



COLLEGE OF EDUCATION

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- **Certification**
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- **Educational Development**
- **Educational Studies**

The College of Education is organized into two departments: Educational Development and Educational Studies. Each offers an undergraduate degree program for persons who wish to study the discipline of education. The program in Educational Development leads to the Bachelor of Science in Education degree and is designed to prepare students for careers as teachers of normal and exceptional children. The program in Educational Studies leads to the Bachelor of Arts in Educational Studies degree for students who wish to apply the study of education to careers in business, law, journalism, publishing, politics, etc. Students in the Department of Educational Studies also have the option of pursuing an Honors Degree.

TEACHER EDUCATION PROGRAMS

The University of Delaware offers undergraduate degree programs in twenty-six areas for students who wish to prepare themselves to be certified teachers. Responsibility for administering the teacher education programs is assigned to the colleges of Agricultural Sciences, Arts and Science, Education, Human Resources, and Physical Education, Athletics and Recreation.

The Teacher Education Programs are described on the pages listed below. For additional information consult the coordinator of the program.

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Dr. Fleda Jackson, Department of English: 831-6749	

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Dr. Robert Streckfuss, Department of Music: 831-6895	
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Dr. Kathryn Scantlebury, Department of Chemistry and Biochemistry: 831-4546	

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Home Economics (Secondary)	175
Dr. Mary Lou Liprie, Department of Individual and Family Studies: 831-8558	
(Although there is no Home Economics education major, certification in Home Economics can be obtained through degree programs offered in the College of Human Resources.)	
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Ms. Alice P. Eyman, Department of Individual and Family Studies: 831-8555	

COLLEGE OF PHYSICAL EDUCATION, ATHLETICS AND RECREATION

Physical Education and Health Education (K-12)	182
Dr. Ann McNeil, Department of Physical Education: 831-3536	

While the specific course requirements in the programs obviously must vary widely, they all adhere to the standard that Delaware-educated teachers shall have mastered the fundamentals of a liberal education, shall have fulfilled the academic requirements of a major in his or her teaching field, shall be literate in the history, philosophy, psychology, sociology and methodology of education, and shall have developed the skills of the teaching profession. Thus, all University of Delaware teacher education programs have a general education component of liberal studies, a major field or discipline component in the teaching field, and a professional education component of formal study in the educational foundation disciplines and clinical studies of curriculum design and teaching technique.

DEAN'S SCHOLAR PROGRAM

The College of Education invites a number of highly motivated students who have clearly defined educational goals and who have good academic records to pursue the Dean's Scholar Program. Students in the program are freed of most college requirements and develop individual programs of study under the supervision of their faculty adviser.

Students interested in the Dean's Scholar Program should contact the Dean's Office for additional information or call 831-2311.

STUDENT TEACHING

Student teaching is required of all students who wish to obtain an undergraduate degree in teacher education. To participate in the student teaching program, students must satisfy the course prerequisites and criteria for admission to EDDV 400 Student Teaching. Each degree program in teacher education requires a certain minimum G.P.A. for enrollment in EDDV 400, Student Teaching. The appropriate teacher education program adviser (see list on p. 143) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching. Applications for student teaching must be submitted and approved prior to the student teaching semester. Deadlines and procedures for submitting applications for student teaching will be published each year. Students are expected to assume responsibility for their own transportation to and from the schools to which they have been assigned for student teaching.

REQUIREMENT FOR GRADUATION

Students must complete the minimum number of credits and the specified courses as required in the approved teacher education program they have chosen, and must also meet the general University degree requirements.

CERTIFICATION

The University of Delaware teacher education programs have State Approved Program status based on the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students who complete an Approved Program receive an Institutional Recommendation that endorses them for certification in the District of Columbia and the states that are party to the NASDTEC Certification Reciprocity System. To be certain of the University's recommendation, students must complete the Approved Program in its entirety without any deviations. In addition, most states require that students pass a standardized test to qualify for teacher certification. The Office of Student Services for Teacher Education has information available to students on the testing requirements and on the certification procedures in the various states.

OTHER COLLEGE RESOURCES

The Delaware Education Research and Development Center is a joint initiative of the College and the Delaware Department of Public Instruction. Its primary functions are to provide expertise to assist educators in educational policy analysis, action research and program evaluation; to provide effective communication between educational leaders and the academic community; to provide skill development opportunities for personnel in educational leadership positions; and to provide research support to further educational reform in Delaware and serve as a source of information about the conditions and performance of educational systems in the state. For further information, call (302) 831-4433.

