



UNIVERSITY OF DELAWARE
EDUCATION &
HUMAN DEVELOPMENT

School of Education

Undergraduate Advisement Handbook

K-8 Teacher Education

2024-2025

www.education.udel.edu/ete

School of Education

UNIVERSITY OF DELAWARE

COLLEGE OF EDUCATION and

HUMAN DEVELOPMENT

SCHOOL OF EDUCATION

Undergraduate Advisement Handbook

2024-2025

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Teacher Certification

*Students seeking teacher licensure in the State of Delaware will meet all licensure requirements following program completion and passage of the appropriate [Delaware approved teacher licensure exams](#). Students seeking licensure in states outside of Delaware must **first meet Delaware requirements**, which consist of program completion and passage of the appropriate [Delaware approved teacher licensure exams](#), in order to receive recommendation for their appropriate licensure area. No state will issue licenses/certification without this recommendation. Based upon the requirements in the state in which licensure is sought, students may be required to complete additional exams and/or workshops, as well as additional fees. Additionally, some states offer licensure only through reciprocity, which may require the student to apply for and be issued a State of Delaware teaching license before being eligible for licensure in the desired state.*

Individual states will determine the grade band eligibility based on your selected concentration areas. For example, middle level concentration may result in certification in 4-8, 5-8, 4-9, 6-8, or some other combination depending on the state. Special education may be K-12, or it may be specific to elementary. You will have opportunities to meet with the certification officer beginning your sophomore year to learn more about the state(s) requirements for which you are seeking certification and licensure.

Additional information is found on page 39 of this advisement handbook.

Students are strongly encouraged to seek advisement each semester and to attend all orientation and/or class meetings! Be sure to check your email daily for important updates and information. You will be less stressed if you attend all the support sessions that we provide over the course of your time here at UD!

Disclaimer: Please note that the information in this manual is accurate as of July 1, 2024. This information is subject to change during the students' program. The program requirements will not change.

Dear Students,

Congratulations and welcome to the School of Education at the University of Delaware! We are thrilled that you have decided to join our School in your journey to become a teacher. Teachers play a critical role in our 21st-century society because of their potential to influence and shape future generations of learners. I am sure you can name a teacher who has influenced your path! My mother, father, and grandmother were all teachers, and I still remember my fourth-grade teacher reading Newberry Award-winning books to my class! You have chosen an important path, and we are here to help you reach your destination!

The School of Education is a vibrant intellectual and social community of faculty and students. Daily, our faculty work to understand evidence-based practices that improve how teachers provide instruction and how students learn and grow academically and socially. Our graduates are also making a difference in real-world classrooms across a variety of settings.

Our faculty, field instructors, and advisors are here to help you develop the knowledge, skills, and professional dispositions you need to be a successful teacher in an ever-changing educational landscape. They can also identify University resources that would help address your individual needs and interests. Do not hesitate to reach out to them!

The School of Education will be your home away from home during the next four years. I wish you every success and I look forward to hearing about your accomplishments. Should you have any questions please do not hesitate to reach out to me directly. Welcome to the Blue Hen family!

Steve Amendum, Ph.D.
Director and Professor
amendum@udel.edu

COURSE REQUIREMENTS

The following course requirements are for students who enter the University of Delaware during the 2024-2025 school year seeking a Bachelor of Science in Education. Students take the General Studies and Professional Studies courses and complete the courses in one of the following concentration areas: Elementary/Multilingual Learners, Elementary Special Education, Elementary/Middle Level ELA, Elementary/Middle Level Math, Elementary/Middle Level Science, Elementary/Middle Level Social Studies and single concentration elementary education.

Pending state approval the following single concentrations may be selected. Middle Level ELA, Middle Level Math, Middle Level Science and Middle Level Social Studies. 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.

* 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. Students can take courses that automatically satisfy all the categories, but you must choose carefully in the Creative Arts and Humanities category to keep from taking an extra course. **NOTE: Creative Arts and Humanities is different from the Fine Arts requirement for our program.**

The courses that satisfy the University Breadth Requirements are listed online at <https://sites.udel.edu/gened/gened-home/university-breadth-requirement/>

Program Goals

1. The pre-service teacher will develop knowledge of K-8 learners' development to create inclusive, learner-centered environments that respond to individual differences, diverse cultures and communities grounded in an anti-bias education framework building empathy, respect, understanding and connection.
2. The pre-service teacher will demonstrate a deep understanding of content knowledge and how concepts connect to engage learners in inquiry, critical thinking, creativity, and collaborative problem-solving.
3. The pre-service teacher will apply proficient pedagogical content knowledge, evidence-based instructional practices, and learners' progress data to implement culturally and linguistically responsive learning experiences that are accessible, meaningful, and rigorous for all learners.
4. The pre-service teacher will develop a critically conscious lens to reflect on and transform teacher-decision making to improve practice, engage with communities and families, and serve as an advocate for social justice to ensure learner growth and to advance the profession.

GENERAL STUDIES REQUIREMENTS (BSED)

English (6 credits)

ENGL 110 - Critical Reading and Writing

ENGL 204 (students in the middle school English concentration) **OR** any ENGL course at the 200-level or higher (students not in the middle level English concentration)

Fine Arts (3 credits)

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 9 credits

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

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

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

Science (12 credits)

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

GEOL 113 - Earth Science (spring only)

SCEN 101 - Physical Science

Social Studies (9 credits)

UAPP 102 - Civics & Economics for Teachers

GEOG 101, 102, 120, 152, 203, 235, 236, 310, 311, 315, 320, 346 or 352 (approved list)

HIST 103, 104, 105, **OR** 106 - World History OR U.S. History (approved list)

PROFESSIONAL STUDIES REQUIREMENTS (BSED)

EDUC 100	Introduction to Elementary and Middle School Education (fall only)
EDUC 205	Human Development
EDUC 210	Beginning Literacy Instruction
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 & the Teacher
EDUC 310	Reading & Writing in Elementary School
EDUC 335	Elementary Curriculum: Math
EDUC 341	Elementary Curriculum: Science
EDUC 346	Elementary Curriculum: Soc. Studies
EDUC 387	Integrating Technology Education
EDUC 390	Classroom Management for Social and Emotional Learning
EDUC 400	Student Teaching
EDUC 428	Critical Reflection of Teacher Decision Making
EDUC 433	Student Teaching Seminar
EDUC 436	Differentiated Literacy Instruction OR
EDUC 437	Diagnosis & Instruction: Literacy Problems (special education concentration)
EDUC 440	Literacy Instruction for English Language Learners
EDUC 451	Educational Assessment for Classroom Teachers

CONCENTRATION SPECIFIC REQUIREMENTS

Students may select a second concentration area with the elementary concentration.

