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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, inservice 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 inservice 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 learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through

¹ Examples of other educators are school psychologists, school leaders, and school librarians.
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:
   a. human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
   b. 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 their area of expertise;

• appropriate and effective use of technologies; and

• the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic 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.
The following course requirements are for students who entered the University of Delaware during the 2013-2014 school year. All Elementary Teacher Education students take the following General Studies and Professional Studies courses and complete the courses in one of six concentrations. Students must have a C- or better in all courses. The total number of credits for the major that leads to a Bachelor of Science in Education (BSED) is 121-122, depending on the concentration.

**ELEMENTARY TEACHER EDUCATION COURSE REQUIREMENTS**

Elementary Education and Special Education, Middle School Education or Urban Education

**GENERAL STUDIES COURSES**

### English

ENGL 110 - Critical Reading and Writing

ENGL 101 (students in the middle school English concentration only) OR an approved ENGL literature course (students NOT in the middle school English concentration). A list of approved courses is available online at [http://www.education.udel.edu/ete/required-courses/english-courses/](http://www.education.udel.edu/ete/required-courses/english-courses/).

### Science

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

GEOL 113 - Earth Science

SCEN 102 - Physical Science

### 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

### Social Studies

ECON 100, 102, OR 151 - Economic Issues & Policies, Civics & Economics for Teachers OR Introduction to Microeconomics. NOTE: POSC 102 and ECON 102 are the same course (cross-listed). Students cannot take POSC 102 and ECON 102.

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

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

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

### Fine Arts

Any 3-credit ART, ARTH, DANC, MUED, MUSC OR THEA course. This course should satisfy the Creative Arts and Humanities category unless this breadth requirement is satisfied by another course (e.g., literature course that satisfies the Creative Arts and Humanities category).

**PROFESSIONAL STUDIES COURSES**

EDUC 100 - Intro. to Elem. and Middle School Educ.

EDUC 205 - Human Development: Grades K-8

EDUC 210 - Beginning Literacy Instruction

EDUC 230 - Introduction to Exceptional Children

EDUC 240 - Law and Ethics in Education

EDUC 247 - History of Education in America

EDUC 258 - Cultural Diversity, Schooling & the Teacher

EDUC 286 - Educational Technology: Prof 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

EDUC 400 - Student Teaching: Elementary Education

EDUC 433 - Student Teaching Seminar: Elementary Ed

EDUC 436 - Differentiated Literacy Instruction OR

EDUC 437 - Diag. & Instruction: Literacy Prob (spec ed)

EDUC 440 - Literacy Instruction for English Language Learners

EDUC 451 - Educ. Assessment for Classroom Teachers
CONCENTRATION AREAS

Middle School English

ENGL 204 - American Literature
ENGL 205 - British Literature I
ENGL 206 - British Literature II
ENGL 294 - English Language: Grammar and Usage
EDUC 320 - Reading & Writing in the Middle Grades
EDUC 400 - Student Teaching: Middle School English
EDUC/ENGL 403 - Literature for Adolescents: Multimedia Texts
ENGL diversity course
ENGL writing course
A list of approved diversity and writing courses is available at http://www.education.udel.edu/ete/middle-school-english/.

Middle School Mathematics

MATH 210 - Discrete Mathematics
MATH 217 - Algebra for Middle School Teachers
MATH 221 - Calculus I OR MATH 241 - Analytic Geometry & Calculus I
MATH 222 - Calculus II OR MATH 242 - Analytic Geometry Calculus II
MATH 230 - Finite Mathematics
MATH 240 - Geometry & Measurement for MS Teachers
STAT 200 - Basic Statistical Practice OR MATH 201 - Introduction to Statistical Methods I
EDUC 400 - Student Teaching: Middle School Math
EDUC 406 - Teaching Math in Middle School

Middle School Science

BIOLOGY courses (6 credits)
EARTH SCIENCE course (3 credits)
ENVIRONMENTAL SCIENCE course (3 credits)
PHYSICAL SCIENCE courses (6 credits)
SCEN 650 - Scientific Inquiry for Teachers
EDUC 400 - Student Teaching: Middle School Science
EDUC 404 - Teaching Science in Middle School
A list of approved science courses is available at http://www.education.udel.edu/ete/middle-school-science/.

