



COLLEGE OF EDUCATION

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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.

There are currently 43 core faculty in the college, many of whom hold joint appointments in other University departments. An interdisciplinary approach in the programs is evident also in the joint or adjunct appointments of 24 persons in the College of Education who have primary affiliations with other University departments and institutions in the region.

While the faculty are recognized primarily for their teaching, many have also established distinguished research programs and are called on to serve as consultants by educational organizations throughout the country. The faculty's interdisciplinary approach to the study of education, their research and development programs, and their expert consulting services enliven the instructional

programs by providing students with up-to-date commentary on educational developments and research. Senior faculty regularly teach in the undergraduate programs. In a typical year, faculty publish 50 books and articles, serve on the editorial boards of 20 journals and review for 25 more, and receive research support from government agencies and private foundations. In addition, through its involvement in a number of regional and national educational organizations, the college is able to play a large role in the development of educational matters in the nation.

TEACHER EDUCATION PROGRAMS

The University of Delaware offers undergraduate degree programs in twenty-four areas for students who wish to prepare themselves to be certified teachers in Delaware, 26 other states, the District of Columbia, and the overseas dependent schools. 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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Agriculture (Secondary)	56
Dr. Dean Shippy, Department of Agricultural Education: 451-2508	
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English (Secondary)	108
Dr. Joan DelFattore, Department of English: 451-2987	
Foreign Languages (Secondary)	109
Dr. Flore Zephir, Department of Foreign Languages and Literatures: 451-2591	
History and the Social Sciences (Secondary)	133
Dr. William E. Pulliam, Department of History: 451-2860	
Mathematics (Secondary)	143
Dr. Richard Crouse, Department of Mathematical Sciences: 451-1885	
Music (K-12)	149
Dr. Robert Streckfuss, Department of Music: 451-6895	
Science (Secondary)	128
Dr. Allan Thompson, Department of Geology: 451-2585	
COLLEGE OF EDUCATION	
Elementary (K-8), Regular and Special Education	201
Dr. William Stanley, Department of Educational Development: 451-2573	
COLLEGE OF HUMAN RESOURCES	
Home Economics (Secondary)	233
Dr. Mary Lou Liprie, Department of Individual and Family Studies: 451-8556	
(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.)	
Early Childhood Development and Education	235
Ms. Alice P. Eyman, Department of Individual and Family Studies: 451-8555	
COLLEGE OF PHYSICAL EDUCATION, ATHLETICS AND RECREATION	
Physical Education and Health Education (K-12)	250
Ms. Ann McNeil, Department of Physical Education: 451-3536	

While the specific course requirements in the programs obviously must vary widely, they are all faithful 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 initial teaching and other 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.

The University endorses no particular educational philosophy or method but rather requires that its teacher candidates have an eclectic, pragmatic, and flexible

approach to educational problems they will face. Delaware-educated teachers should be distinguished by their competence as "experimenting" teachers, capable of developing, implementing and evaluating a variety of educational practices in a variety of educational settings.

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 Dr. Frank B. Murray, dean of the college, for additional information or call 451-2311.

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. Students should consult with the program coordinator for specifics. 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

Students interested in teaching should select and complete the University's NASDTEC Approved Program in their field of study to insure eligibility for teacher certification. (See Teacher Education Programs in this section.) Students who complete a NASDTEC Approved Program receive an institutional recommendation that endorses them for certification in the 26 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 Center for Educational Leadership and Evaluation was founded to provide links between the College and the educational community both within the State and regionally. 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; and to provide skill development opportunities for personnel in educational leadership positions. For further information, call (302) 451-1274.

The Curriculum Development Laboratory, located at West Park Elementary School in Newark, consists of four components. In the demonstration classroom component, local public school classes in grades K-3 come with their teachers for two-week units in science and an introduction to computers. The second component, research in curriculum development, involves the integration of recent research in cognitive and instructional psychology with research on children's thinking in science. Curriculum units based on this research are tried out in the Lab classroom and revised based on children's successes in learning. In addition, research on teachers' knowledge and beliefs, planning and decision making during elementary science lessons provides important information about how the curriculum changes as teachers implement it in their classrooms. Both undergraduate and graduate students in the College of Education are involved in this research.