Multilingual Learner Concentration

Pre-service teachers (PSTs) will develop the knowledge, skills, and attitudes necessary to create a culturally and linguistically responsive and inclusive learning environment that supports the linguistic and academic needs of their multilingual learners (MLs). This includes understanding the linguistic, cognitive, and social processes underlying language acquisition and implementing evidence-based instructional strategies that integrate language instruction into content areas. PSTs will differentiate instruction for MLs based on their language proficiency levels and use appropriate assessments to monitor and measure their language development. Additionally, PSTs will develop cultural competence by appreciating and valuing the diversity of their students, identifying and addressing biases, and promoting equity for all.

EDUC 400	Student Teaching
EDUC 401	Language Development in the Classroom (spring only)
EDUC 447	Policy and Practice for Teachers of Multilingual Learners (fall only)
EDUC 453	Assessment of Linguistically Diverse Learners
EDUC 459	Urban Schools in Urban Landscapes
EDUC 472	Teaching English as a Second Language (fall only)
LING 101	Introduction to Linguistics
LING 477	The Structure of English (every other odd fall)

Middle Level English Concentration

Preservice teachers will apply their knowledge of English Language Arts/Literacy content, disciplinary and interdisciplinary skills, and evidence-based strategies to plan, implement, assess, and critically reflect on developmentally and culturally responsive instruction to meet the learning needs of young adolescents.

EDUC 320	Reading and Writing in the Middle Grades
EDUC 403	Literature for Adolescents: Multimedia Texts
ENGL 206	British Literature II
ENGL 207, 208, 209 or 210	(choose one genre course))
ENGL 294	Diverse English Languages: Grammar and Use
ENGL 396	Teaching Composition in Secondary School (spring)
ENGL	Writing course (choose one from approved list)
ENGL	Diverse Literature course (choose one from approved list)

A list of approved writing and diverse literature courses are available online at www.education.udel.edu/ete/middle-school-english/.

Middle Level Mathematics Concentration

Preservice teachers will apply their knowledge of mathematical content, disciplinary and interdisciplinary skills, and evidence-based strategies to plan, implement, assess, and critically reflect on developmentally and culturally responsive instruction to meet the learning needs of young adolescents.

EDUC 400 Student Teaching
EDUC 406 Teaching Math in the Middle School (fall only)
MATH 217 Algebra for Middle Level Teachers (fall only)
MATH 240 Geometry & Measurement for Middle Level Teachers (spring only)
MATH 308 Historical Development of Mathematical Concepts and Ideas (spring only)
STAT 200 Basic Statistical Practice
Free elective

One of the following paired sequences

MATH 115 Pre-Calculus
MATH 221 Calculus I

OR

Math 231 Integrated Calculus IA
Math 232 Integrated Calculus IB

OR

Math 241 Analytic Geometry & Calculus A
Math 242 Analytic Geometry & Calculus B

Middle Level Science Concentration

Preservice teachers will apply their knowledge of science and engineering content, disciplinary and interdisciplinary skills, and evidence-based strategies to plan, implement, assess, and critically reflect on developmentally and culturally responsive instruction to meet the learning needs of young adolescents.

Six credits of Biology courses from the approved list of courses.

Six credits of Physical science courses from the approved list of courses.

Three credits of an Earth science course from the approved list of courses.

Three credits of an Environmental science course from the approved list of courses.

EDUC 400 - Student Teaching

SCEN 650 - Scientific Inquiry for Current and Future Teachers

EDUC 441 - Teaching Science in the Middle School

OR

EDUC 641 - Teaching Science in the Middle School

A list of approved science courses is available online at

www.education.udel.edu/ete/middle-school-science/.

Middle Level Social Studies Concentration

Preservice teachers will apply their knowledge of social studies content, disciplinary and interdisciplinary skills, and evidence-based strategies to plan, implement, assess, and critically reflect on developmentally and culturally responsive instruction to meet the learning needs of young adolescents.

Three-credit ECON course, excluding cross-lists

Three-credit GEOG course, excluding cross-lists

Three-credit [HIST course from the approved list of courses](#)

One of the following courses 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 103 World History to 1400 **OR**

HIST 104 World History since 1400 **OR**

HIST 105 U.S. History to 1865 **OR**

HIST 106 U.S. History Since 1865

HIST 315 History for Teachers

One of the following which was not taken for General Studies

POSC 150 Introduction to American Politics **OR**

POSC 270 Introduction to Comparative Politics

EDUC 348 Investigating Social Studies in Middle School Communities

EDUC 400 Student Teaching

Free three-credit elective from any department

Special Education Concentration

The pre-service teacher will plan, implement, and evaluate individualized, evidence-based academic and social-emotional supports to meet the needs of students with disabilities in a variety of instructional settings in collaboration with families and other professionals.

EDUC 400 Student Teaching

EDUC 410 Assistive Technology

EDUC 431 Applied Behavior Analysis

EDUC 432 Curriculum for School-Aged Exceptional Children

EDUC 435 Educational Evaluation for Exceptional Children

*After required courses are completed, enough elective credits must be taken to meet the minimum credits required for the BSED degree (123 credits).

Elementary Education Single Concentration

Students who select this option will complete all program requirements for a Bachelor of Science in Education (BSED) with no concentration requirements. Enough elective credits must be taken to meet the minimum credits required for the BSED degree (123 credits).

Any official university minor is strongly recommended!

A minor will provide a focus area for your undergraduate degree which may be helpful if pursuing a graduate degree.

Students can take any approved minor except for Educational Studies. Minors range from 12-21credits. The School of Education offers a minor in Educational Technology, Race, Culture, and Equity in Education and Disabilities Studies. You may explore other university minor options.

Single concentration in Elementary Education may limit your marketability and job options as school districts will often give preference to those candidates who are dually certified.

You may want to consider applying to one of the Master 4+1 programs.