Middle School Social Studies

ECONOMICS course
GEOGRAPHY course
HIST 103/104 - World History OR 205/206 - US History (whichever was not taken for General Studies)
HIST 315 - History for Teachers
POSC 102, 150 OR 270 - Civics & Economics for Teachers, American Political System OR Comparative Politics (whichever was not taken for General Studies)
An approved HISTORY course (the list of approved courses is available online at http://www.education.udel.edu/ete/middle-school-social-studies/)
EDUC 348 - Investigating Social Studies in Middle School Communities
EDUC 400 - Student Teaching: Middle School Social Studies
One free elective course (3 credits) from any department.
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

In addition to the above courses, students complete one of the three following options:

(1) Focus area - Students complete 15 credits in the focus areas of English, math, science, social studies or urban education. The list of courses that will satisfy this option is available online at http://www.education.udel.edu/ete/special-education/focus-areas/.

(2) Disabilities Studies Minor

(3) Human Development and Family Studies Minor

Urban Education

EDUC 395 - Building Communities of Learners in Urban Contexts
EDUC 400 - Student Teaching: Elementary Education
EDUC 459 - Urban Schools and Urban Landscapes

Five restricted elective courses (3 credits each) that reflect students’ interest in urban education. Courses must be approved by an advisor.

One free elective course (3 credits) from any department.

University Breadth Requirements

All students must fulfill university breadth requirements in the 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. Students can fulfill this category by selecting a course that counts toward their program, such as a fine arts course or literature course. Students do not need to take an extra course to fulfill this category. For further information on the courses that satisfy the breadth requirements, please see: http://AcademicCatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_2110&ACYEAR=2013-2014
Advisement/Scheduling Tips

General Studies Courses

• ENGL 110 should be taken in the spring of your freshman year.
• ENGL 101 (required for middle school English students) or ENGL literature (students not in middle school English) should be taken by the second semester of your sophomore year.

• BISC 104 should be taken in the fall of freshman or sophomore year.
• GEOL 113 should be taken in the spring of freshman or sophomore year.
• SCEN 102 should be taken in the spring of freshman or sophomore year.

• 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 your sophomore year.

• The Fine Arts course (ART, ARTH, DANC, MUED, MUSC, or THEA) can be taken any time during your four years. Most students save this class for junior or senior year.

• Note: Carefully choose your English literature, Fine Arts or other courses 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=2013-2014.

Professional Studies Courses

• EDUC 100 is your Freshmen Year Experience (FYE) course. It needs to be taken in the fall of your freshman year.

• EDUC 205, 210, 230, 240/247, 258, 286 should be completed during your freshman or sophomore years.

• The 300-level and 400-level EDUC courses are upper level courses. You cannot take these courses until you have successfully completed the Upper Division Clearance requirements. EDUC 390 and EDUC 451 may be an exception to this rule (e.g., these courses may be included in a study abroad trip); however, your advisor would need to give you permission to take these courses earlier.

• EDUC 400 is the Student Teaching course. Everyone will 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 or in an urban setting).
Middle School Concentration Courses

You can begin taking these courses any time after you have declared and been approved for your concentration.

Special Education Focus Area/Minor Courses

Focus area courses and minor courses can be taken any time after you have declared and been approved for your focus area or minor.

The following schedules include SAMPLE course sequences for the freshman and sophomore years. Individual sequencing will vary.