The Education Resource Center, located on the ground floor in the Willard Hall Education Building, is a multimedia, special purpose library that provides both circulating and reserve collections to support the curriculum of the College of Education, with materials such as school textbooks, kits, children's books and laser discs. In addition, the Center offers courses for school library media specialist certification. For further information, call (302) 831-2335.

The Center for Assistive and Instructional Technology is funded jointly by the Instructional Technology Center and the College of Education to advance the preparation of preservice and inservice teachers and speech therapists. A secondary mission is to promote research on the uses of technology to enhance learning, increase independence and improve productivity in students with and without special needs. The Center maintains a reference collection containing more than 3,000 books, articles and reports in an on-line catalog that permits electronic searches, as well as a collection of educational software and videodiscs, assistive devices, communication aids and multimedia technology. Also included is a computer laboratory housing Apple II, Macintosh and IBM computers for class instruction and individual student use. In addition, the Center offers graduate students the opportunity to pursue educational research through a research assistance program.

The Office of Clinical Studies for Teacher Education. The emphasis in teacher education programs at the University is to provide students with early and graduated "hands on" experiential and instructional opportunities in the schools of Delaware. The Office of Clinical Studies for Teacher Education is charged with the responsibility of assisting faculty to implement a program of field-based professional practice that includes several sequential phases representing increasing professional involvement and responsibility. Using a three-level approach of graduated clinical responsibilities, students participate in field experiences in school settings beginning in the freshman year and culminating in a full semester of teaching in the senior year.

In administering the clinical studies program, the Office staff is responsible for the selection and training of supervisory personnel, the development of policies governing the clinical program, the integration of clinical experiences into other facets of the teacher education program, and the placement of students in appropriate clinical settings. In serving teacher education programs throughout the University, the Office of Clinical Studies makes over 3,000 placements each year. For further information, call (302) 831-2319.

The Office of Student Services and Teacher Recruitment helps students interested in teacher education to obtain a realistic employment outlook and to explore ways to enhance their employability in teaching and in related fields. Special seminars and programs are offered throughout the year to help students in their search for a job. The Office also maintains files on all teacher education students and assists them in the certification process. Within the College of Education, the Office serves as the main Advisement Center for all students in the Elementary Teacher Education program. Students are encouraged to seek guidance from their adviser concerning all aspects of their academic programming.

The staff of the Office is also responsible for the administration of the ASPIRE (Academic Support Programs Inspiring Renaissance Educators) program, which is designed to increase the number of minority students in the College. For further information, call (302) 831-2317.

The Office of Inservice Education serves as a link between inservice teachers' professional development needs and the professional development skills and resources, including the faculty, available at the University. For further information, call (302) 831-2333.

The College School, housed within the College of Education, provides a regular school-year program and summer program for children with learning difficulties. The School's curriculum provides individualized and innovative instruction for children who have previously had unsuccessful school experiences, with the goal of returning these children to more traditional classroom settings as soon as feasible. The School also functions as a research and clinical site for students and faculty in the College of Education. For further information, call (302) 831-1097.

The Center for Intercultural Teacher Education (CITE) designs and implements projects that promote intercultural understanding and acceptance as well as the affirmation of diversity both within and outside our national boundaries. Projects include the creation and management of overseas study programs, internationally and multiculturally oriented field trips, cross-cultural service learning activities, co-curricular programs (e.g., speakers and workshops), and an ever-expanding resource collection. The Center encourages student participation and leadership in its projects through membership in its affiliated student organizations – MOSAIC and the Delaware Teacher Corps (DTC).

For further information, call (302) 831-3648 or e-mail: re.cite@chopin.udel.edu.

The Instructional Technology Center (ITC), based in the College of Education, works with on-campus and off-campus constituencies to explore innovative solutions to difficult problems through the use of instructional technologies.

ITC researchers and developers work with University faculty to create computer software, interactive videodisc and multimedia programs, many of which are used in schools, colleges, universities and industries around the world. Within the College of Education, the ITC works with faculty and staff to integrate technology into teacher preparation at both the undergraduate and graduate levels. The Center helps faculty use technology effectively in their own teaching as a model for aspiring educators and supports the College's efforts to identify new ways technology can be used to improve schooling, teacher preparation and faculty effectiveness. The ITC is helping the College to create a graduated program for pre-service teacher preparation in technology.

