

School of Education

College of Education and Human Development

UNIVERSITY OF DELAWARE

Undergraduate Advisement Handbook

ELEMENTARY TEACHER EDUCATION

2016-2017

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School of Education
2016-2017

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Table of Contents

Conceptual Framework for Professional Education Programs	3
Program Requirements.....	6
Advisement/Scheduling Tips.....	9
Sample Course Sequences.....	12
Choosing a Concentration Area.....	15
English as a Second Language.....	16
Middle School English.....	17
Middle School Mathematics.....	18
Middle School Science.....	19
Special Education.....	21
ETE Honors Degree Curriculum.....	22
University Minors	23
4+1 Programs.....	25
Checkpoints and Clearances.....	26
Upper Division Clearance.....	27
Field Experiences.....	29
Professionalism.....	31
Praxis Subject Assessments.....	34
Certification.....	35

Disclaimer: Please note that the information in this manual is accurate as of June 2016. This information is subject to change during the students' program.

Students are strongly encouraged to seek advisement each semester.

University of Delaware Conceptual Framework for Professional Education Programs

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates, faculty, and administrators in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. As professionals in education, the preservice teachers, in-service teachers, and other educators¹ in our programs will implement recognized best practices and continue throughout their careers as leaders in the advancement of their profession. They will recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts.

To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and in-service teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The

¹ Examples of other educators are school psychologists, school leaders, and school librarians.

learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

Leadership

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

Commitment to Equity

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

Outcomes

The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:

- human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
 - the content knowledge and pedagogical content knowledge that promotes students' knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in the area of expertise;
 - appropriate and effective uses of technologies; and
 - the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographical area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

ELEMENTARY TEACHER EDUCATION COURSE REQUIREMENTS

Elementary Education and Special Education, Middle School Education, or English as a Second Language

The following Elementary Teacher Education (ETE) course requirements are for students who enter the University of Delaware during the 2016-2017 school year. All ETE students take the General Studies and Professional Studies courses and complete the courses in one of the following six concentration areas. Students must have a C- or better in all courses. The total number of credits for this major that leads to a Bachelor of Science in Education (BSED) is 123-125 credits.

GENERAL STUDIES COURSES

English

ENGL 110 - Critical Reading and Writing

ENGL 101 (students in the middle school English concentration) **OR** ENGL course at the 200-level or higher (students not in the middle school English concentration)

Fine Arts

Any 3-credit ART, ARTH, DANC, MUED, MUSC, **OR** THEA course. This course should satisfy the Creative Arts and Humanities category for the University Breadth Requirements* unless this category is satisfied by another course (e.g., an ENGL course at the 200-level or higher that satisfies the Creative Arts and Humanities category).

Mathematics

MATH 251 - Mathematics for K-8 Teachers: Numbers & Operations

MATH 252 - Mathematics for K-8 Teachers: Rational Numbers & Probability

MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement

Science

BISC 104 **OR** 207 - Principles in Biology **OR** Introductory Biology I

GEOL 113 - Earth Science (winter and spring only)

SCEN 101 - Physical Science

Social Studies

ECON 100, 101, **OR** 102 - Economic Issues & Policies, Introduction to Microeconomics, **OR** Civics & Economics for Teachers. NOTE: POSC 102 and ECON 102 are the same course (cross-listed). Students cannot take both POSC 102 and ECON 102.

GEOG 102, 120, 203, **OR** 210 - Human, World Regional, Cultural, **OR** Economic Geography

HIST 103, 104, 205, **OR** 206 - World **OR** U.S. History

POSC 102 **OR** 150 - Civics & Economics for Teachers **OR** American Political System

PROFESSIONAL STUDIES COURSES

EDUC 100 - Introduction to Elementary and Middle School Education (fall only)
EDUC 205 - Human Development: Grades K-8
EDUC 210 - Beginning Literacy Instruction
EDUC 230 - Introduction to Exceptional Children
EDUC 240 **OR** 247 - Law and Ethics in Education **OR** History of Education in America
EDUC 258 - Cultural Diversity, Schooling & the Teacher
EDUC 286 - Educational Technology: Professional Tools
EDUC 310 - Reading & Writing in Elementary School
EDUC 335 - Elementary Curriculum: Math
EDUC 341 - Elementary Curriculum: Science
EDUC 346 - Elementary Curriculum: Social Studies
EDUC 387 - Integrating Technology in Education
EDUC 390 - Classroom Management for Social and Emotional Learning
EDUC 400 - Student Teaching: Elementary Education
EDUC 433 - Student Teaching Seminar: Elementary Ed
EDUC 436 **OR** 437- Differentiated Literacy Instruction **OR** Diagnosis & Instruction:
Literacy Problems (special education)
EDUC 440 - Literacy Instruction for English Language Learners
EDUC 451 - Educational Assessment for Classroom Teachers

CONCENTRATION AREAS

English as a Second Language

EDUC 401 - Language Development in the Classroom (spring only)
EDUC 447 – Adv. Methods in Teaching English as a Second Language (spring only)
EDUC/LING 472 - Teaching English as a Second Language (fall only)
EDUC 459 - Urban Schools in Urban Landscapes (spring only)
EDUC 400 - Student Teaching: English as a Second Language
LLCU/LING 424 - Second Language Testing (fall only)
LING 101 - Introduction to Linguistics
LING 477 - The Structure of English (odd falls only)
Foreign language course at the 100-level or higher from the list of approved courses available online at www.education.udel.edu/ete/english-second-language/.

Middle School English

ENGL 204 - American Literature
ENGL 206 - British Literature II
ENGL 207, 208, 209 or 210 (genre course)
ENGL 294 - English Language: Grammar and Usage
ENGL writing course
ENGL 396 - Teaching Composition in Secondary School (spring only)
EDUC 320 - Reading and Writing in the Middle Grades (fall only)
EDUC 400 - Student Teaching: Middle School English
EDUC/ENGL 403 - Literature for Adolescents: Multimedia Texts
A list of approved writing courses is available online at www.education.udel.edu/ete/middle-school-english/.