Service to practicing teachers comprises the third component. Teachers who come to the Lab classroom are partners in the development of curriculum; they co-teach the lessons offered to their classes and attend monthly seminars on research in teaching and learning science. Other teachers in New Castle County school districts attend inservice workshops in which the Lab's work and results of research on children's thinking are presented. The fourth component involves students in the undergraduate teacher education program, who observe the Lab classroom, participate in the work-study program, and teach their science methods practicum in the lab. For further information, call (302) 451-1244.

The Education Resource Center, located on the ground floor in the Willard Hall Education Building, is a multi-

media, 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, filmstrips, and a special multicultural collection of children's literature. The Center houses part of a statewide special education resource collection, including a preview center for adaptive technology for persons with disabilities. In addition, the Center provides training in audiovisual equipment operation and media production and access to typewriters, a laminator, and a dry mount press. For further information, call (302) 451-2335.

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 professionals and 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, assistive devices, communication aids, and multimedia technology. The Center also offers graduate students the opportunity to pursue educational research through a research assistance program.

The Office of Clinical Studies for Teacher Education. A major standard used to measure the excellence of a professional school is the opportunity provided in the curriculum for students to test theory through clinical practice. In accordance with this standard of excellence, 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.

Level I experiences give students the opportunity to observe, tutor, and offer general assistance in the classroom. Level II experiences include planning, implementing, and assessing limited instructional units with small groups or an entire class. Level III responsibilities require students to become engaged in an extended student teaching experience under the supervision of a University supervisor and a local district cooperating teacher. 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 servicing teacher education programs throughout the University, the Office of Clinical Studies makes over 2,500 placements each year. For further information, call (302) 451-2319.

The Office of Student Services for Teacher Education 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, all freshmen and sophomores in the Elementary Teacher Education program are advised by the staff of the Office. Upon clearance to begin upper-level study, a student in the program is assigned a faculty member in the college who serves as his or her adviser until graduation. Students should seek guidance from their adviser concerning all aspects of their academic programming. For further information, call (302) 451-2317.

The Office of Inservice Education serves as a link between teacher professional development needs, as identified by teachers and administrators, and the professional development skills and resources, including the faculty, available at the University. To achieve this function, the Office performs several tasks. First, it seeks to work with school districts in Delaware to develop workshop sessions, inservice courses, graduate courses, and special projects designed to serve the professional needs of groups of educators. Second, it coordinates the courses offered within the Master of Instruction program, a program designed to meet the needs of classroom teachers across the state with the goal of improving the quality of instruction in the classroom. Third, it publishes a journal, entitled *Trade Secrets*, three times each academic year. *Trade Secrets* serves as a forum for educators to share creative and innovative teaching ideas or to report on the implementation of a successful project. Each issue focuses on a topic identified by teachers as being of interest to them.

In addition to its commitment to the professional development of educators, the Office of Inservice Education serves the needs of parents. Courses and workshops are offered to provide parents with information on a wide variety of topics related to their children's school success, responsible behavior, and social and emotional well-being. Further courses are offered to parent educators across the state to help them improve their skills in teaching parents. For further information, call (302) 451-2333.

The College School, housed within the College of Education, provides a regular school-year program and summer program for children with learning difficulties. Serving approximately 34 students from six to fifteen years of age, the School operates four essentially non-

graded classrooms in the Willard Hall Education Building. The School's curriculum provides individualized instruction for children who for a variety of reasons 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 an observation, research, and clinical site for undergraduate and graduate students enrolled in programs in the College of Education. For further information, call (302) 451-1097.

The Center for Intercultural Teacher Education (CITE) was established in 1990 to provide assistance to faculty and other educators interested in both international and multicultural teacher education. Immediate goals of the Center include providing opportunities for greater interaction between education students and Hispanic and Native American children, making resource information available to teachers in the State and faculty at the University, developing a foreign site for a College-based semester abroad program, and sponsoring multinational research projects. Through encouragement, information, and service, the Center hopes to contribute to an increasingly pluralistic, global, and participatory perspective throughout the College and the communities it serves. For further information, call (302) 451-1653.