The Thurgood Marshall Professional Development School is a collaborative effort of the College of Education and the Christina School District. The professional development school (PDS) provides a site conducive to mutual exchange among college and school staff to advance education at all levels through collaborative research and training. For example, a staff development project is currently conducted at the school in which Marshall teachers, college faculty and graduate and undergraduate students are collaborating to develop a quality science program which integrates literacy skills. In addition, the PDS is a training site for pre-service and beginning teachers. The Master's of Instruction Internship Option for newly certified teachers is based at Marshall School. For further information call (302) 831-1976.

The Reading Study Center offers classes for students in grades K-12 who need help with reading, spelling, and writing. Students' lessons are supplemented and reinforced with individualized computer programs in the center's computer lab. The center also provides remedial tutorials for students in secondary schools throughout the Christina

School District funded by a grant from the district. Training in the remedial method used by the center is available for teachers, student-teachers, and parents during the summer in Intensive Literacy (EDST 524).

The Center for School Services is responsible for coordinating the activities of The College School; the Masters in Education, College Counseling and Student Personnel Services; the Office of Conflict Resolution; and the Office of Inservice Education. For further information, call (302) 831-3051.

The Office of Conflict Resolution in Education is a resource dedicated to the study and support of transformational organizational practices, particularly effective communication, collaborative problem solving and the resolution of conflict. This is done through research and evaluation, university preservice and graduate level courses, model program design and curriculum development. The OCRE staff also provides education and training for school boards, administrators, teachers, counselors, parents and students, as well as special services such as consensus-building, meeting facilitation and mediation. For additional information call (302) 831-6812.

EDUCATIONAL DEVELOPMENT

The Department of Educational Development is committed to the preparation of professionals involved in teaching, administration, and other aspects of the educational process. To this end, it is the goal of this department to offer exemplary teacher and specialist programs at both the undergraduate and graduate levels. This is accomplished by: 1) bridging the various disciplines that comprise the school curriculum with fundamental learning processes, 2) structuring the knowledge of these fields for elementary students, 3) applying expertise in the generation and use of materials and approaches to instructional activities, 4) providing expertise in the education of all children including exceptional children, and 5) continuing the exploration and evaluation of teacher education models.

The scholarly work within the Department of Educational Development includes a broad range of activities that reflect the varied interests and responsibilities of the faculty. However, these activities share the characteristics of having significant and apparent implications for educational practice. Much of the research and curriculum development is of an applied nature with the goal of improving the educational process and environment.

BACHELOR OF SCIENCE IN EDUCATION DEGREE PROGRAM IN ELEMENTARY TEACHER EDUCATION (including Special Education)

The Elementary Teacher Education Program is designed to help students meet the following goals:

- become outstanding general elementary and special education teachers
- develop a strong background in the academic subject taught at the elementary level
- develop the employment flexibility and security to be a special education teacher or a regular elementary teacher (grades K-4, 5-8), with additional options in bilingual education, and middle school mathematics, science, or English education
- provide all children, including those with special learning needs, with the best possible education

The current elementary teacher education program has evolved as a result of a determined effort on the part of the faculty to coordinate their efforts with public school personnel in education. Programs of clinical experiences have gradually increased and improved because of the continuing contact with classroom teachers, principals, and administration officers of local schools. The program curriculum is designed to provide students with a range of practicum

experiences in a variety of settings. These practicum experiences begin with observation and tutoring of children in the freshman year and culminate with student teaching in the senior year. These direct experiences in actual classroom settings give the teacher candidate important opportunities to apply the knowledge gained in college courses to his or her work with children and to gain critical on-the-job training.

The program is divided into three general areas.

The *General Studies* area includes courses in the following subject areas: natural sciences, mathematics, social sciences, English/communications/linguistics, and fine arts. A grade of C- or better is required in all of the courses in this area.

The *Discipline* area provides the teacher candidate with an opportunity to select a specialization in one of the following five areas: English, general science, mathematics, social studies, or language studies. A list of the specific courses that comprise each of these areas is available in the Office of Student Services and Teacher Recruitment.