**Elementary and Special Education**

<table>
<thead>
<tr>
<th>Fall – 15 credits</th>
<th>Spring – 16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100 (1)</td>
<td>EDUC 230 (3)</td>
</tr>
<tr>
<td>EDUC 205 (3)</td>
<td>EDUC 258 (3)</td>
</tr>
<tr>
<td>EDUC 286 (1)</td>
<td>ENGL 110 (3)</td>
</tr>
<tr>
<td>BISC 104 (4)</td>
<td>MATH 252 (3)</td>
</tr>
<tr>
<td>MATH 251 (3)</td>
<td>SCEN 102 (4)</td>
</tr>
<tr>
<td>Social Studies course (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall – 15 credits</th>
<th>Spring – 16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 210 (3)</td>
<td>ENGL literature (3)</td>
</tr>
<tr>
<td>EDUC 240/247 (3)</td>
<td>GEOL 113 (4)</td>
</tr>
<tr>
<td>MATH 253 (3)</td>
<td>Social Studies course (3)</td>
</tr>
<tr>
<td>Social Studies course (3)</td>
<td>Focus area or minor course (3)</td>
</tr>
<tr>
<td>Focus area or minor course (3)</td>
<td>Focus area or minor course (3)</td>
</tr>
</tbody>
</table>

**Elementary and Middle School or Urban Education**

<table>
<thead>
<tr>
<th>Fall – 15 credits</th>
<th>Spring – 16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100 (1)</td>
<td>EDUC 230 (3)</td>
</tr>
<tr>
<td>EDUC 205 (3)</td>
<td>Concentration course (3)</td>
</tr>
<tr>
<td>EDUC 286 (1)</td>
<td>ENGL 110 (3)</td>
</tr>
<tr>
<td>BISC 104 (4)</td>
<td>GEOG 113 (4)</td>
</tr>
<tr>
<td>MATH 251 (3)</td>
<td>MATH 252 (3)</td>
</tr>
<tr>
<td>Social Studies course (3)</td>
<td></td>
</tr>
</tbody>
</table>
**CHOOSING A CONCENTRATION AREA**

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

- Middle School English
- Middle School Mathematics
- Middle School Science
- Middle School Social Studies
- Special Education
- Urban 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. Each concentration is limited by the number of field experience placements and spaces in the concentration courses. Usually, each student will get their first choice for their concentration. However, if the demand for a concentration exceeds the number of seats in it, 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 the program/plan to elementary teacher education with the concentration.

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**Fall – 15 credits**
- EDUC 240/247 (3)
- EDUC 258 (3)
- Concentration course (3)
- MATH 253 (3)
- Social Studies course (3)

**Spring – 16 credits**
- ENGL literature (3)
- EDUC 210 (3)
- Concentration course (3)
- SCEN 102 (4)
- Social Studies course (3)
Students in the special education concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 410 - Assistive Technology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 431 - Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 432 - Curriculum for School-Aged Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 435 - Educational Evaluation for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-025 - Student Teaching: Special Education</td>
<td>5</td>
</tr>
</tbody>
</table>

In addition to the above courses, students complete one of the three following options.

**Option 1: Focus area**

Students complete 15 credits in the focus area of English, mathematics, science, social studies or urban education. The list of courses that will satisfy this option is online available at [www.education.udel.edu/ete/special-education/focus](http://www.education.udel.edu/ete/special-education/focus)

**Option 2: Disability Studies Minor**

See [www.udel.edu/cds/disabilities_minor.html](http://www.udel.edu/cds/disabilities_minor.html) for course requirements.

**Option 3: Human Development and Family Studies minor**

See [www.hdfs.udel.edu/content/minor-in-hdfs](http://www.hdfs.udel.edu/content/minor-in-hdfs) for course requirements.

The total credits required for the ETE major with the special education concentration is 122.

**NOTE:** Students must have a 2.75 GPA or above in the special education courses (EDUC 230, 410, 431, 432, 435, and 437) before student teaching.
Students in the middle school English concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 204 - American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 205 - British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 206 - British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 294 - English Language: Grammar and Usage</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 320 - Reading and Writing in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC/ENGL 403 - Lit. for Adolescents: Multimedia Texts</td>
<td>3</td>
</tr>
<tr>
<td>ENGL diversity elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL writing course</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-037 - Student Teaching: Middle School English</td>
<td>5</td>
</tr>
</tbody>
</table>

See [www.education.udel.edu/ete/middle-school-english](http://www.education.udel.edu/ete/middle-school-english) for a list of approved diversity and writing courses.