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 1-8), with additional options in kindergarten education, bilingual education, and middle school mathematics, science, social studies, or English education
- provide all children, including those with special learning needs, with the best possible education

The program faculty seeks to prepare a relatively small number of high quality teachers capable of earning certification in Delaware and in 28 other states in which reciprocal agreements exist with Delaware.

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, each playing an important role in the development of a high-quality teacher.

The *General Studies* area includes courses in the following subject areas: natural sciences (12 credits), mathematics (6 credits), social sciences (9 credits), English/communications (12 credits), and fine arts (6 credits). This area is critical to the development of the candidate as a knowledgeable person in the society. 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.

The *Professional Studies* area is designed to develop the candidate's teaching skills. 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.

Students completing this major may choose one of three options: the elementary education option, the special education option, or the option that leads to certification as both a regular elementary and a special education teacher.

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

CURRICULUM CREDITS*

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing	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

<i>Natural Science</i>	
GEOL 113 Earth Science	4 ¹
SCEN 101 Physical Science	4 ¹
or	
SCEN 102 Physical Science	4
BISC 103 General Biology	3 ²
BISC 113 General Biology Laboratory	1 ²
or	
BISC 207 Introductory Biology I	4 ²
<i>Mathematics</i>	
MATH 251 Mathematics for the Elementary School I	3 ¹
MATH 252 Mathematics for the Elementary School II	3 ¹
<i>Social Science</i>	9 ^{1,2,4}

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

One of the following four courses:

GEOG 102 Human Geography
GEOG 120 World Regional Geography
GEOG 210 Economic Geography
GEOG 203 Cultural Geography

Three additional credits in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, or Sociology	3
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<i>English/Communication</i>	9 ^{2,3}
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One of the following literature courses:

ENGL 207 Introduction to Poetry	3
ENGL 208 Introduction to Drama	3

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

#This requirement may be fulfilled through a course taken to complete major, group, breadth, or elective requirements. See page 27.

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

ENGL 209	Introduction to the Novel	3
ENGL 210	Short Story	3
One of the following critical thinking courses:		
ENGL 368	Science and Culture Studies	3
ENGL 300	Introduction to Literary and Cultural Studies	3
PHIL 105	Clear Thinking	3
One course in areas such as composition, linguistics, literature, or communications selected with an adviser's approval		

Fine Arts

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

Discipline

Eighteen credit hours of study from one of the following five	18
areas: English, general science, mathematics, social studies, or language studies. A list of the specific courses that com- prise each of these areas is available in the Office of Student Services (015 Willard Hall)	

Within the College

EDST 147	Historical Foundations of Education	3 ¹
EDST 202	Human Development and Educational Practice	3 ¹
EDST 258	Sociological Foundations of Education	3 ²
EDST 340	Philosophical Foundations of Education	3 ⁴
EDST 390	Instructional Strategies and Individual Differences	3 ³
EDST 230	Introduction to Exceptional Children	3 ²
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

ELECTIVES

Electives	18 ^{3,4}
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CREDITS TO TOTAL A MINIMUM OF 129

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

CURRICULUM CREDITS*

UNIVERSITY REQUIREMENTS

ENGL 110	Critical Reading and Writing	3 ¹
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content#		

MAJOR REQUIREMENTS†**External to the College****Natural Science**

GEO 113	Earth Science	4 ¹
SCEN 101	Physical Science	4 ¹
or		
SCEN 102	Physical Science	4

BISC 103	General Biology	3 ²
BISC 113	General Biology Laboratory	1 ²
or		
BISC 207	Introductory Biology I	4 ²
Mathematics		
MATH 251	Mathematics for the Elementary School I	3 ¹
MATH 252	Mathematics for the Elementary School II	3 ¹

Social Science 9^{1,2,4}

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

One of the following four courses:

GEOG 102	Human Geography
GEOG 120	World Regional Geography
GEOG 210	Economic Geography
GEOG 203	Cultural Geography