The *Professional Studies* area is designed to develop the candidate's teaching skills; this requirement is fulfilled by completing the courses in one of the three Elementary Teacher Education concentrations described below. The courses place strong emphasis on the development of teachers who can plan and implement appropriate educational experiences for children of varying levels of ability. A grade of C- or better is required in all of the courses in this area.

One of the following four courses:

- GEOG 102 Human Geography
- GEOG 120 World Regional Geography
- GEOG 203 Introduction to Cultural Geography
- GEOG 210 Economic Geography

Three additional credits in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, or Sociology 3

English/Communication 9,2,3

One of the following literature courses:

- ENGL 207 Introduction to Poetry 3
- ENGL 208 Introduction to Drama 3
- ENGL 209 Introduction to the Novel 3
- ENGL 210 Short Story 3

One of the following critical thinking courses:

- ENGL 368 Literature and Science 3
- ENGL 300 Texts and Contexts 3
- PHIL 105 Critical Thinking 3

One course in areas such as composition, linguistics, literature, or communications selected with an adviser's approval. 3

Fine Arts

Six credits from the Fine Arts to include courses in Music, Art, Art History, or Theatre. 6,1,4

Discipline

Eighteen credit hours of study from one of the following five areas: English, general science, mathematics, social studies, or language studies. A list of the specific courses that comprise each of these areas is available in the Office of Student Services (120 Willard Hall). 18

Listed below is the current program curriculum. Please note that revisions are in progress and changes in the program curriculum are expected. Please contact the Office of Student Services, College of Education, for the new guidelines as they become available.

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**DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION**

CURRICULUM CREDITS*

UNIVERSITY REQUIREMENTS

- ENGL 110 Critical Reading and Writing** 3¹
- Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content # 3¹⁻⁴

MAJOR REQUIREMENTS†

ALL CONCENTRATION OPTIONS

External to the College

Natural Science

- GEOL 113 Earth Science 4¹
- SCEN 101 Physical Science 4¹
- or
- SCEN 102 Physical Science 4
- BISC 103 General Biology 3²
- BISC 113 General Biology Laboratory 1²
- or
- BISC 207 Introductory Biology I 4²

Mathematics

- MATH 251 Mathematics for the Elementary School I 3¹
- MATH 252 Mathematics for the Elementary School II 3¹

Social Science 9,12,4

Nine credits to be completed as follows:

One of the following four courses:

- HIST 101 Western Civilization to 1648
- HIST 102 Western Civilization: 1648 to the Present
- HIST 205 U.S. History
- HIST 206 U.S. History

**DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION
CONCENTRATION: ELEMENTARY EDUCATION**

CURRICULUM CREDITS*

UNIVERSITY AND MAJOR REQUIREMENTS†

External to the College (See above, this page) 63

Within the College

- EDST 202 Human Development and Educational Practice 3¹
- EDST 230 Introduction to Exceptional Children 3²
- EDST 240 Ethical Issues in Teaching 3²
- or
- EDST 247 Historical Foundations of Education 3²
- EDST 258 Cultural Diversity, Schooling and Teachers 3²
- EDST 390 Instructional Strategies and Individual Differences 3³
- EDST 461 Measurement Theory and Techniques for Classroom Teachers 3³

Within the Department

- EDDV 220 Introduction to the Teaching of Reading 3²
- EDDV 305 Elementary Curriculum: Language Arts 3³
- EDDV 320 Elementary Curriculum: Reading 3³
- EDDV 335 Elementary Curriculum: Mathematics 3³
- EDDV 341 Elementary Curriculum: Science 3³
- EDDV 346 Elementary Curriculum: Social Studies 3³
- EDDV 400 Student Teaching 9⁴

The Elementary Teacher Education program requires a certain minimum G.P.A. for enrollment in EDDV 400, Student Teaching, a course required for the degree. The teacher education program adviser (see list on p. 143) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching.

ELECTIVES

Electives 21,3,4

CREDITS TO TOTAL A MINIMUM OF 129

*Superior figures indicate year or years in which the course is normally taken, i.e., ¹freshman year, ²sophomore year, etc.

**Minimum grade of C- required.

†This requirement may be fulfilled through a course or courses taken to complete other degree requirements; it cannot be fulfilled by a course taken pass/fail. See page 21.