Pending state approval fall 2024, the following options will be available for students interested in a single concentration within the middle level content areas. This sequence may need to be adjusted pending state feedback. Before selecting this pathway, speak to the certification officer to make sure that a state in which you may wish to teach accepts a stand-alone concentration in middle level education.

GENERAL STUDIES REQUIRED COURSES (BSED)

English (6 credits) (Required all concentrations)

ENGL 110 - Critical Reading and Writing

ENGL 204 (students in the middle school English concentration) **OR** any ENGL course at the 200-level or higher (students not in the middle level English concentration)

Fine Arts (3 credits) (Required all concentrations)

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 (9 credits) (Required courses for middle level math or science concentrations)

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

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

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

*Students in middle level English or Social Studies single concentration are strongly encouraged to complete the above sequence **OR** consult your advisor prior to electing 9 math credits from Group D **Mathematics**, **Natural Science & Technology** (approved list).*

Science (Required courses for middle level science concentrations) 12 credits

BISC 104 Principles in Biology **OR**

BISC 207 Introductory Biology I

GEOL113 Earth Science (spring only)

SCEN 101 Physical Science

*Students in non-science middle level single concentrations are strongly encouraged to complete the above science courses **OR** consult your advisor prior to electing 12 science credits (one with lab) from Group D **Mathematics**, **Natural Science & Technology** (approved list).*

Social Studies (Required courses for middle level social studies concentrations) 9 credits

UAPP/ECON 102 Civics & Economics for Teachers. NOTE: UAPP 102 and ECON 102 are the same course (cross-listed).

One of the following GEOG 101, 102, 120, 152, 203, 235, 236, 310, 311, 315, 320, 346 or 352

One of the following HIST 103, 104, 105, **OR** 106 (World History or US History)

*Students in middle level mathematics, science, or English single middle level concentration are strongly encouraged to complete the above social studies courses **OR** consult your advisor prior to electing 9 credits from Group B **History & Cultural Change**.*

PROFESSIONAL STUDIES REQUIREMENTS (BSED)

EDUC 100	Introduction to Elementary and Middle School Education
EDUC 205	Human Development
EDUC 210	Beginning Literacy Instruction
EDUC 230	Introduction to Special Education and Exceptional Children
EDUC 240	Legal and Ethical Issues in American Education OR
EDUC 247	The History of Education in America
EDUC 258	Cultural Diversity, Schooling and the Teacher
EDUC 387	Integrating Technology in Education
EDUC 390	Classroom Management for Social and Emotional Learning
EDUC 400	Student Teaching
EDUC 428	Critical Reflection of Teacher Decision Making
EDUC 433	Student Teaching Seminar
EDUC 436	Differentiated Literacy Instruction
EDUC 440	Literacy Instruction for English Language Learners
EDUC 451	Educational Assessment for Classroom Teachers

MIDDLE LEVEL SINGLE CONCENTRATION COURSE
REQUIREMENTS (Pending State Approval)

Middle Level English Single Concentration

EDUC 310	Reading and Writing in Elementary School
EDUC 320	Reading and Writing in the Middle Grades
EDUC 403	Literature for Adolescents: Multimedia Texts
ENGL 206	British Literature II
ENGL 207, 208, 209 or 210	(choose one genre course))
ENGL 294	Diverse English Languages: Grammar and Use
ENGL 396	Teaching Composition in Secondary School (spring)
ENGL	Writing course (choose one from approved list)
ENGL	Diverse Literature course (choose one from approved list)

Three credit free elective

A list of approved writing and multicultural courses is available online at www.education.udel.edu/ete/middle-school-english/.

Middle Level Mathematics Single Concentration

EDUC 335	Elementary Curriculum: Mathematics
EDUC 400	Student Teaching
EDUC 406	Teaching Math in the Middle School (fall only)
EDUC 420	Reading in the Content Areas
MATH 217	Algebra for Middle Level Teachers (fall only)
MATH 240	Geometry & Measurement for Middle Level Teachers (spring only)
MATH 308	Historical Development of Mathematical Concepts and Ideas (spring only)
STAT 200	Basic Statistical Practice
MATH	Three credit free elective

One of the following paired sequences

MATH 115	Pre-Calculus
MATH 221	Calculus I

OR

Math 231	Integrated Calculus IA
Math 232	Integrated Calculus IB

OR

Math 241	Analytic Geometry & Calculus A
Math 242	Analytic Geometry & Calculus B

Middle Level Science Single Concentration

Six credits of Biology courses from the approved list of courses.

Six credits of Physical science courses from the approved list of courses.

Three credits of an Earth science course from the approved list of courses.

Three credits of an Environmental science course from the approved list of courses.

EDUC 341 Elementary Curriculum: Science
EDUC 400 Student Teaching
EDUC 420 Reading in the Content Areas
EDUC 441 Teaching Science in the Middle School

OR

EDUC 641 - Teaching Science in the Middle School

SCEN 650 - Scientific Inquiry for Current and Future Teachers

Free electives to reach 123 credits

A list of approved science courses is available online at

www.education.udel.edu/ete/middle-school-science/.

Middle Level Social Studies Single Concentration

Three-credit ECON course, excluding cross-lists

Three-credit GEOG course, excluding cross-lists

Three-credit [HIST course from the approved list of courses](#)

One of the following courses 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 103 World History to 1400 **OR**

HIST 104 World History since 1400

HIST 315 History for Teachers

One of the following which was not taken for General Studies

POSC 150 Introduction to American Politics **OR**

POSC 270 Introduction to Comparative Politics

Free Social Studies Elective (HIST, ECON, GEOG, POSC)

EDUC 346 Elementary Curriculum: Social Studies
EDUC 348 Investigating Social Studies in Middle School Communities
EDUC 400 Student Teaching
EDUC 420 Reading in the Content Areas

Advisement/Scheduling Tips

General Studies Courses

- ENGL 110 is usually taken in the spring of freshman 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 if possible.
- Social Studies – At least two of the three social studies courses should be completed by the end of the sophomore year.
- The Fine Arts course (ART, ARTH, DANC, MUED, MUSC, or THEA) can be taken at any time during the four years. Consider choosing a course that also fits the Creative Arts and Humanities university breadth requirement.
- Please note that the Fine Arts and the University Creative Arts and Humanities breadth requirements are **not the same requirements**. For example, if a different course is taken to satisfy the Creative Arts and Humanities breadth requirement, a Fine Arts course is still required.