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

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	Science and Culture Studies	3
ENGL 300	Introduction to Literary and Cultural Studies	3
PHIL 105	Clear Thinking	3

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

Fine Arts

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

Discipline

Eighteen credit hours of study from one of the following five	18
areas: English, general science, mathematics, social studies, or language studies. A list of the specific courses that com- prise each of these areas is available in the Office of Student Services (015 Willard Hall)	

Within the College

EDST 147	Historical Foundations of Education	3 ¹
EDST 202	Human Development and Educational Practice	3 ¹
EDST 258	Sociological Foundations of Education	3 ²
EDST 340	Philosophical Foundations of Education	3 ⁴
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 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

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

#This requirement may be fulfilled through a course taken to complete major, group, breadth, or elective requirements. See page 27.

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

ELECTIVESElectives 9^{2,4}**CREDITS TO TOTAL A MINIMUM OF** 129

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

CURRICULUM CREDITS*

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing 3¹
 Three credits in an approved course or courses stressing 3^{1,4}
 multicultural, ethnic, and/or gender-related content #

MAJOR REQUIREMENTS†**External to the College***Natural Science*GEOL 113 Earth Science 4¹SCEN 101 Physical Science 4¹

or

SCEN 102 Physical Science 4

BISC 103 General Biology 3²BISC 113 General Biology Laboratory 1²

or

BISC 207 Introductory Biology I 4²*Mathematics*MATH 251 Mathematics for the Elementary School I 3¹MATH 252 Mathematics for the Elementary School II 3¹*Social Science* 9^{1,2,4}

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 present

HIST 205 U.S. History

HIST 206 U.S. History

One of the following four courses:

GEOG 102 Human Geography

GEOG 120 World Regional Geography

GEOG 210 Economic Geography

GEOG 203 Cultural Geography

Three additional credits in Anthropology, Economics, 3

Geography, History, Philosophy, Political Science,
Psychology, or Sociology*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 Science and Culture Studies 3

ENGL 300 Introduction to Literary and Cultural Studies 3

PHIL 105 Clear Thinking 3

One course in areas such as composition, linguistics, literature, 3
or communications selected with an adviser's approval.*Fine Arts*Six credits from the Fine Arts to include courses in 6^{1,4}
Music, Art, Art History, or Theatre.*Discipline*

Eighteen credit hours of study from one of the following five 18
 areas: English, general science, mathematics, social studies,
 or language studies. A list of the specific courses that com-
 prise each of these areas is available in the Office of
 Student Services (015 Willard Hall).

Within the CollegeEDST 147 Historical Foundations of Education 3¹EDST 202 Human Development and Educational Practice 3¹EDST 258 Sociological Foundations of Education 3²EDST 340 Philosophical Foundations of Education 3⁴EDST 390 Instructional Strategies and Individual Differences 3³EDST 230 Introduction to Exceptional Children 3²EDST 431 Applied Behavior Analysis 3³EDST 461 Measurement Theory and Techniques for 3³
Classroom TeachersEDST 435 Educational Evaluation for Exceptional Children 3³**Within the Department**EDDV 220 Introduction to the Teaching of Reading 3²EDDV 305 Elementary Curriculum: Language Arts 3³EDDV 320 Elementary Curriculum: Reading 3³EDDV 335 Elementary Curriculum: Mathematics 3³EDDV 341 Elementary Curriculum: Science 3³EDDV 346 Elementary Curriculum: Social Studies 3³EDDV 400 Student Teaching 12⁴**ELECTIVES**Electives 6^{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 for Teacher Education, College of Education (Room 015). 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.

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

#This requirement may be fulfilled through a course taken to complete major, group, breadth, or elective requirements. See page 27

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

EDUCATIONAL STUDIES

The Department of Educational Studies is most 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 the teaching is but the end result of a long chain of assumptions and decisions. It has long been recognized, but was especially well stated by John Dewey, that the "... educative process has two sides—one psychological and one sociological; and that neither can be subordinated to the other or neglected without evil results following" (My Pedagogic Creed, 1897). The ongoing task of this department is to provide answers to the ancient question of what education is or should be, especially in light of the vast quantity of behavioral science research that has accumulated since Dewey wrote his definition three quarters of a century ago. The department attempts to provide students with reliable knowledge about the most fundamental structures of the educational process. These broad areas of study include evaluation and measurement, history, philosophy, and sociology of education.

