Early Childhood Education Handbook 2015-2016
# Table of Contents

I. EARLY CHILDHOOD EDUCATION MAJOR .......................................................................................... 3
   Conceptual Framework .................................................................................................................. 4
   Early Childhood Education Course Requirements ........................................................................ 4
   Portfolio ......................................................................................................................................... 4
   Field Experience Requirements .................................................................................................... 5
   PRAXIS Core AND II .................................................................................................................... 6
   ECE Majors Employment ............................................................................................................. 6
   Graduate Schools ........................................................................................................................ 7
   Student Organizations .................................................................................................................. 7
   *National Council for Accreditation for Teacher Education ..................................................... 7
   General Admissions Information ................................................................................................ 8
   Transferring into the ECE Major .................................................................................................. 8
   Internal Transfer .......................................................................................................................... 8
   Minor ............................................................................................................................................. 9
   Study Abroad ............................................................................................................................... 11
   Honors Degree, Dean’s Scholar, Or Senior Thesis For A Degree With Distinction .................. 11
   Forms ........................................................................................................................................... 12

II. STUDENT TEACHING ...................................................................................................................... 12
   A. Overview .................................................................................................................................. 12
   B. Selection and Retention ............................................................................................................ 12
   C. Student Teaching Application ................................................................................................ 12
   D. Petition Process ....................................................................................................................... 13
   E. Meetings in Preparation for Student Teaching ....................................................................... 14

III. SUPPORT AND SURVIVAL GUIDE FOR ECE MAJORS ......................................................... 14
   Pre-Entrance ............................................................................................................................... 14
   Freshmen .................................................................................................................................... 14
   Sophomore .................................................................................................................................. 15
   Junior .......................................................................................................................................... 15
   Senior ......................................................................................................................................... 15

NOTE: WORK WITH THE HDFS ADVISEMENT CENTER AND WITH YOUR ADVISOR THROUGHOUT YOUR ACADEMIC CAREER.
I. EARLY CHILDHOOD EDUCATION MAJOR

Students in the Early Childhood Education (ECE) program combine course work with student teaching to prepare them for careers in early intervention and teaching young children.

Course work in Early Childhood Education provides a strong background in child development, working with families, and early childhood inclusive curriculum.

Early Childhood Education (ECE) Majors join the field of early care and education professionals. They combine coursework with student teaching. This is one of the fastest growing education professions. There is great demand for certified early childhood education teachers and early intervention specialists. Students will:

- learn how to teach children birth through second grade, develop early childhood curriculum, and collaborate with families and resources and specialists in the community;
- learn how be an early interventionist, working with young children with developmental disabilities and their families; or an early childhood special educator;
- teach children by assessing their skills and using interventions to help them learn how to develop fully and to be successful; the program’s developmental emphasis teaches students how to match instructional strategies and materials to children’s social-psychological, cognitive and physical maturity. The program further emphasizes the family’s role in caring for and socializing children;
- graduate from this approved early childhood education program and are eligible for Early Childhood and Early Childhood Special Education Teacher Certification in most states. The ECE major meets the standards at the National Association for the Education of Young Children;
- participate in seven (7) field observations and practicum experiences where they are observing or working with young children in schools and programs beginning in their freshman year, culminating with two semesters of student teaching in the senior year;
- be employed, upon completion of the program requirements, in public and private schools, Head Start and Early Head Start programs, early care and education settings, early intervention programs, health and social services departments, and home-based programs after they graduate; or they enroll in graduate school.
- train in programs, on and off campus, that follow the guidelines of the National Association for the Education of Young Children (NAEYC) and the Division of Early
Childhood (DEC) of the Council for Exceptional Children (CEC). They also work in programs moving toward accreditation, and experience the range of programs in the community.

- have the opportunity to take graduate course work while they are undergraduates, and (if qualified), can begin a combined Undergraduate/Graduate program to earn a master’s degree in a specialty area

**Conceptual Framework**

The University of Delaware’s conceptual framework states that UD-prepared teachers will be “reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners.” University programs encourage teacher candidates to understand that all children, adolescents, and adults can learn and to dedicate themselves to supporting that learning. Using developmentally and educationally effective approaches, candidates create learning environments that prepare students to contribute to a democratic society within a global context. All UD-prepared educators are reflective practitioners. Reflective practice is the foundation of competence for teacher candidates. Their course work, field experiences, and work with colleagues and mentors all emphasize the importance of thoughtful analysis and continual revision of effective approaches to teaching and learning.

**Early Childhood Education Course Requirements**

Course work in Early Childhood Education provides a strong background in child development, working with families, and early childhood curriculum.

