

## Adolescent to Young Adult Licensure Program

### 5. New Undergraduate Program Proposal 2018-2019 (degree, major, minor, licensure, or endorsement)

#### General Information

**Program Type** (Select "Program")\* ☒ Program ☐ Shared Core

**Type of Request**\* ☐ New degree designation (A.S., B.A., B.F.A., etc.) and major  
☐ New major within an existing degree  
☐ New minor  
☒ New licensure program or endorsement

**Department or Program** (for approval process)\* **Teacher Education**

**Title**\* Adolescent to Young Adult Licensure Program

**College**\* **Education and Human Services, College of**

**College or Department** (for catalog display)\* **Teacher Education**

**Published Program Length** (in Years)\* 1.5

**Collaboration with another department, college, program or institution?** ☐ Yes ☒ No

**If yes, please list**

**Requested Effective Term**\* ☒ Fall ☐ Spring ☐ Summer

**Year**\* 2018

**Where Offered?** (check all that apply)\* ☒ Dayton Campus ☐ Lake Campus ☐ Off-Campus in Ohio ☐ Off-Campus outside Ohio ☐ Off-Campus outside U.S.

**If this program is offered Off-Campus, specify the location(s)**

Is 50% or more  
of the program  
offered Off-  
Campus?\*

- ☐ Yes  
☒ No

If program will  
be offered off-  
campus, how will  
services be  
available to  
students?

Mode of  
Delivery\*

- ☒ Face-to-face  
☐ Fully Online  
☐ Mostly Online (less than 50% offered face-to-face)

Program  
Description and  
Learning  
Outcomes\*

#### Program Description

This program will lead to an Ohio Teaching license for grades 7-12 in either Mathematics, Integrated Language Arts, Integrated Social Studies, or Science.

#### Admission Requirements

A minimum cumulative GPA of 2.75 on a 4.0 scale

A grade of "C" or better in all required, respective, content courses

A grade of "C" or better in ED 2600, ED 2700, EDS 2900

A grade of "P" in ED 2650 and ED 2750

Currently enrolled in one of the following programs (or completion of a comparable program)

Integrated Language Arts  
A Mathematics Concentration Program  
A Science Concentration Program  
Integrated Social Studies Education

One of the following Reading scores:

ACT Reading score of 22 or better  
SAT Evidence-Based Reading and Writing score of 543 or better  
ETS Praxis Core Reading score of 168 or better

One of the following Math scores:

ACT Math score of 22 or better  
SAT Math score of 533 or better  
ETS Praxis Core Math score of 162 or better

One of the following Writing scores:

ACT Writing score of 6 or better

SAT Essay-Writing Dimension score of 5 or better  
ETS Praxis Core Writing score of 165 or better

Dispositional Assessment: Candidate Disposition Inventory (CDI) from ED 2650 and ED 2750

### **Student Learning Outcomes**

#### **Ohio Standards for Teaching Profession**

Standard 1. Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2. Teachers know and understand the content area for which they have instructional responsibility.

Standard 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5. Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

#### **AND ONE OF THE FOLLOWING**

#### **National Council of Social Studies (NCSS) Standards: Integrated Social Studies Concentration**

Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Standard 2. Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promotes civic competence.

Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

**OR**

## **National Council of Teachers of Mathematics (NCTM) Standards: Integrated Mathematics Concentration**

Standard 1. Content Knowledge: Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2. Mathematical Practices: Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Standard 3. Content Pedagogy: Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4. Mathematical Learning Environment: Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Standard 5: Impact on Student Learning: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally

appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Standard 6: Professional Knowledge and Skills: Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Standard 7: Secondary Mathematics Field Experiences and Clinical Practice: Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

**OR**

**National Council of Teacher of English (NCTE) Standards: Integrated Language Arts Concentration**

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media

techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**OR**

#### **National Science Teachers Association (NSTA) Standards: All Science Concentrations**

Standard 1. Content Knowledge Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure. Below are the elements of the standard.

Standard 2. Content Pedagogy Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students.

Standard 3. Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Standard 4. Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Standard 5. Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Standard 6. Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

**For more information visit:** <https://education-human-services.wright.edu/teacher-education>

**Program  
Requirements:\***

**Required Courses**

ED 2800 Cultural Humility for Working with Youth  
ED 4010 Advancing Reading in the Content Area  
ED 4450 Adolescent and Young Adult Internship Part I  
ED 4510 Adolescent and Young Adult: Integrated  
Language Arts Methods

**OR**

ED 4520 Adolescent and Young Adult: Science Methods

**OR**

ED 4530 Adolescent and Young Adult: Integrated Social  
Studies Methods

**OR**

ED 4540 Adolescent and Young Adult: Integrated  
Mathematics Methods

ED 4590 Classroom Management and Organization

ED 4600 Adolescent and Young Adult /Multi-Age  
Assessment and Measurement in Education

ED 4800 Adolescent and Young Adult Professional  
Seminar

ED 4850 Adolescent and Young Adult Internship Part II:  
Student Teaching

**Total Hours: 28**

**Do you want  
students to be  
able to select  
this major or  
minor in WINGS  
Express?\*** ☐ Yes ☒ No

**GPS url**

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|--|
|  |
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|             |
|-------------|
| <b>Name</b> |
|-------------|

|                   |              |
|-------------------|--------------|
| <b>Discipline</b> | <b>Title</b> |
|-------------------|--------------|

|  |   |
|--|---|
| <b>Describe the credentialing requirements for faculty teaching in the program (degree requirements, special certifications of licenses, experience, etc.)</b> | A minimum of a masters degree and experience in Pre-K-12 teaching |
|--|---|

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|--|
| <b>Additional information, if needed</b> |
|--|

|                                      |                         |
|--------------------------------------|-------------------------|
| <b>Describe additional resources</b> | no additional resources |
|--------------------------------------|-------------------------|

**FOR NEW DEGREES OR MAJORS ONLY:**

|                           |
|---------------------------|
| <b>Program Assessment</b> |
|---------------------------|



### Student Success

Are additional  
faculty needed to  
support this  
program?\*

☐ Yes  
☐ No

If yes, provide a  
timeline for  
hiring.