‡All courses except for electives and courses within the discipline area must be completed with a grade of C- or better.

Listed below is the current program curriculum. Please note that revisions are in progress and changes in the program curriculum are expected. Please contact the Office of Student Services, College of Education, for the new guidelines as they become available.

**DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION
CONCENTRATION: SPECIAL EDUCATION**

CURRICULUM	CREDITS*
UNIVERSITY AND MAJOR REQUIREMENTS†	
External to the College (See page 146)	63
Within the College	
EDST 202 Human Development and Educational Practice	3 ¹
EDST 230 Introduction to Exceptional Children	3 ²
EDST 240 Ethical Issues in Teaching	3 ²
or	
EDST 247 Historical Foundations of Education	3 ²
EDST 258 Cultural Diversity, Schooling and Teachers	3 ²
EDST 390 Instructional Strategies and Individual Differences	3 ³
EDST 431 Applied Behavior Analysis	3 ³
EDST 432 Curriculum for School-age Exceptional Children	3 ³
EDST 435 Educational Evaluation for Exceptional Children	3 ³
EDST 461 Measurement Theory and Techniques for Classroom Teachers	3 ³
Within the Department	
EDDV 220 Introduction to the Teaching of Reading	3 ²
EDDV 305 Elementary Curriculum: Language Arts	3 ³
EDDV 320 Elementary Curriculum: Reading	3 ³
EDDV 335 Elementary Curriculum: Mathematics	3 ³
EDDV 341 Elementary Curriculum: Science	3 ³
EDDV 346 Elementary Curriculum: Social Studies	3 ³
EDDV 400 Student Teaching	9 ⁴

The Elementary Teacher Education program requires a certain minimum G.P.A. for enrollment in EDDV 400, Student Teaching, a course required for the degree. The teacher education program adviser (see list on p. 143) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching.

ELECTIVES	
Electives	12 ^{2,4}
CREDITS TO TOTAL A MINIMUM OF	129

Listed below is the current program curriculum. Please note that revisions are in progress and changes in the program curriculum are expected. Please contact the Office of Student Services, College of Education, for the new guidelines as they become available.

**DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION
CONCENTRATION: SPECIAL EDUCATION AND ELEMENTARY EDUCATION**

CURRICULUM	CREDITS*
UNIVERSITY AND MAJOR REQUIREMENTS†	
External to the College (See page 146)	63
Within the College	
EDST 202 Human Development and Educational Practice	3 ¹
EDST 240 Ethical Issues in Teaching	3 ²
or	
EDST 247 Historical Foundations of Education	3 ²
EDST 258 Cultural Diversity, Schooling and Teachers	3 ²
EDST 390 Instructional Strategies and Individual Differences	3 ³
EDST 230 Introduction to Exceptional Children	3 ²
EDST 431 Applied Behavior Analysis	3 ³
EDST 432 Curriculum for School-age Exceptional Children	3 ³
EDST 461 Measurement Theory and Techniques for Classroom Teachers	3 ³
EDST 435 Educational Evaluation for Exceptional Children	3 ³
Within the Department	
EDDV 220 Introduction to the Teaching of Reading	3 ²

*Superior figures indicate year or years in which the course is normally taken, i.e., ¹ freshman year, ² sophomore year, etc.
†All courses except for electives and courses within the discipline area must be completed with a grade of C- or better.

EDDV 305 Elementary Curriculum: Language Arts	3 ³
EDDV 320 Elementary Curriculum: Reading	3 ³
EDDV 335 Elementary Curriculum: Mathematics	3 ³
EDDV 341 Elementary Curriculum: Science	3 ³
EDDV 346 Elementary Curriculum: Social Studies	3 ³
EDDV 400 Student Teaching	12 ⁴

The Elementary Teacher Education program requires a certain minimum G.P.A. for enrollment in EDDV 400, Student Teaching, a course required for the degree. The teacher education program adviser (see list on p. 143) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching.

ELECTIVES	
Electives	9 ^{3,4}
CREDITS TO TOTAL A MINIMUM OF	129

**APPLICATION FOR CLEARANCE
FOR UPPER DIVISION STUDY IN TEACHER EDUCATION**

Students enrolled in the Elementary Teacher Education major wishing to begin upper-level work must make formal application and satisfy the requirements for Clearance for Upper Division Study.