The department members feel that to do this they must: 1) maintain themselves as dependable sources of knowledge in their field; 2) conduct sound research in their areas of specialization; 3) conduct educational programs that are intellectually sound, convincing to their clientele, and effective in promoting the competence of students; and 4) provide leadership in the solution of educational problems that lie within their areas of expertise, whether at the local, regional, or national level.

Most courses at the undergraduate level have been designed to provide potential teachers and educational professionals with deeper insights into the educational process. This can best be accomplished by reference to systems of thought and theories about education. This department is quite aware that the act of teaching itself can be viewed in terms of very practical outcomes. This is emphasized by providing students with several types of analytical, clinical, and tutoring experiences in many courses; and by the development in students of the skills that enable one to confidently assess educational outcomes. Toward the same ends, many of the department's offerings are arranged in a competency-based format that further serves to provide students with clear applications of some instructional models.

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 educa-

tion as part of a liberal arts curriculum and for those who are interested in education-related careers such as counseling, educational research, and computer-based instruction. 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.

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 3 ¹ (A minimum grade of C must be earned.)	
Three credits in an approved course or courses stressing 3 ¹⁻⁴ multicultural, ethnic, and/or gender-related content.#	
MAJOR REQUIREMENTS	
External to the College	
<i>Skill Requirements</i>	
<i>Writing:</i> 3 ^{3,4} 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.)	
<i>Foreign Language:</i> 0-12 ¹⁻⁴ 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.	

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

#This requirement may be fulfilled through a course taken to complete major, group, breadth, or elective requirements. See page 27.

Mathematics:MATH 114 Elementary Mathematics and Statistics 3¹

or

MATH 115 Pre-Calculus 3

Satisfactory performance on a placement test.

Breadth Requirements† (See page 80)**Group A** 12¹⁻⁴

Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two areas.

Group B 12¹⁻⁴

The study of culture and institutions over time. Twelve credits representing at least two areas.

Group C 12¹⁻⁴

Empirically based study of human beings and their environment. Twelve credits representing at least two areas.

Group D 13¹⁻⁴

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.

Within the DepartmentEDST 147 Historical Foundations of Education** 3¹EDST 304 Educational Psychology – Social Aspects** 3¹EDST 258 Sociological Foundations of Education** 3²EDST 340 Philosophical Foundations of Education** 3³EDST 665 Elementary Statistics 3³EDST 469 Research Project/internship‡ 3-9⁴EDST 475 Senior Seminar in Education‡ 3⁴Educational Studies courses 9⁴

Either three additional EDST courses at the 400 level or above, or two such courses and one EDST Honors course at the 300 level or above.

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

ELECTIVES**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 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 (SOCI 361); Technology and Human Values (PHIL 207); Urban Politics (POSC 355); Economics of Poverty and Discrimination (ECON 382); Peoples of the World (ANTH 230); and Afro-American People and Issues (BAMS 205).
- B. The *interdepartmental major* option requires the student to take a minimum of 51 credits from closely related fields, one of which is educational studies. A minimum of 21 credits must be taken in each field or in appropriate subject-matter areas. Programs of this sort are handled on an individual basis and require early cooperative planning on the part of the students and faculty advisers in the departments involved. This type of major must be declared before the student has completed 60 credits of academic work.
- C. 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.

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

†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.

‡Majors must have an overall g.p.a. of at least 2.25 to enroll in EDST 469 and EDST 475

**Majors may substitute Department Committee approved EDST Honors courses for required Foundations courses. However, any Honors course taken to fulfill the additional upper division EDST course requirement may not also substitute for a Foundations course. Students taking this option are held accountable for basic literacy in the course(s) not taken and should consult with the program coordinator for guidelines.

NOTES