intro to Teaching	3	CORE	Institutional Requirement (Core 5)	3
CORE	Institutional Requirement (Core 3)	3	CORE	Institutional Requirement (Core 6)	3
	TOTAL	15		TOTAL	15

Year 2 Fall Semester			Year 2 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 245	International Perspectives of Disability	3	CORE	Institutional Requirement (Core 11)	3
CORE	Institutional Requirement (Core 7)	3	CORE	Institutional Requirement (Core 12)	3
CORE	Institutional Requirement (Core 8)	3	CORE	Institutional Requirement (Core 13)	3
CORE	Institutional Requirement (Core 9)	3	CORE	Institutional Requirement (Core 14)	3
CORE/CCI	Institutional Requirement (Core 10)	3	CORE	Institutional Requirement (Core 15)	3
				TOTAL	15
	TOTAL	15	CORE	Institutional Requirement (Core 11)	3

Year 3 Fall Semester			Year 3 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
READ 220	Phonological Awareness and Phonics	3	EDIS 330IS	Wkshop/Field Exp. (sp only)	2
EDCI 232	Instructional Design and Educational Technology for Teaming	3	EDIS 343	Career & Daily Skills (sp only)	3
EDIS 230IS	Intervention Specialist Field Exp.	2	EDIS 370	Creating Effect. Learn Env. (sp only)	3
EDIS 253	Assist. & Instr. Tech.	3	EDEC 448	Bio-Medical Issues	3
EDIS 257	Sensory/Motor	3	READ 440	Reading Asses, Inst, & Interv	3
EDIS 451	Comm. Methods	3			
	TOTAL	17		TOTAL	14

Year 4 Fall Semester			Year 4 Spring Semester		
Course #	Title	Cr.	Course #	Title	Cr.
EDIS 340	Workshop Teaching M/M/I (fa only)	2	EDIS 464/5/6	Student Intern. IS	10
EDIS 360	Assess/Teach. (fa only)	3	EDIS 405	Legal/Soc./Prof. Issues in IS	3
EDIS 355	Instr./Remed. in Math (fa only)	3			
EDIS 442	Comm./Counseling Skills (fa only)	3			
EDCI 320	Teach 21 st Cent. AYA: Language Arts	3			
READ 330	Teaching Reading & Writing Methods for Middle Grades & Secondary Students.	3			
	TOTAL	17		TOTAL	13

Total 121 Hrs.

*Required for the Ohio 12 hour Reading Core.

Notes/Reminders