Middle School Mathematics

MATH 217 - Algebra for Middle School Teachers (fall only)
MATH 241 - Analytic Geometry & Calculus A
MATH 222 **OR** 242 - Calculus II OR Analytic Geometry & Calculus B
MATH 230 - Finite Mathematics
MATH 240 - Geometry & Measurement for Middle School Teachers (spring only)
MATH 308 - Historical Development of Mathematical Concepts and Ideas (spring only)
STAT 200 **OR** MATH 201 - Basic Statistical Practice OR Introduction to Statistical Methods I
EDUC 400 - Student Teaching: Middle School Math
EDUC 406 - Teaching Math in Middle School (fall only)

Middle School Science

Biology courses (6 cr.)
Physical science courses (6 cr.)
Earth science course (3 cr.)
Environmental science course (3 cr.)
SCEN 650 – Scientific Inquiry for Teachers (odd falls only)
EDUC 404 - Teaching Science in Middle School (fall only)
EDUC 400 - Student Teaching: Middle School Science
A list of approved science courses is available online at
www.education.udel.edu/ete/middle-school-science/.

Special Education

EDUC 410 - Assistive Technology
EDUC 431 - Applied Behavior Analysis
EDUC 432 - Curriculum for School-Aged Exceptional Children
EDUC 435 - Educational Evaluation for Exceptional Children
EDUC 400 - Student Teaching: Special Education
After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the BSED degree.

*** University Breadth Requirements**

All students must fulfill the University Breadth Requirements in the four areas of Creative Arts and Humanities; History and Cultural Change; Social and Behavioral Sciences; and Mathematics, Natural Sciences and Technology. ETE students take courses that automatically satisfy all of the categories except Creative Arts and Humanities. They can satisfy this category by taking a course that counts toward their program and the Creative Arts and Humanities category simultaneously (e.g., MUED391, THEA 104, ENGL 280); they do not need to take an extra course beyond the ETE program requirements to fulfill this University Breadth Requirement. The courses that satisfy the University Breadth Requirements are listed online at http://AcademicCatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_2110&ACYEAR=2015-2016

Advisement/Scheduling Tips

General Studies Courses

- ENGL 110 should be taken in the spring of freshman year.
- ENGL 101 (required for middle school English students) or 200-level ENGL (students not in middle school English) should be taken before Upper Division Clearance.
- Two of the three science courses should be taken by the end of sophomore year. However, taking all three by the end of sophomore year is recommended.
- MATH 251, 252 and 253 should all be taken during the freshman and sophomore years. It is best to take MATH 251 in your first semester.
- Social Studies – at least two of the four social studies courses should be completed by the end of the sophomore year.
- The Fine Arts course (ART, ARTH, DANC, MUED, MUSC, or THEA) can be taken any time during the four years. Most students save this class for junior or senior year.
- Note: Carefully choose your 200-level ENGL course or your Fine Arts course so that one of them satisfies the University Creative Arts and Humanities breadth requirement. Specifically, one of your courses must appear on this breadth requirement list at http://AcademicCatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_2110&ACYEAR=2015-2016.
- Please note that Fine Arts and the University Creative Arts and Humanities breadth requirement are **not the same requirement**. If an English course is taken to satisfy the Creative Arts and Humanities breadth requirement, a Fine Arts course is still required.

Professional Studies Courses

- EDUC 100 is the required Freshmen Year Experience (FYE) course for ETE. It needs to be taken in the fall of freshman year.
- EDUC 205, 210, 230, 240/247, 258, 286 should be completed during freshman or sophomore years.
- The 300-level EDUC courses are junior level courses. Students cannot take these courses until you have successfully completed the Upper Division Clearance requirements. EDUC 390 is an exception and can be taken before UDC if it is taken on a study abroad trip.

- EDUC 410 is for special education students only. The course can go with student teaching but it is to your advantage to take it earlier. Note that EDUC 230 is a prerequisite for EDUC 410.
- EDUC 451 and EDUC 440 can be taken before methods blocks and should be in some cases. Please check with your advisor to see the best semester to take these courses.
- EDUC 400 is the Student Teaching course. Everyone will student teach for two semesters and complete a student teaching placement in an elementary school and a second placement appropriate for their concentration (i.e., with a special education teacher, in a middle school classroom, or in an ESL setting). All students take courses during the student teaching experience.

English as a Second Language Concentration

The following ESL concentration courses should be taken at the times listed below. Students in this concentration should take EDUC 451 during student teaching unless you are doing the 4+1 program.

- EDUC 401 and 459 – Spring of sophomore year
- LLUC/LING 424 – Fall of junior year
- LING 101 – Spring of freshman year
- LING 477 – This course is offered in odd-numbered fall semesters to it should be taken fall of your sophomore year. LING 101 is a prerequisite.
- EDUC 472 and EDUC 447 accompany student teaching in your senior year.
- Foreign language requirement – freshman or sophomore year.

Middle School English courses

ENGL 101 and ENGL 294 should be taken in the freshmen or sophomore year. Other concentration courses should be taken in sophomore or junior year as schedule permits.

Middle School Math courses

You can begin taking these courses any time after you have declared and been approved for your math concentration. It is highly recommended to take MATH 241 as early as possible. Note that you must place high enough on the university math placement exam to take MATH 241. If you do not place high enough, you will need to do the online course to score higher on the ALEKS test or take MATH 117 to prepare yourself for MATH 241. MATH 217 is only offered in the fall. MATH 240 is only offered in the spring or possibly in the winter during a School of Education study abroad program. MATH 308 is only offered in the spring.