The required courses for the ECE major are on the EARLY CHILDHOOD EDUCATION PLANNING GUIDE Form which can be found on our website

Please note: A grade of C- or better must be earned in all HDFS courses, MATH 251, EDUC 230 and the Focused Elective (see the HDFS advisement center for appropriate courses). A student failing to meet the minimum required grade of C- when taking a major course for the second time will not be permitted to remain in an HDFS major requiring that course. The student may present a letter of appeal to his or her advisor who will forward the case to the appropriate screening committee.

**Portfolio**

All ECE students are required to create and defend an Early Childhood Education Mastery Portfolio that documents their developing competence in the field upon completion of student teaching. The Mastery Portfolio is an electronic portfolio that illustrates students’ growing knowledge, skills, and dispositions as a teacher, as well as the students’ philosophy of education. This portfolio will be a carefully designed, integrated selection of artifacts and reflections representing each student’s professional experiences, competencies and growth. The final product will demonstrate to the reader the degree to which the student has met The University of Delaware’s Conceptual Framework for Educators and NAEYC Standards for Early Childhood Professional Preparation, Baccalaureate or Initial Licensure Level.

In various classes you will be given assignments for items to be included in your developmental electronic portfolio. Specific instructions on how to create the portfolio and how items should be entered will be provided in class. This is an assignment that you will be expected to carry out throughout your tenure as a member of our professional preparation program. During student teaching, you will work on completing the Mastery Portfolio, which will be presented to a group
of your peers and faculty and community members.

Field Experience Requirements

ECE students observe children in classroom settings beginning in the freshman year. Starting in the sophomore year, students have field experiences with an emphasis on service learning with children in a variety of settings. The experiences are designed to give students increasingly more responsibility with children in settings that range from infancy through early elementary grades. Schools and centers where students participate in field experiences range from private institutions, such as the University of Delaware’s Laboratory Preschool and the Early Learning Center, as well as suburban and urban public schools. The Field Experience Requirements form provides detailed information about all requirements and guidelines for participating in field experiences.

The Office of Clinical Studies (OCS) can assist you with the following clearances and questions about your early field experiences. The OCS website (www.ocs.udel.edu) describes the services that they provide and information related to field experiences. The OCS is located at 200 Academy Street, Newark, DE 19716. You can email questions to the OCS at clinicalstudies@udel.edu or call (302) 831-6778.

1. **TB (PPD or Mantoux) Clearance**: In order to comply with state regulations, students must show written proof of a negative PPD (Mantoux) Tuberculin Test before working in the schools. Students may have the test administered by their physician, a public health clinic, or at Student Health Services on campus. There is a small fee to students who have this service performed at SHS. If you use an off campus site, the results must be submitted to Student Health Services so that the Office of Clinical Studies can clear you for your field experiences. Documentation is filed by Student Health Services or by the student with the Office of Clinical Studies and must be in their offices before the first day of class of the semester in which the results are needed. Questions about this clearance should be directed to the Office of Clinical Studies.

2. **Praxis Core**: Student provides evidence of passing scores for the Praxis Core test. Student has scores sent to Delaware Center for Teacher Education. (See http://www.teachered.udel.edu/students for information about the test, passing scores and sending scores to UD). Student must successfully complete the test for entrance into HDFS 412 (junior-level course). However, **students are urged to complete this requirement prior to or during their freshman year.**

3. **Criminal Background Clearance**: Prior to all field experiences and classes with observations, students will need to complete a federal criminal background check with the Delaware State Police. The federal criminal background check takes 6-8 weeks to process and results are due to the Office of Clinical studies by the first day of class of the semester in which the results are needed. All education majors must complete their background check between April 1st and May 10th annually to be cleared for courses with field experiences for the next academic year. Information about securing a federal background check in the State of Delaware and the online background check for incoming freshmen is available online at the Office of Clinical Studies website at http://www.ocs.udel.edu/fingerprinting. Two sets of prints will be taken and these prints will be used to obtain criminal history information from the State Bureau of Investigation and the FBI, as well as the child abuse registry and the adult abuse
registry. You must present picture identification and proof of your social security number. Allow six to eight weeks for processing.

The contact office for clearances is the Office of Clinical Studies (302-831-6778). You must confirm that the police will mail the results directly to the Office of Clinical Studies.

**Appropriate Dress:** Students in field placements must wear clothing that is professional and modest. This would exclude short shorts, tube or tank tops, mini-skirts, see-through shirts, exposed midriffs (belly or back), hats, baseball caps, exposed tattoos or undergarments, or excessive cologne/jewelry. Avoid excessively tight clothes or high-heeled shoes. Be sure that you are well groomed. More information about appropriate dress may be provided prior to each field experience.

**First Aid and CPR Training:** Students are encouraged to complete First Aid and CPR training within two years of starting student teaching.

Field placements could begin as early as the freshman year. One of the goals of the Early Childhood Education program is to prepare students to work with children and families in diverse settings. Not all required field experience placements are within walking distance or on University of Delaware bus routes. Students are responsible for providing their own transportation.