Students wishing to pursue teaching as a professional goal should secure a copy of clearance requirements from the Office of Student Services and Teacher Recruitment, College of Education (Room 120). Students will be notified of deadline dates for making application for clearance.

The purpose of clearance is to assure that each student is satisfying requirements in the major and is prepared to undertake junior-level work including in-school clinical experiences. Students not meeting criteria are provided support services including study skills assistance, vocational counseling, and academic planning.

EDUCATIONAL STUDIES

The Department of Educational Studies is concerned with those issues that surround the question of what education is and how it can be made better. The view of education is at a more fundamental level than the act of teaching, for teaching is but the end result of a long chain of assumptions and decisions. The department attempts to provide students with reliable knowledge about the fundamental structures of the educational process. These broad areas of study include evaluation and measurement, history, philosophy, and sociology of education.

BACHELOR OF ARTS IN EDUCATIONAL STUDIES

The Bachelor of Arts in Educational Studies (B.A.E.S.) program is designed for students who want to pursue educational studies outside of the elementary and secondary-level teaching programs. It is designed especially for students who are interested in the subject of education as part of a liberal arts curriculum and for those who are interested in education-related careers. Students may select the B.A.E.S. program as a: (1) single major, or (2) joint major with a noneducational program, or (3) as part of an interdepartment major. Joint majors with elementary and secondary education are possible, but generally require up to two additional semesters for completion.

The program emphasizes flexibility and rigor. Students usually take four foundation courses and one research methodology course, as well as a large number of electives in their early years, with greater specialization in their areas of interest in the junior and senior years. A senior research project or internship, along with the senior seminar, provides intensive exposure to current educational issues as well as career opportunities. The faculty works closely with students on their senior research projects and internships.

DEGREE CONCENTRATIONS

The B.A.E.S. major has seven concentrations—General, Special Education, ESL/Bilingualism, School Psychology, School Counseling, Educational Psychology, and Measurement, Statistics and Evaluation. The general concentration allows students maximum flexibility in creating a program aimed at the study of Education as a discipline. The remaining concentrations have been created to provide opportunities for students to become involved in graduate level study earlier than ordinarily possible, thus creating tighter links to specific professional careers. The selection of one of these concentrations not only gives the student a head start on graduate studies, but provides the opportunity to explore a particular career interest in depth.

TRANSFER STUDENTS

Students may transfer to the Department of Educational Studies from any other department in the University. An application form must be completed and submitted to the Coordinator of the Bachelor of Arts in Educational Studies Program and an interview arranged. Minimum requirements for transfer include a cumulative grade point average of 2.5 in all courses and grades of no less than 2.0 in required EDST courses. Compliance with the minimum requirements does not guarantee acceptance for transfer.

**DEGREE: BACHELOR OF ARTS IN EDUCATIONAL STUDIES
MAJOR: EDUCATIONAL STUDIES (Single Major)**

CURRICULUM	CREDITS*
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing** (A minimum grade of C- must be earned.)	3 ¹
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content.#	3 ¹⁻⁴
MAJOR REQUIREMENTS	
External to the College	
Skill Requirements	
Writing:** A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. (A minimum grade of C- must be earned.)	3 ^{3,4}
Foreign Language: Completion of the intermediate-level course (107 or 112) in a given language. Students with four or more years of high school work in a single foreign language may attempt to fulfill the requirement in that language by taking an exemption examination.	0-12 ¹⁻⁴
Mathematics:	
MATH 114 Elementary Mathematics and Statistics or MATH 115 Pre-Calculus Satisfactory performance on a placement test.	3 ¹
Breadth Requirements† (See page 70)	
Group A Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two areas.	12 ¹⁻⁴
Group B The study of culture and institutions over time. Twelve credits representing at least two areas.	12 ¹⁻⁴
Group C Empirically based study of human beings and their environment. Twelve credits representing at least two areas.	12 ¹⁻⁴