Middle School Science courses

Science concentration courses can be taken as early as second semester of freshman year. However, it is important to get the 4-credit general studies science courses finished before junior year. SCEN 650 is only offered in every other odd fall semester.

Special Education

The special education courses are taken during the student teaching experience. Electives to fulfill credits for this concentration can be taken any time. AP credits can be used towards free electives. EDUC 451 must be taken prior to the elementary blocks. This concentration is the only one where students are scheduled to take EDUC 451 prior to the elementary blocks.

The following schedules include **SAMPLE** course sequences. This is only an example to understand how the program can fit into eight semesters. The three semesters (bolded below) are taken in this exact sequence.

ELEMENTARY AND ENGLISH AS A SECOND LANGUAGE (ESL)

Fall Semester

EDUC 100 (1)
 EDUC 205 (3)
 EDUC 240/247 (3)
 GEOG (3)
 MATH 251 (3)
 HIST (3)

16 credits

Spring Semester

EDUC 258 (3)
 ENGL 110 (3)
 LING 101 (3)
 GEOL 113 (4)
 MATH 252 (3)
 EDUC 286 (1)

17 credits

Fall Semester

EDUC 210 (3)
 EDUC 230 (3)
 Foreign Language (3-4)
 MATH 253 (3)
 BISC 104 (4)

16-17 credits

Spring Semester

POSC (3)
 EDUC 401 (3)
 EDUC 440 (3)
 EDUC 459 (3)
 SCEN 101 (4)

16 credits

Fall Semester

ECON (3)
 LLCU 424 (3)
 ENGL 200 level (3)
 LING 477 (3)
 FINE ARTS (3)

15 credits

Spring Semester

EDUC 310 (3)
EDUC 335 (3)
EDUC 341 (3)
EDUC 346 (3)
EDUC 387 (2)
EDUC 390 (3)

17 credits

Fall Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 451 (3)
EDUC 472 (3)

13 credits

Spring Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 436 (3)
EDUC 447 (3)

13 credits

ELEMENTARY AND MIDDLE SCHOOL

Fall Semester

EDUC 100 (1)
EDUC 258 (3)
EDUC 240/247 (3)
HIST (3)
GEOG (3)
MATH 251 (3)
EDUC 286 (1)

17 credits

Spring Semester

EDUC 205 (3)
ENGL 110 (3)
BISC 104 (4)
MATH 252 (3)
Concentration course (3)

16 credits

Fall Semester

EDUC 210 (3)
MATH 253 (3)
SCEN 101 (4)
Concentration course (3)
Concentration course (3)

16 credits

Spring Semester

EDUC 230 (3)
GEOL 113 (4)
ENGL 200 level or ENGL101 (3)
Concentration course (3)
Concentration course (3)

16 credits

Fall Semester

ECON (3)
POSC (3)
Concentration course (3)
Concentration course (3)
FINE ARTS (3)

15 credits

Spring Semester

EDUC 310 (3)
EDUC 335 (3)
EDUC 341 (3)
EDUC 346 (3)
EDUC 387 (2)
EDUC 390 (3)

17 credits

Fall Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 451 (3)
Methods course (3)

13 credits

Spring Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 436 (3)
EDUC 440 (3)

13 credits

ELEMENTARY AND SPECIAL EDUCATION

Fall Semester

EDUC 100 (1)
EDUC 205 (3)
EDUC 258 (3)
HIST (3)
GEOG (3)
MATH 251 (3)

16 credits

Spring Semester

EDUC 240/247 (3)
ENGL 110 (3)
SCEN 101 (4)
MATH 252 (3)
EDUC 286 (1)
Free elective (3)

17 credits

Fall Semester

EDUC 230 (3)
MATH 253 (3)
BISC 104 (4)
POSC (3)
Free elective (3)

16 credits

Spring Semester

EDUC 210 (3)
GEOL 113 (4)
EDUC 410 (1)
EDUC 440 (3)
EDUC 451 (3)
ENGL 200 level (3)

17 credits

Fall Semester

EDUC 310 (3)
EDUC 335 (3)
EDUC 341 (3)
EDUC 346 (3)
EDUC 387 (2)
EDUC 390 (3)

17 credits

Spring Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 431 (3)
EDUC 432 (3)

13 credits

Fall Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 435 (3)
EDUC 437 (3)

13 credits

Spring Semester

ECON (3)
Fine Arts (3)
Free elective (3)
Free elective (3)
Free elective (2-3)

14-15 credits

NOTE: The special education concentration has 14 credits of free electives. These credits could be used towards completion of a minor or could be used for the 4+1 program.

Choosing a Concentration Area

Each student in the Elementary Teacher Education (ETE) program will choose a concentration from the following options:

- English as a Second Language (ESL)
- Middle School English
- Middle School Mathematics
- Middle School Science
- Special Education

All ETE students take the one-credit course EDUC 100: Introduction to Elementary and Middle School Education in the fall of their freshman year. This course will help students choose their concentration and is considered a First Year Experience course by the University.

Students will select their concentration near the end of EDUC 100. There is an application for the special education concentration as there is a limited number of seats in the special education concentration. Usually, each student will get their first choice for their concentration. However, if the demand for the special education concentration exceeds the number of seats, then students will be asked to select a second choice for their concentration.

After your concentration area has been approved at end of first semester, students must go to UDSIS and declare their concentration so that it appears on their transcript and on UDSIS. This can be done by changing your major from elementary teacher education only to elementary teacher education with the concentration.

