

School of Education

College of Education and Human Development

UNIVERSITY OF DELAWARE

Undergraduate Advisement Handbook

ELEMENTARY TEACHER EDUCATION

2014-2015

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School of Education
2014-2015

Undergraduate Advisement Handbook

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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

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

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 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:

- 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.
 - 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 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.

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 2014-2015 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 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

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

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
EDUC 447 - Advanced Methods in Teaching English as a Second Language
EDUC/LING 472 - Teaching English as a Second Language
EDUC 459 - Urban Schools in Urban Landscapes
EDUC 400 - Student Teaching: English as a Second Language
FLLT/LING 424 - Second Language Testing
LING 101 - Introduction to Linguistics I
LING 477 - The Structure of English
Foreign language course at the 100-level or higher.

Middle School English

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

Middle School Mathematics

MATH 210 - Discrete Mathematics
MATH 217 - Algebra for Middle School Teachers
MATH 221 **OR** 241 - Calculus I **OR** Analytic Geometry & Calculus I
MATH 222 **OR** 242 - Calculus II **OR** Analytic Geometry & Calculus II
MATH 230 - Finite Mathematics
MATH 240 - Geometry & Measurement for Middle School Teachers
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

Middle School Science

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

Middle School Social Studies

ECON course
GEOG course

HIST 103,104, 205 **OR** 206 - World History OR U.S. History (in the area different from the course taken for General Studies so that students have taken one World History and one U.S. History course)
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)
HIST course from the list of approved courses available at 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
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., 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=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 200-level ENGL (students not in middle school English) should be taken in the sophomore year.
- 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.
- At least two of the four social studies courses should be completed by the end of 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 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=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.
- Most 300-level and 400-level EDUC courses are junior/senior level courses and cannot be taken until you have successfully completed the Upper Division Clearance requirements. However, students can take EDUC 390 during study abroad/away programs prior to Upper Division Clearance.
- EDUC 400 is the student teaching course in the junior and/or senior years. 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 (e.g., a middle school classroom for students in the middle school concentrations).

English as a Second Language

Students should take a foreign language course and LING 101 in the freshman or sophomore year. EDUC 440, EDUC 451 and EDUC 459 should be taken prior to spring of the junior year.

Middle School English courses

ENGL 101 and ENGL 294 should be taken in the sophomore year.

Middle School Math courses

Mathematics concentration courses can be taken as early as second semester of freshman year. It is highly recommend to take MATH 221 as early as possible in your program.

Middle School Science courses

Science concentration courses can be taken as early as second semester of freshman year. However, it is important to complete the 4-credit general studies science courses (BISC 104/207, GEOL 113, and SCEN 101) before junior year.

Middle School Social Studies courses

Social studies concentration courses can be taken at any time.

Special Education

The 400-level special education courses are taken during the junior/senior year after satisfying the Upper Division Clearance requirements. Electives to fulfill the credits needed to reach 123 credits for the degree can be taken any time. AP credits that are not used for a requirement can be used towards these electives. EDUC 440 and EDUC 451 should be taken prior to the elementary block in the junior year.

The following schedules include SAMPLE course sequences. This is only an example to understand how the program can fit into eight semesters.

ELEMENTARY AND ENGLISH AS A SECOND LANGUAGE (ESL)

Fall Semester

EDUC 100 (1)
EDUC 205 (3)
EDUC 240/247 (3)
GEOG (3)
HIST (3)
MATH 251 (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 230 (3)
EDUC 440 (3)
BISC 104 (4)
Foreign Language (3-4)
MATH 253 (3)

16-17 credits

Spring Semester

EDUC 210 (3)
EDUC 459 (3)
SCEN 101 (4)
POSC (3)
ENGL 200-level or higher (3)

16 credits

Fall Semester

ECON (3)
EDUC 451 (3)
FLLT 424 (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 436 (3)
EDUC 472 (3)

13 credits

Spring Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 401 (3)
EDUC 447 (3)

13 credits

ELEMENTARY AND MIDDLE SCHOOL

Fall Semester

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

16 credits

Spring Semester

EDUC 205 (3)
ENGL 110 (3)
BISC 104 (4)
MATH 252 (3)
Concentration course (3)
EDUC 286 (1)

17 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)
Concentration course (3)
Concentration course (3)
ENGL 200-level or higher (not MS English) or ENLG 101 (MS English) (3)