Professional Studies Courses

- EDUC 100 is the required Freshman Year Experience (FYE) course. It needs to be taken in the fall of freshman year.
- EDUC 205, 210, 230, 240/247, and 258 should be completed during freshman or sophomore years.
- EDUC 387 must be taken prior to the elementary block semester. A block semester means that your curriculum courses and/or concentration courses are grouped together with a field experience. Block semesters begin your junior year. Elementary block followed by the concentration block.
- The other 300-level EDUC courses are fall or spring junior-level courses. Students cannot take these courses until they have successfully completed the Upper Division Clearance requirements. EDUC 390 is an exception and can be taken before UDC if it is taken on a study-abroad trip.
- EDUC 410 (1 credit) is for special education concentration only. Note that EDUC 230 is a prerequisite for EDUC 410.

- EDUC 451 MUST be taken prior to the elementary block.
- EDUC 440 should be taken before the elementary block or in the winter for special education concentration. Middle school and Multilingual Learner concentration students can take EDUC 440 with their middle school block or Multilingual Learner block. Please check with your advisor to see the best semester to take this course.
- EDUC 400 is the Student Teaching course. Students completing dual concentrations will student teach in both an elementary classroom as well as a classroom in your concentration area during the first or second semester of senior year.

Concentration Courses

Please see your advisor for the best time to take concentration courses.

Middle Level Math: Students must stay with the same pre-calculus/calculus sequence. In other words, if you take Math 115 you must take Math 221; if you take Math 231, you must take Math 232; if you take Math 241, you must take Math 242. Math 217 is only offered in the fall semester. Math 308 and 240 are only offered in the spring semester.

Middle Level English: ENGL 396 must be taken spring of sophomore year.

Middle Level Social Studies: HIST 315 is only offered in the fall semester.

Middle Level Science: SCEN 650 is only offered every odd year.

The following plans are SAMPLE course sequences. This is only an example to understand how the program can fit into eight semesters. Meet with your advisor for freshmen and sophomore scheduling.

Elementary & Multilingual Learner Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	EDUC 258 - Cultural Diversity, Schooling and the Teacher
EDUC 230 - Introduction to Special Education and Exceptional Children*	ENGL 110 - First-Year Writing
EDUC 240 - Legal and Ethical Issues in American Education or EDUC 247 - The History of Education in America	LING 101 - Introduction to Linguistics I
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	SCEN 101 - Physical Science
HIST 103, 104, 105 or 106	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
GEOG approved list	
Credits: 17	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction *	EDUC 205 - Human Development: Grades K-8 *
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 459 - Urban Schools in Urban Landscapes
Fine Arts	200-Level ENGL or above
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	EDUC 401 - Language Development in the Classroom (Spring)
BISC 104 - Principles of Biology with Laboratory	GEOL 113 - Earth Science
Credits: 16	Credits: 16
Third Year	
EDUC 387 - Integrating Technology in Education	EDUC 310 - Reading and Writing in Elementary School*
EDUC 440 - Literacy Instruction for English Language Learners	EDUC 335 - Elementary Curriculum: Mathematics*
LING 477 - The Structure of English	EDUC 341 - Elementary Curriculum: Science*
Free Elective	EDUC 346 - Elementary Curriculum: Social Studies*
UAPP 102 - Civics and Economics for Teachers	EDUC 390 - Classroom Management for Social and Emotional Learning*
Credits: 15	Credits: 15
Fourth Year	
EDUC 428 - Critical Reflection of Teacher Decision Making*	EDUC 400 - Student Teaching EE*
EDUC 436 - Differentiated Literacy Instruction	EDUC 400 - Student Teaching MLL *
EDUC 447 - Policy and Practice for Teachers of Multilingual Learners*	EDUC 433 - Student Teaching Seminar*
EDUC 453 - Assessment of Linguistically Diverse Learners*	
EDUC 472 - Methods for Teaching Multilingual Learners*	
Credits: 14	Credits: 14
Total Credits: 123	

Elementary & Middle Level English Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	BISC 104 - Principles of Biology with Laboratory
EDUC 240 - Legal and Ethical Issues in American Education OR EDUC 247 - The History of Education in America	UAPP 102 - Civics and Economics for Teachers
EDUC 230 - Introduction to Special Education and Exceptional Children*	EDUC 258 - Cultural Diversity, Schooling and the Teacher
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	ENGL 110 - First-Year Writing
GEOG – (approved list)	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
HIST 103, 104, 105 or 106 (3)	
Credits: 17	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction*	EDUC 205 - Human Development: Grades K-8*
SCEN 101 - Physical Science	EDUC 403 - Literature for Adolescents: Multimedia Texts
ENGL 294 - Diverse English Languages: Grammar and Usage	ENGL 206 - British Literature 1660 to Present
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	ENGL 396 - Teaching Composition in Secondary School
Diverse Literature Course (approved list)	GEOG 113 - Earth Science
Credits: 16	Credits: 16
Third Year	
EDUC 387 - Integrating Technology in Education	EDUC 310 - Reading and Writing in Elementary School*
ENGL 204 - American Literature	EDUC 335 - Elementary Curriculum: Mathematics*
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 341 - Elementary Curriculum: Science*
English Genre Elective (approved list)	EDUC 346 - Elementary Curriculum: Social Studies*
English Writing Elective (approved list)	EDUC 390 - Classroom Management for Social and Emotional Learning *
Credits: 15	Credits: 15
Fourth Year	
EDUC 320 - Reading and Writing in the Middle Grades*	EDUC 400 - Student Teaching EE*
EDUC 436 - Differentiated Literacy Instruction*	EDUC 400 - Student Teaching MLE*
EDUC 440 - Literacy Instruction for English Language Learners	EDUC 433 – Student Teaching Seminar*
EDUC 428 - Critical Reflection of Teacher Decision Making*	
Fine Arts	
Credits: 14	Credits: 14
Total Credits: 123	