**Elementary Teacher Education
University of Delaware**

ENGLISH AS A SECOND LANGUAGE

Course	Credits
EDUC 401 - Language Development in the Classroom (spring only)	3
EDUC 447 - Advanced Methods in Teaching English as a Second Language (spring only)	3
EDUC/LING 472 - Teaching English as a Second Language (fall only)	3
EDUC 459 - Urban Schools in Urban Landscapes (spring only)	3
EDUC 400 - Student Teaching: English as a Second Language	6
FLLT/LING 424 - Second Language Testing (fall only)	3
LING 101 - Introduction to Linguistics I	3
LING 477 - The Structure of English (odd fall only)	3
Foreign language course at the 100-level or higher (please see below)	3

The total credits required for the ETE major with the English as a Second Language concentration is 123. Information about this concentration is available online at www.education.udel.edu/ete/english-second-language/.

NOTE: All courses must be completed with a C- or better. In order to student teach, students must have a: 1) minimum 2.6 cumulative GPA, 2) minimum 2.75 GPA in the major (i.e., EDUC courses), and 3) minimum 2.6 GPA in their concentration courses completed before student teaching.

Approved foreign language courses

- ARAB 105, 106, 107, 200, 201, 205
- CHIN 105, 106, 107, 200, 201, 202, 205, 209, 305, 455
- FREN 101, 102, 105, 106, 107, 111, 112, 200, 205, 209, 211, 305, 306, 307, 309, 314, 403, 404, 405, 406, 407, 409
- GREK 101, 102
- GRMN 101, 102, 105, 106, 107, 111, 112, 200, 205, 211, 300, 305, 306, 406
- ITAL 105, 106, 107, 200, 205, 211, 212, 305, 306, 401, 403, 406
- JAPN 105, 106, 107, 200, 201, 202, 205, 209, 301, 305, 306
- LATN 101, 102
- PORT 105, 106, 216, 316
- RUSS 105, 106, 107, 200, 205, 211, 305, 401
- SPAN 101, 102, 105, 106, 107, 111, 112, 200, 201, 203, 205, 300, 305, 306, 314, 401, 403, 406

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL ENGLISH

Students in the middle school English concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

Course	Credits
ENGL 204 - American Literature	3
ENGL 206 - British Literature II	3
ENGL 207, 208, 209 or 210 (genre course)	3
ENGL 294 - English Language: Grammar and Usage	3
ENGL 396 - Teaching Composition in Secondary School (spring only)	3
ENGL writing course (please see below)	3
EDUC/ENGL 403 - Lit. for Adolescents: Multimedia Texts	3
EDUC 320 - Reading and Writing in the Middle Grades (fall only)	3
EDUC 400-037 - Student Teaching: Middle School English	6

The total credits required for the ETE major with the Middle School English concentration is 123. Information about this concentration is available online at www.education.udel.edu/ete/middle-school-english.

NOTE: All courses must be completed with a C- or better. In order to student teach, students must have a: 1) minimum 2.6 cumulative GPA, 2) minimum 2.75 GPA in the major (i.e., EDUC courses), and 3) minimum 2.6 GPA in their concentration courses completed before student teaching.

Approved ENGL writing courses

- ENGL 227 Intro to Creative Writing
- ENGL 301 Advanced Composition
- ENGL 303 Script Writing
- ENGL 304 Poetry Writing
- ENGL 305 Fiction Writing
- ENGL 306 Topics in Writing
- ENGL 307 News Writing and Editing
- ENGL 392 Teaching Writing One-to-One

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL MATHEMATICS

Students in the middle school mathematics concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

Course	Credits
MATH 217 - Algebra for Middle School Math (fall only)	3
MATH 241 - Analytic Geometry and Calculus A	4
MATH 222 - Calculus II OR MATH 242 - Analytic Geometry and Calculus B	3-4
MATH 230 - Finite Math with Applications	3
MATH 240 - Geometry and Measurement for Middle School Teachers (spring only)	3
MATH 308 - Historical Development of Mathematics Ideas (spring only)	3
STAT 200 - Basic Statistical Practice OR MATH 201 - Introduction to Statistical Methods I	3
EDUC 406 - Teaching Math in Middle School (fall only)	3
EDUC 400-029 - Student Teaching: Middle School Math	6

The total credits required for the ETE major with the Middle School Mathematics concentration is 124-125. Information about this concentration is available online at www.education.udel.edu/ete/middle-school-mathematics/.

NOTE: All courses must be completed with a C- or better. In order to student teach, students must have a: 1) minimum 2.6 cumulative GPA, 2) minimum 2.75 GPA in the major (i.e., EDUC courses), and 3) minimum 2.6 GPA in their concentration courses completed before student teaching.

Students need to place into Math 241 on the university math placement exam. Taking a course (e.g., Math 117) to prepare yourself for Math 241 is an option but that would be an additional course which is not required for the program. . Another option is to retake the ALEKS test after preparing for it through an online course of study.

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL SCIENCE

Students in the middle school science concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

Course	Credits
Biology	6
Physical Science	6
Earth Science	3
Environmental Science	3
SCEN 650 - Scientific Inquiry for Teachers (odd falls only)	3
EDUC 404 - Teaching Science in Middle School (fall only)	3
EDUC 400-036 - Student Teaching: Middle School Science	6

The approved biology, physical science, earth science, and environmental science courses are listed below. The total credits required for the ETE major with the Middle School Science concentration is 123. Information about this concentration is available online at www.education.udel.edu/ete/middle-school-science/.

NOTE: All courses must be completed with a C- or better. In order to student teach, students must have a: 1) minimum 2.6 cumulative GPA, 2) minimum 2.75 GPA in the major (i.e., EDUC courses), and 3) minimum 2.6 GPA in their concentration courses completed before student teaching.

Please note that the middle school science concentration does not lead to teacher certification in New York State because the science certifications in this state are in specific content areas (e.g., biology) instead of in general middle school science. This concentration does lead to teacher certification in other states.