The total credits required for the ETE major with the Middle School English concentration is 121.

**NOTE:** All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in all English courses completed before student teaching.
Students in the middle school mathematics concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 217 - Algebra for Middle School Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 221 - Calculus I OR</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 241 - Analytic Geometry and Calculus A</td>
<td></td>
</tr>
<tr>
<td>MATH 222 - Calculus II OR</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 242 - Analytic Geometry and Calculus B</td>
<td></td>
</tr>
<tr>
<td>MATH 210 - Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 230 - Finite Math with Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 240 - Geometry and Measurement for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>STAT 200 - Basic Statistical Practice OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 201 - Introduction to Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>EDUC 406 - Teaching Math in Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-029 - Student Teaching: Middle School Math</td>
<td>5</td>
</tr>
</tbody>
</table>

The total credits required for the ETE major with the Middle School Mathematics concentration is 121-123.

**NOTE:** All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in all mathematics courses completed before student teaching.
Students in the middle school science concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>SCEN 650 - Scientific Inquiry for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 404 - Teaching Science in Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-036 - Student Teaching: Middle School Science</td>
<td>5</td>
</tr>
</tbody>
</table>

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 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in all science 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 107 Elementary Evolutionary Ecology
- BISC 110 Viruses, Genes and Cancer
- BISC 171 Microbiology in Modern Society
- BISC 195 Biological Evolution
- BISC 208 Introductory Biology II
- HESC 220 Anatomy and Physiology
- SCEN 344 Science and Religion
- PLSC 101 Botany I
**Physical Science** (6 credits)

PHYS 104  Elementary Physics  OR  PHYS 201 Introduction to Physics I  OR  PHYS 207 Fundamentals of Physics I

NOTE: Only one course from SCEN 101, PHYS 201, PHYS 207 or PHYS 104 may be counted toward graduation.

PHYS 133  Introduction to Astronomy  OR  PHYS 144 Concepts of the Universe

PHYS 139  Star and Constellation Identification (1 credit)

PHYS 145  Quasars, Black Holes and the Universe

PHYS 146  Quarks, Gluons, and the Big Bang: Particles and Cosmology

SCEN 344  Science and Religion

CHEM 101  General Chemistry  OR  CHEM 102 General Chemistry  OR
CHEM 103  General Chemistry  OR  CHEM 104 General Chemistry  OR
CHEM 105  General Chemistry  OR  CHEM 106 General Chemistry  OR
CEM 111  General Chemistry
CHEM 119  Quantitative Chemistry I

**Earth Science** (3 credits)

GEOL 105  Geological Hazards and Their Human Impact

GEOL 115  Geological Hazards Laboratory

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 112  Earth Resources and Public Policy