16 credits

Fall Semester

ECON (3)
POSC (3)
Fine arts (3)
Concentration course (3)
* Concentration course (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)
Methods course (3)
EDUC 451 (not MS Science) or SCEN 650 (MS Science) (3)

13 credits

Spring Semester

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

13 credits

*** This course will be a 3-credit free elective for middle school social studies students and EDUC 451 for middle school science students.**

ELEMENTARY AND SPECIAL EDUCATION

Fall Semester

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

16 credits

Fall Semester

EDUC 210 (3)
EDUC 440 (3)
BISC 104 (4)
MATH 253 (3)
Free elective (3)

16 credits

Fall 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 435 (3)
EDUC 437 (3)

13 credits

Spring Semester

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

17 credits

Spring Semester

EDUC 230 (3)
EDUC 451 (3)
ENGL 200-level or higher (3)
GEOL 113 (4)
POSC (3)

16 credits

Spring Semester

EDUC 400 (6)
EDUC 433 (1)
EDUC 410 (1)
EDUC 431 (3)
EDUC 432 (3)

14 credits

Spring Semester

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

14-15 credits

CHOOSING A CONCENTRATION

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
- Middle School Social Studies
- 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 or on their application to transfer to the major. There is a separate 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 may be asked to select a second choice for their concentration.

After your concentration area has been approved, students must go to their UDSIS Student Center and declare their concentration so that it appears on their transcript and on UDSIS. This can be done by selecting the Change of Major web form and completing the steps below.

- Under your current ETE major, go to the **action reason and choose Delete**.
 - If you have other majors/minors declared and desire to retain those, go to the action reason and choose Keep.
- Under “Add major/concentration”, scroll alphabetically to the E’s – **carefully review the various ETE options**.
- **Select the applicable ETE major/concentration**.
 - For example, Special Education is called Elementary Teacher EDU BSED/K-6 with Special Education (ETE-BSED/ETSE).
- Select an applicable **graduation term**.
- Click **Add line**.
- Click **Next**.
- Type in the reason for your change – ex: “**declaring ETE concentration**.”
- Click **Finish & Submit**.

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ENGLISH AS A SECOND LANGUAGE

Course	Credits
EDUC 401 - Language Development in the Classroom	3
EDUC 447 - Advanced Methods in Teaching English as a Second Language	3
EDUC/LING 472 - Teaching English as a Second Language	3
EDUC 459 - Urban Schools in Urban Landscapes	3
EDUC 400 - Student Teaching: English as a Second Language	6
FLLT/LING 424 - Second Language Testing	3
LING 101 - Introduction to Linguistics I	3
LING 477 - The Structure of English	3
Foreign language course at the 100-level or higher	3-4

The total credits required for the ETE major with the English as a Second Language concentration is 123-124.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in all ESL courses completed before student teaching.

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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 205 - British Literature I	3
ENGL 206 - British Literature II	3
ENGL 294 - English Language: Grammar and Usage	3
EDUC 320 - Reading and Writing in the Middle Grades	3
EDUC/ENGL 403 - Lit. for Adolescents: Multimedia Texts	3
ENGL diversity elective	3
ENGL writing course	3
EDUC 400-037 - Student Teaching: Middle School English	6

See 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 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 English courses completed before student teaching.

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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	3
MATH 221 - Calculus I OR MATH 241 - Analytic Geometry and Calculus A	3-4
MATH 222 - Calculus II OR MATH 242 - Analytic Geometry and Calculus B	3-4
MATH 210 - Discrete Mathematics	3
MATH 230 - Finite Math with Applications	3
MATH 240 - Geometry and Measurement for Middle School Teachers	3
STAT 200 - Basic Statistical Practice OR MATH 201 - Introduction to Statistical Methods I	3
EDUC 406 - Teaching Math in Middle School	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 123-125.

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.

**Elementary Teacher Education
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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	3
EDUC 404 - Teaching Science in Middle School	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 121.

The total credits required for the ETE major with the Middle School Science concentration is 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 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 133 Introduction to Astronomy OR PHYS 144 Concepts of the Universe
PHYS 139 Star and Constellation Identification (1 credit)
PHYS 145 Black Holes and Cosmic Evolution
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
CHEM 111 General Chemistry CHEM 112 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

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MIDDLE SCHOOL SOCIAL STUDIES

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

Course	Credits
Economics course	3
Geography course	3
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)	3
HIST 315 - History for Teachers	3
History course (from approved list available online at http://www.education.udel.edu/ete/middle-school-social-studies/)	3
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	3
EDUC 348 - Investigating Social Studies in Middle School Communities	3
EDUC 400-036 - Student Teaching: Middle School Social Studies	6
Free Elective (in any department)	3

The total credits required for the ETE major with the Middle School Social Studies concentration is 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 social studies courses completed before student teaching.