Biology (6 credits)

- BISC 105: Human Heredity and Development
- BISC 106: Elementary Human Physiology
- BISC 152: Biology of Human Sexuality
- BISC 171: Microbiology in Modern Society
- BISC 208: Introductory Biology II
- BISC 276: Human Physiology
- KAAP 220: Anatomy and Physiology
- PLSC 101: Botany I

Physical Science (6 credits)

CHEM 101/102/103/104/105/106/111/112: General Chemistry
CHEM 120: Quantitative Chemistry
PHYS 133: Introduction to Astronomy OR PHYS 144: Concepts of the Universe
PHYS 139: Star and Constellation Identification (1 credit)
PHYS 141: Light, Lasers, Cameras, Perception
PHYS 143: Energy, Technology and Society
PHYS 144: Concepts of the Universe
PHYS 145: Black Holes and Cosmic Evolution
PHYS 146: Quarks, Gluons, and the Big Bang: Particles and Cosmology

Earth Science (3 credits)

GEOG 101: Physical Geography: Climatic Processes
GEOG 106: Physical Geography: Land Surface Processes
GEOG 152: Climate and Life
GEOG 220: Meteorology
GEOL 105: Geological Hazards and Their Human Impact
GEOL 108: Volcanoes and Earthquakes
GEOL 109: Planets, Asteroids and Impacts
GEOL 110: Earth History: Evolution, Extinction and the Geological Record
GEOL 111: Geology of Delaware and Its Neighbors
GEOL 115: Geological Hazards Laboratory
GEOL 120: Life's a Beach: Geological Processes and Living with the Coast
GEOL 202: Earth Materials
GEOL215/ MAST 215: Full of Hot Air: Understanding Climate Change
GEOL 341: Climate and Climate Change
MAST 200: The Oceans

Environmental Science (3 credits)

BISC 127: Environment and Culture in Conflict
CHEM 100: Chemistry and the Human Environment
ENWC 201: Wildlife Conservation and Ecology
ENWC 205: Insects and Society (2 credits)
ENWC 214: Apiology and Apiculture (2 credits)
ENWC 215: Insects and Society Laboratory (1 credit)
ENWC 224: Apiology and Apiculture Laboratory (1 credit)
GEOG 230: Human Impact on the Environment
GEOG 235: Conservation of Natural Resources
GEOL 112: Earth Resources and Public Policy
PLSC 105: Introductory Forestry
PLSC 140: People and Plants: Feast or Famine
PLSC 170: Soils and Environmental Quality
PLSC 204: Introduction to Soil Sciences

**Elementary Teacher Education
University of Delaware**

SPECIAL EDUCATION

Students in the special education concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

Course	Credits
EDUC 410 - Assistive Technology	1
EDUC 431 - Applied Behavior Analysis	3
EDUC 432 - Curriculum for School-Aged Exceptional Children	3
EDUC 435 - Educational Evaluation for Exceptional Children	3
EDUC 400-025 - Student Teaching: Special Education	6

In addition to the above courses, students complete enough elective credits to total 123 credits. These electives can be used for an official university minor or for courses in the 4+1 program. They could also be used to take free electives in any area, and AP credits can be used towards free electives.

The total credits required for the ETE major with the special education concentration is 123. Information about this concentration is available online at www.education.udel.edu/ete/special-education/.

NOTE: All courses must be completed with a C- or better. In order to student teach, students must have a: 1) minimum 2.6 cumulative GPA, 2) minimum 2.75 GPA in the major (i.e., EDUC courses), and 3) minimum 2.6 GPA in their concentration courses completed before student teaching.

Elementary Teacher Education Honors Degree Curriculum

The Elementary Teacher Education (ETE) Honors degree curriculum provides students with the opportunity to engage deeply in the knowledge base and current issues in the field of education through course work and activities. The 30-credit hour curriculum allows students to tailor their program to best match their interests and needs. Students have the opportunity to develop close relationships with their peers and faculty through education courses with small class sizes and projects with faculty.

The experiences in the Honors curriculum challenge ETE students to critically examine the teaching profession and help them grow professionally. The ideas in the 200-level education courses lay the foundation for the discussions and experiences in the 300- and 400-level education courses. The capstone course is the culminating experience that tackles issues in education. Students can pursue ideas that they are passionate about in education through the research internship, independent study and thesis options.

All Honors students take ENGL 110 (Critical Reading and Writing) and an Honors colloquium in their freshman year. During their program, they take at least 12 credits required for the major and at least 12 credits in 300-level courses or higher, not including the freshman colloquium. General information about the Honors program can be found online at <https://sites.udel.edu/honors/>.

The following courses are taught by School of Education faculty and will count towards the Honors degree for ETE students. Students may take courses from other departments (e.g., ECON 151) and/or pursue one of the research opportunities below to complete the required 30 credits at the Honors level. Updated information about the ETE Honors Degree is available online at www.education.udel.edu/ete/ete-honors-degree/.

Freshman/Sophomore Years

- EDUC 205 – Human Development: Grades K-8 (even-numbered fall semesters)
- EDUC 240 – Legal and Ethical Issues in American Education or EDUC 247 – The History of Education in America (odd-numbered spring semesters)
- EDUC 258 – Cultural Diversity, Schooling and the Teacher (odd-numbered fall semesters)
- MUED 391 – Aesthetics and Education (spring semester)

Junior/Senior Years

- EDUC 310 – Reading and Writing in Elementary School
- EDUC 390 – Classroom Management for Social and Emotional Learning

Senior Year – Capstone Course

- EDUC 470 – Topics in Education (spring semester) or UNIV 490 – Honors Tutorial (fall semester)

Research Opportunities

- EDUC 366 – Independent Study
- EDUC 469 – Research Internship Experience
- UNIV 401/402 – Senior Thesis (UNIV 402 satisfies the above capstone course requirement)

University Minors

There are numerous university minors that a student could choose as an option to enhance their program. In the special education concentration, it is particularly easy to do a minor, although it is not necessary. Other options to enhance your program, such as a study abroad program or the 4+1 program, are equally good choices. Below are university minors that are particularly popular for students in the special education concentration. However, any minor the university offers would be possible with an extra course or two.