Elementary & Middle Level Mathematics Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
BISC 104 - Principles of Biology with Laboratory	ENGL 110 - First-Year Writing
EDUC 100 - Introduction to Elementary and Middle School Education	EDUC 230 - Introduction to Special Education and Exceptional Children*
EDUC 240 - Legal and Ethical Issues in American Education OR EDUC 247 - The History of Education in America	EDUC 258 - Cultural Diversity, Schooling and the Teacher (satisfies Multicultural Requirement)
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	GEOL 113 - Earth Science
HIST 103, 104, 105 or 106 (3)	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
Credits: 15	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction*	EDUC 205 - Human Development: Grades K-8*
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	Fine Arts
STAT 200 - Basic Statistical Practice	General Studies Geography (approved list)
SCEN 101 - Physical Science	MATH 240 - Geometry and Measurement for Middle School Teachers
MATH 115 - Pre-Calculus or MATH 231 - Integrated Calculus IA or MATH 241 - Analytic Geometry and Calculus A	MATH 221 - Calculus I or MATH 232 - Integrated Calculus IB or MATH 242 - Analytic Geometry and Calculus B
Credits: 16-17	Credits: 15-16
Third Year	
English 200-level (or higher)	EDUC 310 - Reading and Writing in Elementary School*
EDUC 387 - Integrating Technology in Education	EDUC 335 - Elementary Curriculum: Mathematics*
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 341 - Elementary Curriculum: Science*
MATH 217 - Algebra for Middle School Teachers	EDUC 346 - Elementary Curriculum: Social Studies*
UAPP 102 - Civics and Economics for Teachers	EDUC 390 - Classroom Management for Social and Emotional Learning*
Credits: 15	Credits: 15
Fourth Year	
EDUC 428 - Critical Reflection of Teacher Decision Making*	EDUC 400 - Student Teaching EE*
	EDUC400 – Student Teaching MLM*
EDUC 406 - Teaching Math in the Middle School*	
EDUC 436 - Differentiated Literacy Instruction	EDUC 433 – Student Teaching Seminar*
EDUC 440 - Literacy Instruction for English Language Learners	MATH 308 - Historical Development of Mathematical Concepts and Ideas (Spring only)
Free Elective (3 cr.)	
Credits: 14	Credits: 17
Total Credits: 123	

Elementary & Middle Level Science Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	BISC 104 - Principles of Biology with Laboratory
EDUC 240 - Legal and Ethical Issues in American Education OR EDUC 247 - The History of Education in America	EDUC 258 - Cultural Diversity, Schooling and the Teacher
EDUC 230 - Introduction to Special Education and Exceptional Children*	ENGL 110 - First-Year Writing
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
Geography Requirement (approved list)	Physical Science Elective (approved list)
HIST 103, 104, 105 or 106 (3)	
Credits: 17	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction*	EDUC 205 - Human Development: Grades K-8*
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	GEOL 113 - Earth Science (spring only)
SCEN 101 - Physical Science (approved list)	Biology Elective (approved list)
Biology Elective (approved list)	Environmental Science Elective (approved list)
Physical Science Elective (approved list)	English 200-level (or higher)
Credits: 16	Credits: 16
Third Year	
EDUC 387 - Integrating Technology in Education	EDUC 310 - Reading and Writing in Elementary School*
EDUC 451 - Educational Assessment for Classroom Teachers or SCEN 650 - Scientific Inquiry for Current and Future Teachers	EDUC 335 - Elementary Curriculum: Mathematics*
UAPP 102 - Civics and Economics for Teachers	EDUC 341 - Elementary Curriculum: Science*
Earth Science Elective (approved list)	EDUC 346 - Elementary Curriculum: Social Studies*
Fine Arts	EDUC 390 - Classroom Management for Social and Emotional Learning*
Credits: 15	Credits: 15
Fourth Year	
EDUC 428 - Critical Reflection of Teacher Decision Making*	EDUC 400 - Student Teaching EE*
EDUC 441 - Teaching Science in the Middle School or EDUC 641 - Teaching Science in the Middle School*	EDUC 400 - Student Teaching MLS*
EDUC 436 - Differentiated Literacy Instruction	EDUC 433 – Student Teaching Seminar
EDUC 451 - Educational Assessment for Classroom Teachers or SCEN 650 - Scientific Inquiry for Current and Future Teachers (odd fall only)	
EDUC 440 - Literacy Instruction for English Language Learners	
Credits: 14	Credits: 14
Total Credits: 123	

Elementary & Middle Level Social Studies Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	BISC 104 - Principles of Biology with Laboratory
EDUC 240 - Legal and Ethical Issues in American Education or EDUC 247 - The History of Education in America	EDUC 258 - Cultural Diversity, Schooling and the Teacher
EDUC 230 - Introduction to Special Education and Exceptional Children*	ENGL 110 - First-Year Writing
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
General Studies Geography (approved list)	POSC 150 - Introduction to American Politics or POSC 270 - Introduction to Comparative Politics
HIST 105 - U.S. History to 1865 or HIST 106 - U.S. History Since 1865	
Credits: 17	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction *	EDUC 205 - Human Development: Grades K-8*
HIST 315 - History for Teachers	GEOL 113 - Earth Science
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	English 200-Level (or higher)
SCEN 101 - Physical Science	Concentration Economics Elective
HIST 103 - World History to 1400 or HIST 104 - World History since 1400	Concentration Geography Elective
Credits: 16	Credits: 16
Third Year	
EDUC 387 - Integrating Technology in Education	EDUC 310 - Reading and Writing in Elementary School*
UAPP 102 - Civics and Economics for Teachers	EDUC 335 - Elementary Curriculum: Mathematics*
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 341 - Elementary Curriculum: Science*
History Elective (approved list)	EDUC 346 - Elementary Curriculum: Social Studies*
ECON, GEOG, HIST, or POSC elective	EDUC 390 - Classroom Management for Social and Emotional Learning*
Credits: 15	Credits: 15
Fourth Year	
EDUC 348 - Investigating Social Studies in Middle School Communities	EDUC 400 - Student Teaching EE*
EDUC 440 - Literacy Instruction for English Language Learners	EDUC 400 - Student Teaching MLSS*
EDUC 428 - Critical Reflection of Teacher Decision Making	EDUC 433 – Student Teaching Seminar*
EDUC 436 - Differentiated Literacy Instruction	
Fine Arts	
Credits: 14	Credits: 14
Total Credits: 123	