GEOG 101  Physical Geography: Climatic Processes

GEOG 106  Physical Geography: Land Surface Processes

GEOG 152  Climate and Life

GEOG 220  Meteorology

MAST 200  The Oceans

**Environmental Science** (3 credits)

CHEM 100  Chemistry and the Human Environments

BISC 107  Elementary Evolutionary Ecology

GEOG 230  Humans and the Earth Ecosystem

GEOG 235  Conservation of Natural Resources

GEOG 236  Conservation: Global Issues

GEOG 320  Water and Society

ENWC 201  Wildlife Conservation and Ecology

EDUC 643  Environmental Education

GEOL 112  Earth Resources and Public Policy

PLSC 170  Soils and Environmental Quality

PLSC 204  Introduction to Soil Sciences
Students in the middle school social studies concentration take the following courses in addition to the ETE General Studies and Professional Studies courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics course</td>
<td>3</td>
</tr>
<tr>
<td>Geography course</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103 or 104 - World History OR HIST 205 or 206 - US History (whichever was not taken to fulfill General Studies; students must have one US and one World History)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315 - History for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>History course (from approved list available online at <a href="http://www.education.udel.edu/ete/middle-school-social-studies/">http://www.education.udel.edu/ete/middle-school-social-studies/</a>)</td>
<td>3</td>
</tr>
<tr>
<td>POSC 102 - Civics and Economics for Teachers or POSC 150 - American Political Systems (whichever was not taken for General Studies) OR POSC 270 - Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 348 - Investigating Social Studies in Middle School Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-036 - Student Teaching: Middle School Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>Free Elective (in any department)</td>
<td>3</td>
</tr>
</tbody>
</table>

The total credits required for the ETE major with the Middle School Social Studies concentration is 121.

**NOTE:** All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in all social studies courses completed before student teaching.
Elementary Teacher Education  
University of Delaware  

URBAN EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 395 - Building Communities of Learners in Urban Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 459 - Urban Schools and Urban Landscapes</td>
<td>3</td>
</tr>
<tr>
<td>Restricted electives that reflect students’ particular interest in urban education. Possible restricted electives include: BAMS 110, BAMS/SOCI 204, BAMS 205, BAMS/SOCI 215, BAMS/SOCI 415, GEOG 325, GEOG 346, HDFS 202, HDFS 230, POSC 355, POSC 452, and SOCI 305. Other courses must be approved by an advisor.</td>
<td>15</td>
</tr>
<tr>
<td>Free elective (in any department)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400-012 - Student Teaching: Elementary</td>
<td>10</td>
</tr>
</tbody>
</table>

The total credits required for the ETE major with the Urban Education concentration is 121.

**NOTE:** All courses must be completed with a C- or better.
ELEMENTARY TEACHER EDUCATION PROGRAM
CHECKPOINTS AND CLEARANCES

Advisement for the Elementary Teacher Education major is provided by a professional academic advisor in the freshman and sophomore years and by a faculty member in the junior and senior years. These advisors provide students with information about the program in many different ways, including individual advisement appointments, class meetings, through email and through the Elementary Teacher Education web site at http://www.education.udel.edu/ete/. 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. Applications for Upper Division Clearance are available online in March. Specific dates are publicized each semester.

STUDENT TEACHING
All students will have two student teaching placements. Spring student teachers begin before the winter session ends, so winter session courses will need to be avoided. Students are responsible for their own transportation to their student teaching placements. To be eligible to student teach, students must satisfy the following requirements.

1. A 2.60 GPA or above in all work completed at the University of Delaware.
2. A 2.75 GPA or above in all required Education (EDUC) courses. All courses must be completed with a grade of "C-" or better.
3. A 2.75 GPA or above in concentration content courses (e.g., math, science, social studies, English, special education).
ELEMENTARY TEACHER EDUCATION PROGRAM
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. Applications for Upper Division Clearance are 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. At least two courses must be completed in each of the following areas from the General Studies requirement: Science, Social Sciences, and English. All courses must be completed with a grade of "C-" or better.

3. Completion of MATH 251, 252, and 253 with a grade of "C-" or better.

4. 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

5. Successfully pass the Praxis I or 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.

The Praxis I test can only be taken through May 31, 2014 (the test will not exist after this date). The Praxis Core Academic Skills for Educators test can be taken beginning September 1, 2013 and must be taken after June 1, 2014.
<table>
<thead>
<tr>
<th>Praxis I Paper-Based Tests</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Name</strong></td>
<td><strong>Test Name</strong></td>
<td><strong>Passing Score</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>10710</td>
<td>175</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10730</td>
<td>174</td>
</tr>
<tr>
<td>Writing</td>
<td>20720</td>
<td>173</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Praxis I Computer-Based Tests</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Name</strong></td>
<td><strong>Test Name</strong></td>
<td><strong>Passing Score</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>5710</td>
<td>175</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5730</td>
<td>174</td>
</tr>
<tr>
<td>Writing</td>
<td>5720</td>
<td>173</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Praxis Core Academic Skills for Educators Computer-Based Tests</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Name</strong></td>
<td><strong>Test Name</strong></td>
<td><strong>Passing Score</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>150</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
</tbody>
</table>

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.