Human Development and Family Studies

<http://www.hdfs.udel.edu/minor/>

Disabilities Studies

https://www.udel.edu/cds/disabilities_minor.html

Urban Education

<http://www.education.udel.edu/urban-ed-minor/>

Educational Technology

<http://www.education.udel.edu/ed-tech-minor/>

Please note that if a student chooses a minor to go along with their special education concentration, some courses may overlap. For example, EDUC 205 could count for both the ETE requirements and the Disabilities Studies minor. However, students must be careful about the total number of credits prior to graduation. Overlapping courses for the major and minor and not making up those credits with free electives could make a student fall short of the required number of credits to graduate. Your advisor will help you determine whether or not you need additional elective credits.

4+1 Programs for Elementary Teacher Education Students

The following four 4+1 programs are options for Elementary Teacher Education students at the University of Delaware. Students in these programs graduate with their bachelor's degree in four years and can complete a master's degree in one more year. The 4+1 programs enable students to complete the master's degree in a short amount of time because they take some of the graduate courses that count towards the master's degree during their undergraduate program.

- *Autism/Severe Disabilities.* ETE students in the **Special Education concentration** can become eligible for teacher certification/endorsement in Autism/Severe Disabilities and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/autismsevere-disabilities-41-program/.
- *Elementary Special Education.* ETE students in the **ESL or Middle School concentrations** can become eligible for teacher certification in special education and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/elementary-special-education-41-program/.
- *Secondary Special Education.* ETE students in the **Middle School concentrations** can become eligible for teacher certification in special education and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/secondary-speded/.
- *Childhood Foreign Language Education.* ETE students who **demonstrate a minimum level of proficiency in Spanish** can earn an M.A. in Childhood Foreign Language Education in the +1 year. Information about this program is available online at www.udel.edu/fllt/ETE/index.html.

Checkpoints and Clearances

Advisement for the Elementary Teacher Education major is provided by a professional academic advisor prior to methods blocks and by a faculty advisor once the student has begun their elementary block (first or second semester of junior year). These advisors provide students with information about the program in many different ways, including individual advisement appointments, class meetings, email and the Elementary Teacher Education web site at www.education.udel.edu/ete/. Students are strongly encouraged to seek advisement each semester as planning ahead is essential.

Nevertheless, it is **the students' responsibility** to avail themselves of the major and university policies and procedures and to complete the requirements for various checkpoints in a timely manner. These checkpoints are outlined below.

Upper Division Clearance

Before students may begin their upper level (methods) courses, they must satisfy certain requirements established by the faculty in the School of Education through a process called "Upper Division Clearance". Students generally apply for clearance in March of their sophomore year. Students must satisfy the requirements in this clearance in order to take their methods courses in their junior and senior years. Students are responsible for their own transportation to field placements in the methods courses. Application for Upper Division Clearance is available online in **March**. Specific dates are publicized each semester.

Student Teaching

All students will have two student teaching placements. Students are responsible for their own transportation to their student teaching placements. To be eligible to student teach, students must satisfy the following requirements.

- A 2.60 GPA or above in all work completed at the University of Delaware.
- A 2.75 GPA or above in all required education (EDUC) courses. All courses must be completed with a grade of "C-" or better.
- A 2.60 GPA or above in concentration content courses (math, science, social studies, English, ESL, or special education). All courses must be completed with a grade of "C-" or better.
- Earn a "C-" or better in all elementary block courses.

Upper Division Clearance

What is Upper Division Clearance (UDC)?

It is a checkpoint to determine a student's eligibility to begin upper level education methods courses.

When must I apply?

Students should apply for Upper Division Clearance in March of their sophomore year. Application for Upper Division Clearance is available online. Specific dates are publicized each semester.

What are the criteria I must satisfy in order to be cleared?

1. Minimum overall grade point average of 2.60 in all work taken at the University of Delaware.
2. The following General Studies courses must be successfully completed with a grade of C- or better. The list of General Studies courses is on page 6.
 - ENGL 110
 - Two of the three science courses
 - Two of the four social sciences courses
 - MATH 251, 252, and 253
3. Completion with a grade of "C-" or better and a minimum grade point average of 2.60 in the required courses in education. The required education courses are:
 - EDUC 205 - Human Development Grades K-8
 - EDUC 210 - Beginning Literacy
 - EDUC 230 - Introduction to Exceptional Children
 - EDUC 240 - Law and Ethics in Education **OR** EDUC 247 - History of Education in America
 - EDUC 258 - Cultural Diversity, Schooling, and the Teacher
 - EDUC 286 - Educational Technology: Professional Tools
4. Official enrollment in the major.
5. Successfully pass the **Praxis Core Academic Skills for Educators** test according to the Delaware state guidelines listed below. These tests assess basic skills in reading, writing and mathematics.

Praxis Core Academic Skills for Educators Computer-Based Tests		
Test Name	Test Name	Passing Score
Reading	5712	156
Mathematics	5732	150
Writing	5722	162

Exemptions: Students who earn ACT or SAT scores at or above the following levels established by the State of Delaware are exempt from taking the Praxis Core Academic Skills for Educators tests in reading and mathematics.

- ACT English score at or above 24 – exemption from the Praxis Core Academic Skills for Educators test in reading.
- ACT mathematics score at or above 24 – exemption from the Praxis Core Academic Skills for Educators test in mathematics.
- SAT verbal score at or above 560 – exemption from the Praxis Core Academic Skills for Educators test in reading.
- SAT mathematics score at or above 540 – exemption from the Praxis Core Academic Skills for Educators test in mathematics.