Full-time

Less than Full-  
time

Full-time

Less than Full-  
time

### Administrative Data

Resolution  
Number

Date of Approval

Eligible for Title  
IV funding:

☐ Yes ☐ No

CIP Code

CIP Code Name

Approved  
Effective Term

☐ Fall  
☐ Spring  
☐ Summer

Year

Banner Program  
Name

Banner Program  
Code

Banner Major  
Name

Banner Major  
Code

Degree Type

Special Program  
Indicator

☐ Special Admission Associate Degree Program (A)  
☐ Bachelor's Degree Completion Program (B)

**Program Type for  
Acalog**

## Steps for Adolescent to Young Adult Licensure Program

### Originator

Status: *Approved*

#### Participants

 Theresa Hicks 9/29/2017 2:05 PM

#### Activity

Required for Approval:  
**100% required**  
Date Completed:  
**9/29/2017 2:05 PM**  
Changes: *No*  
Comments: *No*



### Undergraduate Department or Program Curriculum Committee

Status: *Approved*

#### Participants

▲ Teacher Education UG Department Curriculum Committee

 Jeremy Mills \* 10/3/2017 9:32 AM

#### Activity

Required for Approval:  
**1% required**  
Date Completed:  
**10/3/2017 9:32 AM**  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



### Department Chair or Program Director

Status: *Approved*

#### Participants

▲ Department Chair or Program Director

 Nimisha Patel \* 10/3/2017 9:50 AM

#### Activity

Required for Approval:  
**1% required**  
Date Completed:  
**10/3/2017 9:50 AM**  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



### College Curriculum Committee

Status: *Restarted*

### Participants

- ▲ CEHS Undergraduate Curriculum Committee
  - Barb Dunaway \*
- ▲ Additional Participants

### Activity

Required for Approval:  
*100% required*  
Date Completed:  
*10/9/2017 11:53 AM*  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



### College Curriculum Committee

Status: *Restarted*

### Participants

- ▲ CEHS Undergraduate Curriculum Committee
  - Rebekah Bower \*
  - Barb Dunaway \*
- ▲ Additional Participants

### Activity

Required for Approval:  
*100% required*  
Date Completed:  
*10/11/2017 2:05 PM*  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



### College Curriculum Committee

Status: *Approved*

### Participants

- ▲ CEHS Undergraduate Curriculum Committee
  - [CEHS CAPC 2017 1011 agenda77](#)
  - Barb Dunaway \* 10/11/2017 4:58 PM

### Activity

Required for Approval:  
*100% required*  
Date Completed:  
*10/11/2017 4:58 PM*  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



### Dean

Status: *Approved*

### Participants

- ▲ Dean
  - James Tomlin \* 10/13/2017 11:49 AM

### Activity

Required for Approval:  
*1% required*  
Date Completed:  
*10/13/2017 11:49 AM*  
Changes: *No*  
Comments: *No*  
Agenda: *Yes*

*\* Agenda Administrator*



## Undergraduate Curriculum Committee

Status: *Restarted*

### Participants

- ▲ Undergraduate Curriculum Committee
  - ○ Barb Dunaway \* 11/8/2017 3:35 PM
  - Cynthia Riley \*
- ▲ Additional Participants

### Activity

Required for Approval:  
**100% required**  
Date Completed:  
**11/12/2017 9:49 PM**  
Changes: **Yes**  
Comments: **No**  
Agenda: **Yes**

\* *Agenda Administrator*



## Undergraduate Curriculum Committee

Status: *Approved*

### Participants

- ▲ Undergraduate Curriculum Committee
  - [UCC 2017-11-15 Program Agenda:103](#)
  - Barb Dunaway \* 11/16/2017 4:11 PM
  - Cynthia Riley \* 11/16/2017 4:10 PM

### Activity

Required for Approval:  
**100% required**  
Date Completed:  
**11/16/2017 4:11 PM**  
Changes: **No**  
Comments: **No**  
Agenda: **Yes**

\* *Agenda Administrator*



## University Faculty Senate

Status: *Working*

### Participants

- ▲ Faculty Senate
  - Cynthia Riley \*

### Activity

Required for Approval:  
**100% required**  
Time Spent: **48 days**  
Changes: **No**  
Comments: **No**  
Agenda: **Yes**

\* *Agenda Administrator*



## Provost

Status: *Incomplete*

### Participants

Thomas Sudkamp

### Step Details

Required for Approval:  
**100% required**  
Work: **comment**



## CEHS Education Preparation Representative (ODHE)

Status: *Incomplete*

### Participants

Barb Dunaway

### Step Details

Required for Approval:  
*100% required*  
Work: *none*



### Budget

Status: *Incomplete*

### Participants

▲ Budget CIP  
Sommer Todd \*

### Step Details

Required for Approval:  
*100% required*  
Work: *edit, comment*  
Agenda: *Yes*  
  
\* *Agenda Administrator*



### Financial Aid Eligibility

Status: *Incomplete*

### Participants

▲ Financial Aid  
Amy Barnhart \*

### Step Details

Required for Approval:  
*100% required*  
Work: *edit, comment*  
Agenda: *Yes*  
  
\* *Agenda Administrator*



### Registrar

Status: *Incomplete*

### Participants

Eric Poch  
Melinda Schneider

### Step Details

Required for Approval:  
*100% required*  
Work: *edit, comment*