6. Official enrollment in the major.
FIELD EXPERIENCES IN THE ELEMENTARY TEACHER EDUCATION PROGRAM

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 can 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 take classes during these two
semesters. Student teachers engage in all classroom responsibilities and complete activities that are designed to prepare them for the teaching profession.

Your field instructor will make your student teaching placement(s) so that you will have worked in diverse settings between your Level 2 and Level 3 field experiences. We want you to be well prepared to teach students with a range of abilities, from different backgrounds, and across a variety of grades when you graduate!

*Please note that the descriptions of the above field experiences, including student teaching, are subject to change.*

**Field Experience Clearances**

**TB Testing:** In order to comply with state regulations, it is necessary for you to show written proof of a negative 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. A record of your PPD test must be on record with Student Health Services in Laurel Hall prior to your first field experience.

All students must have a negative TB test within three years of their placements in the field. In addition, all student teachers must have a negative TB test within a year of their student teaching placement according to the State Board of Education policy. Please visit the Office of Clinical Studies website at [www.ocs.udel.edu](http://www.ocs.udel.edu) for specific details.

**Criminal Background History:** Prior to all field experiences, students will need to annually complete a federal criminal background check at the Delaware State Police offices at Troop 2 or Troop 3. The federal criminal background check takes 6-8 weeks to process. All education majors must complete their background check between April 1st and May 10th to be cleared for courses with field experiences for the next academic year.

Incoming freshmen who are enrolled in EDUC 205 in Fall 2013 must complete an online background check by July 30, 2013 in order to participate in the field experience in this class. Information about securing a federal background check in the State of Delaware and the online background check for incoming freshmen is available online at the Office of Clinical Studies website at [http://www.ocs.udel.edu/fingerprinting/](http://www.ocs.udel.edu/fingerprinting/).

The Office of Clinical Studies can assist you with the above clearances and questions about your Level 1 early field experiences. Their website at [www.ocs.udel.edu](http://www.ocs.udel.edu) describes the services that they provide and information related to field experiences. Questions can be e-mailed to the Office of Clinical Studies at [clincalstudies@udel.edu](mailto:clincalstudies@udel.edu).
Professionalism During Field Experiences

Professional dispositions and behaviors are expected when you are in the schools and university classroom. Please keep in mind that you represent the University of Delaware when you are in the field. The chart below describes the ten 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, or cooperating teachers may submit a Professional Dispositions form documenting inappropriate student behaviors to the ETE program coordinator at any time during a students’ program. Students who exhibit behaviors inconsistent with the dispositions listed below may be removed from the field and/or the ETE program. The dispositions policy and forms are available online at [http://www.ocs.udel.edu/index.php/information-for-placements/dispositions-policy/](http://www.ocs.udel.edu/index.php/information-for-placements/dispositions-policy/).

<table>
<thead>
<tr>
<th>Dispositions*…</th>
<th>Behaviors that exemplify each disposition….</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.</td>
<td>Works effectively with others, shows emotional maturity and sensitivity</td>
</tr>
<tr>
<td>2. Effective educators express themselves clearly and effectively, orally and in writing.</td>
<td>Writes and speaks coherently and in an articulate manner with correct grammar and spelling</td>
</tr>
<tr>
<td>3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.</td>
<td>Responds appropriately to feedback from educators, families or community members.</td>
</tr>
<tr>
<td>4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.</td>
<td>Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas</td>
</tr>
<tr>
<td>5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.</td>
<td>Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner</td>
</tr>
<tr>
<td>6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.</td>
<td>Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.</td>
</tr>
<tr>
<td>7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.</td>
<td>Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.</td>
</tr>
<tr>
<td>8. Effective educators are committed to mastering best practices informed by sound theory and research.</td>
<td>Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences.</td>
</tr>
<tr>
<td>9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.</td>
<td>Reflects on teaching practices, considers theory, current research, and student learning in making appropriate planning and teaching modifications.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University’s professional education code of conduct (for details see <a href="http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html">http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html</a>).</td>
<td>Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including attention to the sharing of personal information via digital media and burgeoning internet applications that might negatively impact his/her professional life and demonstrates ethical behavior including academic honesty.</td>
</tr>
</tbody>
</table>

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state’s citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.*

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

- **a.** 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.