All students must pass the Praxis Core Academic Skills for Educators test in writing; there is no exemption for this test. Students who are not exempt from any test would initially register for the Combined Test (reading, mathematics, and writing). Students who are exempt from the reading test and/or mathematics test would register for the Individual Test(s) that they need to pass.

Students are encouraged to take these tests as early as possible in their college career. There are registration deadlines for these tests and test results usually take 4-6 weeks to be processed, so students should plan several months ahead for when to take these tests. **Students will NOT be registered for their elementary methods courses until they have successfully passed and submitted scores for all three sections.**

Students **must** designate the University of Delaware as one of the score recipients at the time they register for these tests. The University's recipient code number is 5811.

Updated information about the Praxis tests is available online at www.education.udel.edu/ete/praxis/.

Field Experiences

The numerous field experiences in the Elementary Teacher Education (ETE) program begin in the freshman year and gradually build upon one another. There are three levels of field experiences for all teacher education candidates at the University of Delaware. These levels are:

- [Level 1: Early field experiences](#)
- [Level 2: Methods field experiences](#)
- [Level 3: Student teaching](#)

These experiences provide you with an opportunity to learn about the classroom environment in diverse settings and to connect theory and practice throughout your program.

The **Level 1** field experiences in your freshman and sophomore years include working closely with individual students and observing classrooms. These early experiences will help you learn how to work with students and view classrooms from the perspective of a teacher. You will complete course assignments that are linked to your work in the field in the following courses:

EDUC 205 - Human Development Grades K-8
EDUC 210 - Beginning Literacy Instruction
EDUC 230 - Introduction to Exceptional Children

Level 1 field experience settings vary and may be located up to an hour from campus. Transportation is available through the Office of Clinical Studies for placements that are not within walking distance of UD. If you have a car on campus, it needs to be registered through Public Safety and you must adhere to proper parking regulations.

The **Level 2** field experience takes place when you are in the methods courses where you begin to learn how to teach. This experience builds on the early field experiences and situates you in the role of a classroom teacher. You will design and implement lessons as well as work with individual children.

You are responsible for your own transportation for Level 2 and 3 field experiences. You will often be in schools with a partner or other students, so carpooling may be an option if you do not have your own transportation.

The **Level 3** field experience consists of student teaching for two semesters. Student teaching is the capstone field experience where students teach in an elementary classroom for one semester and then teach in an appropriate classroom for their concentration area for another semester. Students also take courses (e.g., methods courses) during these two semesters. Student teachers engage in all classroom responsibilities and complete activities that are designed to prepare them for the teaching profession.

Field Experience Clearances

TB Testing: In order to comply with state regulations, it is necessary for you to show documentation of having completed a PPD (Mantoux) Tuberculin Test in order to work in schools. Please note that a Tine or Monovac Test cannot be substituted for the PPD Mantoux Tuberculin Test. You will need to present your PPD test results to Student Health Services in Laurel Hall prior to your first field experience.

All students must complete a TB test and present the results to the Student Health Center. This clearance is valid for three years and must be updated prior to student teaching. In addition, Delaware state law requires that all student teachers must complete a new TB test within one year of their student teaching placement. Please visit the Office of Clinical Studies website at www.ocs.udel.edu for specific details.

Criminal Background History: Prior to all field experiences, students will need to annually complete a federal and state of Delaware fingerprinting criminal background check.

Incoming freshmen will receive a mailing to their home with instructions for completing their federal and state of Delaware fingerprinting criminal background clearance. Please refer to the Office of Clinical Studies website at <http://www.ocs.udel.edu/fingerprinting/> for additional details for completing the criminal background clearances.

All ETE students will need to complete their criminal background clearances **annually**. They will receive an email during the mid-semester with instructions for completing upcoming background clearances at the Delaware State Police sites. Results must be received in the Office of Clinical Studies prior to the first day the semester. **There will no exceptions to this rule.** If a student does not have an updated criminal background clearance before the first day of the semester, he or she will be pulled from any course that has a field placement.

Please note that criminal background clearances for employment will not serve as a clearance for field experiences.

All criminal background clearances submitted by students must be completed within the state of Delaware with the exception of incoming freshmen.

Any questions regarding criminal background clearances should be directed to clinicalstudies@udel.edu.

Professionalism

Professional dispositions and behaviors are expected when you are in the schools and university classrooms. Please keep in mind that you represent the University of Delaware when you are in the field. The chart below describes the eight professional dispositions that all teacher candidates at the University of Delaware must exhibit in schools and university classrooms. You will be evaluated on these dispositions during your methods courses and in student teaching. In addition, course instructors, field instructors/ supervisors, or clinical educators may submit a Professional Dispositions form documenting inappropriate student behaviors to the ETE program coordinator at any time during a student's program.

Students who exhibit behaviors inconsistent with the dispositions listed below may be called into a meeting with the Elementary Teacher Education program coordinator. During this meeting an action plan is created to help students be successful in their program. Multiple or severe disposition issues could lead to the student being removed from the field and/or the ETE program. The dispositions policy and forms are available online at www.ocs.udel.edu.

University of Delaware Professional Education Dispositions
1. Demonstrates commitment to the belief that all learners can achieve and persists in helping each learner reach his/her full potential.
2. Exhibits enthusiasm, initiative, and a positive attitude.
3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.
5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.
6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.
7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs.
8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.

Below are examples of behaviors that you should exhibit while in the field.

- Behave in a professional manner at all times when you are in schools. This means you will be respectful, show initiative, help when asked, and graciously accept constructive criticism.
- Dress in a professional manner. This means: no jeans, T-shirts, shorts, sweats, mini-skirts, see-through clothing, midriiffs, sneakers, baseball caps, or excessive cologne or jewelry. Exceptions to this might include physical education settings,

some field trips, floor activities, and other situations as deemed appropriate by your supervisor.