Elementary & Special Education Dual Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	EDUC 258 - Cultural Diversity, Schooling and the Teacher
EDUC 230 - Introduction to Special Education and Exceptional Children*	ENGL 110 - First-Year Writing
EDUC 240 - Legal and Ethical Issues in American Education or EDUC 247 - The History of Education in America	SCEN 101 - Physical Science
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
GEOG – approved list	Free Elective
HIST 103, 104, 105, or 106	
Credits: 17	Credits: 16
Second Year	
*	EDUC 205 - Human Development: Grades K-8*
EDUC 210 - Beginning Literacy Instruction*	EDUC 387 - Integrating Technology in Education
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 410 - Assistive Technology
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	GEOG 113 - Earth Science
UAPP 102 - Civics and Economics for Teachers	EDUC 440 - Literacy Instruction for English Language Learners
	English 200-Level (or higher)
Credits: 15	Credits: 17
Third Year	
EDUC 310 - Reading and Writing in Elementary School*	EDUC 431 - Applied Behavior Analysis*
EDUC 335 - Elementary Curriculum: Mathematics*	EDUC 432 - Curriculum and Instruction for Exceptional Learners*
EDUC 341 - Elementary Curriculum: Science*	EDUC 435 - Educational Evaluation for Exceptional Learners*
EDUC 346 - Elementary Curriculum: Social Studies*	EDUC 437 - Diagnosis and Instruction for Literacy Problems*
EDUC 390 - Classroom Management for Social and Emotional Learning*	EDUC 428 - Critical Reflection of Teacher Decision Making*
Credits: 15	Credits: 14
Fourth Year	
EDUC 400 - Student Teaching – EE*	Fine Arts
EDUC 400 - Student Teaching – SE*	Free Elective
EDUC 433 – Student Teaching Seminar*	Free Elective
	Free Elective
	Free Elective
Credits: 14	Credits: 14 or 15
Total Credits: 123	

NOTE: The special education concentration has 14 credits of free electives. These credits could be used towards the completion of a minor or for courses on a study abroad trip. You could also use these free electives for courses in the 4+1 program (senior year). Another option is to use these electives for any course that UD offers that interests you.

Elementary Single Concentration (BSED)

*Field placement required

FALL	SPRING
First Year	
EDUC 100 - Introduction to Elementary and Middle School Education	BISC 104 - Principles of Biology with Laboratory
EDUC 240 - Legal and Ethical Issues in American Education or EDUC 247 - The History of Education in America	EDUC 258 - Cultural Diversity, Schooling and the Teacher
EDUC 230 - Introduction to Special Education and Exceptional Children*	ENGL 110 - First-Year Writing
MATH 251 - Mathematics for K-8 Teachers: Number and Operations	MATH 252 - Mathematics for K-8 Teachers: Rational Numbers and Probability
GEOG (approved list)	Free Elective
HIST 103, HIST 104, HIST 105, OR HIST 106	
Credits: 17	Credits: 16
Second Year	
EDUC 210 - Beginning Literacy Instruction*	EDUC 205 - Human Development: Grades K-8*
MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	GEOL 113 - Earth Science
SCEN 101 - Physical Science	Minor Elective
Minor Elective	Minor Elective
Free Elective	English 200-Level (or higher)
Credits: 16	Credits: 16
Third Year	
EDUC 387 - Integrating Technology in Education	EDUC 310 - Reading and Writing in Elementary School*
UAPP 102 - Civics and Economics for Teachers	EDUC 335 - Elementary Curriculum: Mathematics*
Minor Elective	EDUC 341 - Elementary Curriculum: Science *
EDUC 440 - Literacy Instruction for English Language Learners	EDUC 346 - Elementary Curriculum: Social Studies*
EDUC 451 - Educational Assessment for Classroom Teachers	EDUC 390 - Classroom Management for Social and Emotional Learning*
Credits: 15	Credits: 15
Fourth Year	
EDUC 400 - Student Teaching EE (12 credits) *	Minor Elective
EDUC 433 - Student Teaching Seminar*	Minor Elective
EDUC 436 - Differentiated Literacy Instruction	Minor Elective
EDUC 428 - Critical Reflection of Teacher Decision Making*	Free Elective
	Fine Arts
	Free Elective
Credits: 13	Credits: 16
Total Credits: 123	

Disclaimer: Four-Year Plans are a Departmental suggestion of how a student could complete this degree in four years (eight semesters). Students may opt to take courses in the summer or winter sessions. These plans do not consider additional requirements brought on by minors or other majors. A Four-Year Plan is subject to change from year-to-year given the resources and focuses of the Department. It is the student's responsibility to meet with his or her assigned advisor at least once a semester to monitor progress and ensure that he or she is on track to graduate on time. This document is intended as a supplemental advisement tool to be used in conjunction with in-person advisement and the UDSIS Degree Audit. Students should direct any questions or concerns regarding degree progress to their advisor or Academic Assistant Dean.

NOTE: All courses must be completed with a C- or better. To student teach, students must have: a minimum 2.6 cumulative GPA **and** a minimum 2.75 GPA in the EDUC courses.

Choosing a Concentration Area

All undergraduate students take the two-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. The course is considered a First Year Seminar course by the University and is required for the major.

Students will select their concentration near the end of EDUC 100. After your concentration area has been approved at the end of the first semester, students must go to UDSIS and declare their concentration so that it appears on their transcript and on UDSIS. This can be done by changing your major from K-8 teacher education only to K-8 education with a concentration.

Current Concentration Options

Elementary and Multilingual Learner Concentration
Elementary & Middle Level English Concentration
Elementary & Middle Level Mathematics Concentration
Elementary & Middle Level Science Concentration
Elementary & Special Education Concentration
Elementary Concentration

Pending State Approval (Fall 2024)

Middle Level English Concentration
Middle Level Science Concentration
Middle Level Social Studies Concentration
Middle Level English Concentration

**Suggested course sequences will be distributed upon state approval.*

Honors Degree Curriculum

The teacher education 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 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 a research internship, independent study, and thesis options.

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

The following courses are taught by the School of Education faculty and will count towards the Honors degree. Students may take courses from other departments and/or pursue one of the research opportunities below to complete the required 30 credits at the Honors level. Updated information about the Honors Degree is available online at www.education.udel.edu/ete/ete-honors-degree/. Students are expected to take at least one honors course each year.

Freshman/Sophomore Years

- EDUC 205 Human Development: Grades K-8 (even-numbered fall semesters)
- EDUC 210 Beginning Literacy Instruction (fall semester)
- EDUC 258 Cultural Diversity, Schooling and the Teacher (odd-numbered fall semesters)
- EDUC 387 Educational Technology (fall and spring)
- EDUC 451 Classroom Assessment for Teachers (fall and spring)
- ARSC 301 Aesthetics and Education (spring semester, counts towards fine arts credit)

There are also several general studies courses that are offered as honors.