- **b.** Dress in a professional manner. This means: no jeans, T-shirts, shorts, sweats, mini-skirts, see-through clothing, midriffs, 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.

- **c.** 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.

- **d.** Good communication is central to a good field experience. Communicate with your cooperating teachers, field experience coordinators and faculty. Ask questions if you are uncertain about something. Always let your teacher, coordinator and/or instructor know when you are experiencing a problem in fulfilling your obligations. Raise concerns before they become major problems.

- **e.** When you are assigned to a field experience site, the 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.

f. 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. Schools are not the best places to discuss your social life or personal experiences. Cell phones are never appropriate in the classroom.

g. 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 professors, field instructors, and academic advisor.
Taking the Praxis II Tests

All teacher education candidates at the University of Delaware must take the Praxis II tests that are required for Delaware teacher certification prior to graduation. The following list includes the tests to take for each of the certification areas possible in the ETE major.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Paper Version Code</th>
<th>Computer Version Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>NA</td>
<td>5031</td>
</tr>
<tr>
<td>Middle School English</td>
<td>NA</td>
<td>5047</td>
</tr>
<tr>
<td>Middle School Mathematics</td>
<td>NA</td>
<td>5169</td>
</tr>
<tr>
<td>Middle School Science</td>
<td>0439</td>
<td>NA</td>
</tr>
<tr>
<td>Middle School Social Studies</td>
<td>0089</td>
<td>5089</td>
</tr>
<tr>
<td>Special Education</td>
<td>0354</td>
<td>5354</td>
</tr>
</tbody>
</table>

The computer version of the test can be taken at the UD Computer Based Testing Center (CBTC) in Alison Hall. Information about the CBTC, including when it is open, is available online at [www.udel.edu/registrar/cbtc.html](http://www.udel.edu/registrar/cbtc.html).

Registering for the tests

You can take the tests wherever there is a testing location that administers them; you do not have to take the tests in Delaware. You can register for the tests at the ETS website at [www.ets.org](http://www.ets.org). At the time you register, you will designate where you want your test scores sent. You get 3 free copies. **You must designate the University of Delaware (5811) as one of your score recipients.** An institutional recommendation for certification will not be issued until the university has received a copy of the appropriate Praxis II tests. In addition to UD, you should designate as score recipients two other states where you may want to teach.

Recommendation for When to Take the Tests

We encourage you to take the tests by January of your senior year. ETE majors are prepared to take the Elementary Education test after completing the Elementary Block. Students who are pursuing special education certification are prepared to take the test in this area after completing the Special Education Block. Students who are pursuing middle school certification should consider taking the test in their area after completing most of the content area courses in their concentration, especially the courses that cover the content addressed on the test (see the "Tests at a Glance" on the ETS website for information on the content covered on a particular test).

Preparing for the Tests

Study guides are available to help you prepare for these tests. You can download a free "Tests at a Glance" booklet, which gives you an overview of the tests and some sample questions, at the ETS website at [www.ets.org](http://www.ets.org). You can purchase a more complete study guide online at this web site or one may be available in the Educational Resource Center (015 Willard Hall).
Bookmark the School of Education’s website at www.education.udel.edu/ete for all kinds of important information, including:

- ETE PROGRAM REQUIREMENTS!
- HOW TO TRANSFER COURSEWORK FROM OTHER SCHOOLS!
- FIELD EXPERIENCE INFORMATION!
- ADVISEMENT INFORMATION!
- PRAXIS INFORMATION!