- Become familiar with the rules and procedures of the districts, schools, and classrooms in which you work. Typically, these will be provided to you or discussed with you during orientation sessions. You are a guest in the schools and classrooms where you complete your field experiences, so be prepared to abide by their rules.
- Good communication is central to a good field experience. Communicate with your clinical educators, field instructors/supervisors, and course instructors. Always let them know when you are experiencing a problem in fulfilling your obligations. Ask questions if you are uncertain about something, and raise concerns before they become major problems.
- When you are assigned to a field experience site, the clinical educator (teacher) and students are counting on you to be there each and every assigned day on time, to remain for the full assigned session, and to give your full attention and enthusiasm to the tasks you are asked to or required to complete.
- Be discreet about your personal life. If you have a Facebook or similar account, be careful about what is there for the public to see and never “friend” a student. Schools are not the best places to discuss your social life or personal experiences. Cell phones are never appropriate in the classroom.
- Always keep in mind that bad decisions and improper or illegal conduct can jeopardize your teaching career. Study carefully the information contained at the web address listed above.

You will receive more detailed information about the field experiences as you progress through the ETE program. If you have any questions, there are many people who will be happy to assist you including your course instructors, field instructors/supervisors, academic advisors and the ETE program coordinator.

Professional Education Conduct Board

One of the goals of the University Council on Teacher Education (UCTE) is to ensure “that the University of Delaware offers only professional education programs of high quality.” UCTE establishes policies that apply to all professional education programs and approved the following policy on December 11, 2013.

Effective immediately, any candidate in violation of UD’s Student Code of Conduct may be removed from their field placement and/or prohibited from future field placements.

Undergraduate candidates in professional education programs who are charged with a violation of the [Code of Conduct](#) receive due process through the [Undergraduate Student Conduct System](#). Candidates’ violation(s) will be reviewed by the Professional

Education Conduct Board (PECB) if they receive a sanction other than a Disciplinary Warning or a Notice of Reprimand by the Office of Student Conduct and meet at least one of the following conditions:

- The sanction was based on an incident related to academic dishonesty or possible or real harm to others.
- The candidate has at least two incidents on record with the Office of Student Conduct.
- The candidate has at least one incident on her/his federal criminal background check that is not on record with the Office of Student Conduct.

The PECB may remove candidates from their current field placement(s) and/or prohibit them from future field placements if the candidates' conduct would prohibit them from being successful in a setting with children, youth, or adults (e.g., school classroom, community center) and/or pose a risk to children, youth, or adults.

The details of this policy and other UCTE policies can be found online at www.ucte.udel.edu/policies/.

Praxis Subject Assessments (previously Praxis II)

Elementary Teacher Education students must take the Praxis Subject Assessments tests that are required for State of Delaware teacher certification in elementary education and in the area of their concentration (e.g., special education) prior to graduation. Students must pass these Praxis Subject Assessments according to the State of Delaware guidelines **in order to earn institutional recommendation for teacher certification**. This institutional recommendation is noted on students' transcripts and is needed to apply for teacher certification in Delaware and other states.

Please see the web page at <http://www.education.udel.edu/ete/praxis/> for the list of Praxis Subject Assessments that apply to you. This web page also includes information on how to prepare for the tests.

When to Take the Tests

All UD teacher education candidates should take the Praxis Subject Assessments by February of their senior year. Information on how to get and send your scores is available online at

http://www.ets.org/praxis/scores?WT.ac=praxishome_scores_121126.

ETE students are prepared to take the Praxis Subject Assessment in Elementary Education test after they complete their block of elementary education curriculum (methods) courses. Students in the special education concentration are prepared to take the Praxis Subject Assessment in Special Education test after they complete their special education courses. Students in the ESL and middle school concentrations are prepared to take their area-specific Praxis Subject Assessments after they have completed most or all of their concentration area coursework.

Registering for the tests

Students can register for the Praxis tests on the ETS web site at www.ets.org. They can take the tests wherever there is a testing location that administers them; they do not have to take the tests in Delaware. The test can be taken at the UD Computer-Based Testing Center at 218 Allison Hall or at a location listed on the ETS web site.

When students register for the test, they can designate where they want their test scores sent. They can have scores sent to four places for free. UD students **must designate the University of Delaware** (5811) as one of their score recipients. In addition to UD, they should designate as score recipients three other states where they may want to teach and that require the test.

Certification

Students who complete a University of Delaware “state approved” teacher education program, which includes achieving a passing score on all tests required by the State of Delaware for teacher certification at the time of their graduation, will receive the University’s institutional recommendation for teacher certification. **Institutional recommendation is necessary to apply for certification in all states.**

Upon receiving the University’s institutional recommendation, students must apply for certification through the individual state’s Department of Education. A directory of all of the states’ certification offices is located on UD’s teacher education web site at www.teachered.udel.edu/certification/. Although you will not be able to complete the application process until you have completed your program of study, you should learn about the application process early in your senior year so that you will know what steps you will need to complete before submitting your application (e.g., state-specific testing requirements, physical examination).

Licensure requirements may change from year to year. Students must meet licensure requirements at the time of their graduation, which may be different from licensure requirements in effect at the time they entered the University of Delaware. The most current licensure and certification requirements are available online at www.teachered.udel.edu/informational-booklets-for-teacher-certification/.



**A WEBSITE FOR ELEMENTARY
TEACHER EDUCATION MAJORS
IN THE SCHOOL OF
EDUCATION**

BRILLIANT!

Bookmark the School of Education's website at www.education.udel.edu/ete for all kinds of important information, including:

- ***ETE PROGRAM REQUIREMENTS!***
- ***CERTIFICATION INFORMATION!***
- ***FIELD EXPERIENCE INFORMATION!***
- ***ADVISEMENT INFORMATION!***
- ***PRAXIS INFORMATION!***
- ***STUDY ABROAD PROGRAM INFORMATION!***