Junior/Senior Years

- EDUC 310 – Reading and Writing in Elementary School
- EDUC 390 – Classroom Management for Social and Emotional Learning
- EDUC 432 – Curriculum and Instruction for Exceptional Learners (fall semester)
- EDUC 435 – Educational Evaluation for Exceptional Learners (spring semester)

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)

Please see this link for further research opportunities.

<http://www.education.udel.edu/research-projects/>

<https://www.urp.udel.edu/>

University Minors

There are numerous university minors that a student could choose as an option to enhance their program. In the special education concentration, it is particularly easy to do a minor, although it is not necessary. The only time a minor is strongly recommended is when you are pursuing the single concentration option. Other options to enhance your program, such as a study abroad program or the 4+1 program, are equally good choices. Below are university minors that are particularly popular for students in the special education concentration, but keep in mind that any official minor is okay except for Educational Studies.

Human Development and Family Studies

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

Disabilities Studies

<https://www.cds.udel.edu/disability-studies-minor/>

Race, Culture and Equity in Education

<https://www.education.udel.edu/race-culture-minor/>

Educational Technology

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

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

Master 4+1 Programs

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

- *Autism/Severe Disabilities.* Students in the **Special Education concentration** can become eligible for teacher certification/endorsement in Autism/Severe Disabilities and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/autismsevere-disabilities-41-program/.
- *Elementary Special Education.* Students in the **MLL or Middle Level concentrations** can become eligible for teacher certification in special education and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/elementary-special-education-41-program/.
- *Secondary Special Education.* Students in the **Middle Level concentrations** can become eligible for teacher certification in special education and earn a M.Ed. in Exceptional Children and Youth in the +1 year. Information about this program is available online at www.education.udel.edu/4-1/secondary-speded/.
- *Childhood Foreign Language Education.* Students who **demonstrate a minimum level of proficiency in Spanish** can earn an M.A. in Childhood Foreign Language Education in the +1 year. Information about this program is available online at <https://www.dllc.udel.edu/grad-study/areas-of-study/ma-childhood-education-in-languages-literatures-and-cultures>

Checkpoints and Clearances

Professional academic advisors provide advisement for the major. These advisors provide students with information about the program in many ways, including individual advisement appointments, class meetings, email and the web site at www.education.udel.edu/ete/. Students are strongly encouraged to seek advisement each semester as planning is essential.

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

Upper Division Clearance

Before students may begin their upper level (methods block) courses, they must satisfy certain requirements established by the faculty in the School of Education through a process called "Upper Division Clearance". Students are cleared for Upper Division Clearance in March of their sophomore year at the earliest. Students must satisfy the requirements in this clearance to take their methods courses in their junior and senior years.

Student Teaching

All students will student teach in an elementary classroom and a classroom in their concentration except for those in the single certification option. Students are responsible for their own transportation to their student teaching placements. **To be eligible to student teach, students must satisfy the following requirements.**

- A 2.60 GPA or above in all work completed at the University of Delaware.
- A 2.75 GPA or above in all required education (EDUC) courses. All courses must be completed with a grade of C- or better.
- Earn a C- or better in all elementary block and concentration block courses.

Upper Division Clearance

What is Upper Division Clearance (UDC)?

It is a checkpoint to determine a student's eligibility to begin upper-level education methods courses. **This occurs in the spring of their sophomore year at the earliest.**

What are the criteria I must satisfy to be cleared?

1. Minimum overall grade point average of 2.60 in all work taken at the University of Delaware.
2. The following General Studies courses must be successfully completed with a grade of C- or better.
 - ENGL 110
 - Two of the three science courses
 - Two of the three social sciences courses
 - MATH 251, 252, and 253
3. Completion with a grade of C- or better and a minimum grade point average of 2.60 in the required courses in education. The required education courses are:
 - EDUC 100 – Introduction to Elementary and Middle School Education
 - 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 387 – Integrating Technology in Education
4. Official enrollment in the major.

Field Experiences

The numerous field experiences in the program begin in the freshman year and gradually build upon one another. There are three levels of field experience for all teacher 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. All field experiences are coordinated by the Office of Clinical Studies. Students do not need to arrange their own field placements. We have several high-quality districts and charter school partnerships who welcome our students each year!

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 50 minutes from campus. Transportation is provided 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 school with a partner or other UD students; therefore, carpooling may be an option if you do not have your own transportation. Public transportation via DART bus is also available.

The **Level 3** field experience consists of student teaching for one or two placements for those seeking dual certification and for one placement for those in the single certification option. Student teachers engage in all classroom responsibilities and complete experiences that are designed to prepare them for the teaching profession.

Field Experience Clearances

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

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

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

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

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

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

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

Stewards of Children: All students will complete the online program Stewards of Children and submit the certificate of completion in EDUC 100. The online training costs \$16 and takes approximately 2 hours to complete. See <https://www.d2l.org/online-login-groups/> to create an account for individual training.

Professionalism

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

Students who exhibit behaviors inconsistent with the dispositions listed below will be called to a meeting with the School of Education Associate Director, Undergraduate Studies. During this meeting, an action plan is created to help students be successful in their program. Multiple or severe disposition issues could lead to the student being removed from the field and/or the major.

The dispositions policy and forms are available online at www.ocs.udel.edu.

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

Below are examples of expected professional behavior to be demonstrated while in the field. Remember you are always demonstrating that you are prepared to be a professional educator.

- Always behave in a professional manner when you are in school. This means you will be respectful, show initiative, help when asked, and graciously accept constructive criticism. Please remember you are a UD guest in the school.
- 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 some field trips, special activities, and other situations as deemed appropriate by your clinical educator (classroom teacher).
- 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.
- Effective communication is central to a good field experience. Communicate with your clinical educators, field instructors, site supervisors, and course instructors. Always let them know when you are experiencing a problem in fulfilling your obligations. Ask questions if you are uncertain about something and raise concerns before they become major problems.
- When you are assigned to a field experience site, the clinical educator (teacher) and pupils are counting on you to be there each assigned day on time, to remain for the full assigned session, and to give your full attention and enthusiasm to the tasks you are asked to or required to complete.
- Be discreet about your personal life. If you have Instagram or other social media accounts, be careful about what is there for the public to see and never give access to pupils or families. Schools are not the best places to discuss your social life or personal experiences. Cell phones are never appropriate in the classroom for personal use.
- Always keep in mind that bad decisions and improper or illegal conduct can jeopardize your teaching career. Study carefully the information contained in the professional dispositions policy.