Group D The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two areas including a minimum of one course with an associated laboratory.	13 ¹⁻⁴
Within the Department	
EDST 247 Historical Foundations of Education	3 ¹
EDST 201 Education in a Multicultural Society	3 ²
or EDST 258 Cultural Diversity, Schooling and Teachers	3 ²
EDST 304 Educational Psychology: Social Aspects	3 ¹
or EDST 202 Human Development and Educational Practice	3 ²⁻³
EDST 305 Educational Psychology: Cognitive Aspects	3 ²⁻³
EDST 230 Introduction to Exceptional Children	3 ²⁻³
or EDST 390 Instructional Strategies	3 ²⁻³
EDST 240 Ethical Issues in Teaching	3 ¹
EDST 469 Research Project/Internship	3 ⁴
EDST 475 Senior Seminar	3 ⁴

Three additional Educational Studies courses in one of the following concentrations:

A. Special Education EDST 679 Methods of Instructing Exceptional Children and Youth EDST 680 Educational Diagnosis EDST 681 Techniques for Behavior Change <i>Note:</i> Students selecting this option must take either EDST 230 or EDST 697 before enrolling in these courses.	9 ⁴
B. ESL/Bilingualism EDST 607 Educational Research Procedures EDST/LING 476 Second Language Acquisition and Bilingualism EDST/LING 477 The Structure of English <i>Note:</i> Students who wish to enroll in a bilingual concentration must attain a functional use of a foreign language prior to graduation. This requirement may be satisfied by the successful completion of two courses in a foreign language at the 200-level or above.	9 ⁴
C. School Psychology EDST 607 Educational Research Procedures EDST 618 Special Services in the School EDST 678 Theories of the Exceptional Child	9 ⁴
D. School Counseling EDST 607 Educational Research Procedures EDST 618 Special Services in the School EDST 656 School Counseling Services	9 ⁴
E. Measurement, Statistics and Evaluation EDST 607 Educational Research Procedures EDST 660 Applied Educational Measurement EDST 665 Elementary Statistics	9 ⁴
F. Educational Psychology EDST 607 Educational Research Procedures EDST 623 Applied Human Development in Schools EDST 629 Psychology of Teaching	9 ⁴
G. General Either (a) three additional EDST courses at the 400-level or above, or (b) two such courses and one EDST Honors course at the 300-level or above.	9 ⁴

All BAES majors are encouraged to meet with their adviser upon admission to the program in order to learn about the various program concentrations and to begin developing a program plan. Each BAES student is required to select a concentration no later than the end of the sophomore year. Admission to all concentrations requires a grade point average of 2.5 or better overall as well as in the major up to that point. Admission to all 600-level courses requires a minimum grade point average of 3.0 overall as well as in the major.

(A minimum grade of C must be earned in all courses required within the Department.)

*Superior figures indicate year or years in which the course is normally taken, i.e., ¹ freshman year, ² sophomore year, etc.

**Minimum grade of C- required.

#This requirement may be fulfilled through a course or courses taken to complete other degree requirements; it cannot be fulfilled by a course taken pass/fail. See page 21.

†A course may be applied toward both the major requirements and a breadth requirement, but credits are counted only once toward the total credits for graduation.

ELECTIVES

Elective course work must be approved. At least 18 of these credits must consist of courses taken outside of the College of Education that contribute directly to the Educational Studies major.

CREDITS TO TOTAL A MINIMUM OF 124

Degree Options

Within the framework of this program, there are three degree alternatives:

- A. The *single major* option, majoring only in BAES, enables the student to take 41 credits of course work on an approved elective basis. At least 18 of these credits must consist of courses taken outside of the College of Education that contribute directly to the educational studies major. Some examples of courses satisfying this requirement are Child Psychology (PSYC 325); Race, Power and Social Conflict (SOC 361); Urban Politics (POSC 355); and Contemporary Afro-American Issues (BAMS 205).
- B. The *double major* option requires the student to satisfy the credit requirement (usually 30 or more) in a second discipline of the student's choosing.

Under this option, a student may elect majors in Educational Studies *and* History; Educational Studies *and* Psychology; Educational Studies *and* Sociology, etc.

The availability of these two options provides a considerable amount of flexibility to the student for structuring the type of program most suitable to personal academic aspirations.

REQUIREMENTS FOR A MINOR IN EDUCATIONAL STUDIES

The minor in Educational Studies requires 15 credits, listed below. A grade of C or better is required in all courses.

EDST 202 Human Development and Educational Practice

or

EDST 304 Educational Psychology

EDST 240 Ethical Issues in Teaching

EDST 247 Historical Foundations of Education

EDST 258 Sociological Foundations of Education

EDST 665 Elementary Statistics