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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, for courses in the 4+1 program, or as free electives in any area.

The total credits required for the ETE major with the special education concentration is 123.

NOTE: All courses must be completed with a C- or better. Students must have a GPA of 2.75 or above in the special education courses before graduating.

ELEMENTARY TEACHER EDUCATION HONORS DEGREE

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 coursework 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.

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 at the Honors program web site at <http://www.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 101) and/or pursue one of the research opportunities below to complete the required 30 credits at the Honors level.

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 (even-numbered spring 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)

4+1 PROGRAM

Elementary Teacher Education students have the option of earning an M.Ed. in Exceptional Children and Youth during a fifth year (+1 year), preparing them to work with populations with special needs. Students apply to the program by December 15 of their junior year and will take three graduate courses during their senior year that will count towards the master's degree.

Students in the special education concentration can apply to the Autism/Severe Disabilities 4+1 Program. Students who complete this program earn the M.Ed. and can become eligible for teacher certification in Autism/Severe Disabilities. This program is described online at www.education.udel.edu/4-1/autismsevere-disabilities-41-program/.

Students in the English as a Second Language and middle school concentrations can apply to the Elementary Special Education 4+1 Program. Students who complete this program earn the M.Ed. and can become eligible for teacher certification in special education. This program is described online at www.education.udel.edu/4-1/elementary-special-education-41-program/.

Students in the middle school concentrations can also apply to the secondary Special Education 4+1 Program. Students who complete this program earn the M.Ed. and can become eligible for teacher certification in special education. This program is described online at www.education.udel.edu/4-1/secondary-speded/.

ADVISEMENT AND CHECKPOINTS

Advisement for the Elementary Teacher Education major is provided by a professional academic advisor prior to the elementary methods block and by a faculty advisor once the student has begun this block (fall or spring 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/. 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 education courses, they must satisfy certain requirements established by the faculty in the School of Education through a process called "Upper Division Clearance". Students must satisfy the requirements in this clearance in order to take their methods courses and student teach in their junior and senior years. The Upper Division Clearance requirements are described on the next page and online at www.education.udel.edu/ete/upper-division-clearance/.

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.

1. All courses in the major must be completed with a grade of "C-" or better.
2. A minimum 2.60 GPA in all courses completed at the University of Delaware.
3. A minimum 2.75 GPA in all required education (EDUC) courses.
4. A minimum 2.75 GPA in concentration content courses (e.g., math, science, social studies, English, ESL).

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 courses.

When must I apply?

Students generally apply for this clearance in March of their sophomore year. The Upper Division Clearance (UDC) application is available online at www.education.udel.edu/ete/upper-division-clearance/ in **March**. There will be sophomore class meetings that review the UDC requirements and the process for applying for this clearance. Students will be notified about the dates for the meetings and the application deadline.

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

1. Official enrollment in the major.
2. Minimum overall grade point average of 2.60 in all courses completed at the University of Delaware.
3. The following General Studies courses must be successfully completed with a grade of C- or better.
 - The two English courses.
 - Two of the three science courses.
 - Two of the four social sciences courses.
 - MATH 251, 252, and 253.
4. The following education courses must successfully completed with a grade of C- or better.
 - 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 Core Academic Skills for Educators** tests according to the Delaware state guidelines listed below. These tests assess basic skills in reading, writing and mathematics. Information about this test, including how to register and prepare for the tests, is available online at <http://www.education.udel.edu/ete/praxis/>.

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

EXEMPTION: Students are exempt from taking the Praxis Core: Reading test if their SAT Verbal score is 560 or above. They are exempt from taking the Praxis Core: Mathematics test if their SAT Mathematics score is 540 or above. **All students must take the Praxis Core: Writing test; there is no exemption for this test.**

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 submitted passing scores for all three tests. 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.

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 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. Student teachers engage in all classroom responsibilities and complete activities that are designed to prepare them for the teaching profession.

Students take education courses during the two student teaching semesters that are connected to their placements. The two placements may be in different school districts and requests for particular school districts may not be able to be granted.