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

Professional Education Conduct Board

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

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

Undergraduate candidates in professional education programs who are charged with a violation of the [Code of Conduct](#) receive due process through the [Undergraduate Student Conduct System](#). Candidates’ violation(s) will be reviewed by the Professional Education Conduct Board (PECB) if they receive a sanction other than a Disciplinary Warning or a Notice of Reprimand by the Office of Student Conduct and meet at least one of the following conditions:

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

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

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

Praxis Subject Assessments

Students must take the Praxis Subject Assessments or Content Knowledge Assessments (CKT) tests that are required for State of Delaware teacher certification in elementary education **and** in their concentration (e.g., special education). Effective December 2021, students must pass the Praxis Assessments according to the State of Delaware guidelines **by the first June 30th after graduation to earn an institutional recommendation for teacher certification.**

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

When to Take the Tests

All UD teacher education candidates should take the Praxis Subject Assessments by February of their senior year. Information on how to get and send your scores is available online at http://www.ets.org/praxis/scores?WT.ac=praxishome_scores_121126.

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

Summer and Winter Sessions are great times to schedule your Praxis Assessments!

Registering for the tests

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

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

Teacher Certification

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

An institutional recommendation is necessary to apply for certification in all states.

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

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

If you have specific questions, contact the Office of Certification and Accreditation (CEETP-cert@udel.edu) for completion of forms or documents requiring an official university signature. To schedule an appointment with the Certification Officer, use the following link: <http://www.teachered.udel.edu/meet-with-certification-officer/>

Residency Requirement

Students taking coursework at other institutions should be aware of the University’s credit hour residency policy. To receive a University of Delaware baccalaureate degree, admitted students must complete 90 of the first 100 credits or 30 of the last 36 credits, full- or part-time, at the University of Delaware. To receive an associate degree, at least 31 of the required 60 credits must be earned at the University of Delaware. Additional baccalaureate credit hour residency requirements may be required within individual majors and minors. Students with questions about meeting this requirement should consult their advisor or the assistant dean of their college.

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

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

International Student Teaching

Have you ever dreamed of teaching abroad? Here is your chance! **EDUC 400** is the student teaching course you will take in your senior year. One section will be for an elementary placement and another section will be for your chosen second area for certification (middle level, MLL, or special education). Each **SPRING**, there is an opportunity to student teach for 7 weeks abroad and then you would come back to UD to complete the final 7 weeks of your program.

LOCATION, LOCATION, LOCATION – There are two schools we have partnered with abroad that are all English-speaking and can provide you with a wonderful, unique student teaching experience.

Athens, Greece

American Community School

<https://www.acs.gr/>

Seville, Spain

Colegio Internacional de Sevilla-San Francisco de Paula

<https://colegiosfpaula.com/en/our-school/>

TELL ME MORE . . .

- While working with a classroom teacher every day, you will also be supervised by a UD field instructor remotely.
- Students typically live in apartment-style dorms with other UD students.
- This is a very independent experience as you travel with a small group from UD.
- Candidates being considered need to have a 3.0 or higher and no Student Code of Conduct violations.
- **COST:** regular tuition for resident/non-resident, program fee which largely covers housing, airfare, and of course your spending money for excursions and food.

IF INTERESTED . . .

- Inform your advisor so they can help you navigate courses to ensure you are student teaching in the **SPRING** of senior year.
- Start saving money.
- Stay connected with Vicki Goettel vgoettel@udel.edu , the faculty director for this study abroad experience.
- Recruitment begins in the spring of Junior year.

REGISTERED STUDENT ORGANIZATION (RSO)

The **Association of Pre-Professional Leaders in Education**, or APPLE, was created in the Spring of 2010 out of a need for a group for Elementary Education Majors at the University of Delaware. The objective of this group is not only to unify the students in the major, but also to create a group that would be conducive to exchanging methods, ideas, and concepts that will be important in creating a strong generation of teachers.

APPLE has three areas of focus:

1. Professional Development
2. Social Events
3. Outreach Opportunities



Membership FUN!

Apple Picking Paint Night!

Student Teacher/Blocks Panel First Year Teacher Panel!

What Not to Wear Fashion Show Outreach with UD's other campuses and monthly meetings!

Questions? Contact us!

Email:

udelapple@gmail.com

Instagram: @udapple

Facebook: @UD APPLE

Links to Helpful Student Resources

For active links visit:

<https://www.education.udel.edu/ete/academic-advisement/>

Academic Calendar	https://www1.udel.edu/registrar/cal/
Academic Enrichment	https://www.ae.udel.edu/
Advising	https://www.advising.udel.edu/
Campus Map	https://css-rdms1.win.udel.edu/maps/
Canvas	Getting Started with Canvas as a Student Canvas Student Guides Canvas Mobile Guides - Student App
Career Center	https://www.udel.edu/students/career-center/
Food Insecurity	Blue Hen Bounty Food Pantry
Office of Clinical Studies	https://www.ocs.udel.edu/C
Self-Care	https://sites.udel.edu/counseling/self/ Student Safety
Services	UD IT Help Ticket System
Student Support	Student Life @ UD Center for Counseling & Student Development Tips for Succeeding in Classes Online Tips for Online Learning Office of Student Conduct

Teacher Education	http://www.teachered.udel.edu/
Technology Support	https://sites.udel.edu/techatud/
WebReg	www.udel.edu/webreg
Writing Center	https://www.writingcenter.udel.edu/
Zoom	Zoom Help Center Zoom Technical Support

Counseling and Psychiatric Services

Location:

Wellbeing Center at Warner Hall 280
The Green

Telephone: 302-831-2141

Fax: 302-831-2148

For after-hours medical emergencies, call 911 or the UD Hotline at 302-831-1001.

Hours of Operation:

Monday through Friday: 8:30 a.m.–5 p.m.

Send the message UDTEXT to the number 741741 to connect with our Crisis Text Line, which is anonymous and available 24 hours a day.

You can also send STEVE to connect with a professional who specializes in supporting students of color.

My Notes & Reminders!