Field Experience Clearances

TB Testing: Students must have a negative PPD (Mantoux) Tuberculin (TB) Test (not a Tine or Monovac Test) in order to receive a field placement. The results of the TB test must be on record with Student Health Services in Laurel Hall **prior to the first day of the semester** that includes a course with a field experience. In addition, all student teachers must have a negative TB test within a year of their student teaching placement according to Delaware Code.

The Office of Clinical Studies website at www.ocs.udel.edu provides information about the TB test, including a chart for students to determine the dates during which their current test is valid.

Criminal Background Clearance: Students must complete a federal criminal background clearance with fingerprinting in order to receive a field placement. They can complete this clearance at the Delaware State Police offices at Troop 2 or Troop 3. Students who live out-of-state can complete the criminal background clearance in their home state by obtaining an out-of-state packet from the Office of Clinical Studies. The packet provides directions to where students can have their fingerprinting done out-of-state. It is important to note that students must include a **certified check** as their payment. This clearance is valid for one year.

The criminal background check takes 4-6 weeks to process, so it should be done well in advance of the beginning of the semester in which you will have a field experience. The web site at www.ocs.udel.edu/student-teaching/criminal-background-clearances/ provides the criminal background clearance instructions, the authorization form, and Child Protection Registry form. The criminal background clearance and the Child Protection Registry form must be on file at the Office of Clinical Studies on the second floor of 200 Academy St. **prior to the first day of the semester** that includes a course with a field experience.

The Office of Clinical Studies website at www.ocs.udel.edu provides information about the criminal background clearance, includes the dates during which the clearance is valid. Students can contact the Office of Clinical Studies at clinicalstudies@udel.edu with questions about the TB test, criminal background clearance, or any other topics related to the Level 1 and 2 field experiences.

PROFESSIONAL DISPOSITIONS

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 their field placement 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/>.

Dispositions*...	Behaviors that exemplify each disposition....
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner
6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	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.
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.
8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences

9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications
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 http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	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.

*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.

PRAXIS II TESTS

ETE students must take the Praxis II 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 II tests 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.

The following chart lists the required tests for each of the concentration areas in the ETE major. The web page at www.education.udel.edu/ete/praxis/ provides the most current information about the tests, including the passing scores.

Certification Area	Paper Version Code	Computer Version Code
Elementary Education	NA	5031
Middle School English	NA	5047
Middle School Mathematics	NA	5169
Middle School Science	0439	NA
Middle School Social Studies	0089	5089
Special Education	0354	5354

Registering for the tests

Students 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 at www.ets.org/praxis. When students register for the test, they can designate where they want their test scores sent. They can have scores sent to three 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 two other states where they may want to teach and that require the test.

Recommendation for When to Take the Tests

UD teacher education candidates should take the Praxis II tests by February of their senior year. ETE students are prepared to take the Praxis II Elementary Education test after they complete their block of elementary education methods courses. Students in the special education concentration are prepared to take the Praxis II Special Education test after they complete their special education courses. Students in the middle school concentrations are prepared to take the Praxis II middle school content tests after they have completed most or all of their content area coursework.

Preparing for the Tests

Students can download free test preparation materials from the ETS web site at www.ets.org/praxis, including the Study Companion/Test at a Glance booklets that describe the content of the tests and provide sample test questions. They can also

purchase a more complete study guide at a bookstore or review guides available in the Educational Resource Center at 015 Willard Hall.

CERTIFICATION

The professional education unit of the University of Delaware is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The individual teacher education programs have received State Approved Program status and have been recognized by national specialty organizations as having met their standards. Students who complete a University of Delaware State Approved Teacher Education Program, including 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 recommendation, students must apply for certification through the individual state's Department of Education.

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. Each year, students should consult the information posted on the University of Delaware's Teacher Education website www.teachered.udel.edu. An informational booklet on teacher certification for Elementary Teacher Education students is available online at <http://www.teachered.udel.edu/informational-booklets-for-teacher-certification/>.

For additional information regarding teacher licensure, contact Barbara VanDornick at bvandorn@udel.edu.



**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 information on a range of topics, including:

- ***ACTIVITIES AND RESOURCES!***
- ***ADVISEMENT!***
- ***CERTIFICATION!***
- ***FIELD EXPERIENCES!***
- ***PROGRAM REQUIREMENTS!***
- ***STUDY ABROAD!***