**PRAXIS Core AND PRAXIS II**
All teachers, regardless of their area of certification, are required to complete Praxis to be endorsed for certification by the University of Delaware. ECE majors must pass Praxis Core prior to enrollment in HDFS 412. Test scores for Praxis II must be submitted to the Delaware Center for the Teacher Education during enrollment in EDUC 400 Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report. Information about Praxis and other testing requirements can be found on the Teacher Education web site: [http://www.teachered.udel.edu/students/](http://www.teachered.udel.edu/students/).

**ECE Majors Employment**
What kind of jobs do ECE Majors get when they graduate? Most students who graduate from the ECE program teach in public and private school settings providing both early childhood education and early intervention services. A large job fair for teachers (Project Search) is hosted by the Career Services Center ([http://www.udel.edu/CSC/](http://www.udel.edu/CSC/)) each spring.
Graduate Schools

ECE Majors have three options for 4+1 programs, which enable students to complete a BS in Early Childhood Education and a master’s degree in five years:

- **4+1 BS/MS HDFS: Concentration in Early Childhood Development and Inclusive Education**
- **4+1 BS ECE/M.Ed. in Exceptional Children and Youth** (focus on Autism and Severe Disabilities)
- **4+1 BS ECE/MA in Childhood Foreign Language Education**

Although most ECE graduates seek employment in the teaching field immediately upon graduation, other students have pursued advanced degrees in the following fields:

- Occupational Therapy
- Speech and Language Pathology
- Early Childhood Education Administration
- Reading Specialist
- Pediatric Nursing
- School Psychology
- School Counseling
- Early Childhood Education
- Human Development and Family Studies

Student Organizations

Students are encouraged to join early childhood related organizations.

- **SAEYC (Student Association for the Education of Young Children)** is a student chapter of the National Association for the Education of Young Children (NAEYC). This student organization focuses on volunteer work with infants, preschoolers, and children through elementary school. Activities range from tutoring, to child care, to advocating for issues related to education for young children. Membership in SAEYC includes a subscription to the Journal *Young Children* and is open to anyone interested in young children. Information about SAEYC meetings and events may be obtained at the HDFS office.

- **Student Council for Exceptional Children (SCEC)** provides students from all majors with the opportunity to help children, including children with mental and physical challenges. Contact the School of Education to join this organization.

- **Academic Support Program Inspiring Renaissance Educators (ASPIRE; http://www.aspire.udel.edu/)** is a group “working to grow our own next generation of students who will choose teacher education as a career pathway. By supporting a network of pre-college peer educators and student academic leaders, ASPIRE members nurture an interest in teaching and other careers in education.”

*National Council for Accreditation for Teacher Education*

What does it mean that the Early Childhood Education program is accredited by the National Council for Accreditation for Teacher Education? University of Delaware’s program meets national standards for undergraduate education in Early Childhood Education. Graduates of the program are eligible to become certified to teach in Early Childhood Education and in Early Childhood Special Education upon graduation. Procedures for applying for certification can be
General Admissions Information
The number of students who can be accepted into the Department of Human Development and Family Studies is limited by the current number of students in a particular major, course demands, availability of advisors/supervisors, and clinical placements.

Not all students meeting the minimum requirements are guaranteed admission.

The HDFS Undergraduate Program Committee reviews applications and, based on availability of space, admits students who show the most promise of successfully completing the degree. The principle criterion for selection is academic performance. If accepted, students must process the electronic change of major forms and once completed, are assigned to an academic advisor.

NOTE: No credit by examination is available for HDFS courses. Transfer credits for HDFS 412, 413, 435, 480, and EDUC 400 are not accepted.

IT IS THE POLICY OF THE UNIVERSITY OF DELAWARE THAT NO PERSON SHALL BE SUBJECTED TO DISCRIMINATION ON THE GROUNDS OF RACE, COLOR, RELIGION, SEX, NATIONAL OR ETHNIC ORIGIN, AGE, HANDICAPPED OR VETERAN STATUS.

Transferring into the ECE Major
We welcome transfer students. We require that transfer students first contact the HDFS Department to meet with an advisor to discuss their interests, career plans, and any special needs. We want to ensure that our majors are a good fit with students’ academic goals.

Internal Transfer
Applying for Internal Transfer for Early Childhood Education (ECE) major:

- Current University of Delaware students must contact the HDFS Department to request an appointment to discuss departmental transfer policies with the appropriate person.
- Applications may be obtained on-line or in person and returned to the department office at any time.
- All supporting materials must be submitted with the application (including documentation of passing Praxis Core scores for ECE applicants with 32 or more credit hours).
- Students are notified of review committee’s decision within one week of receipt of the completed application.

Minimum requirements for submitting an application for internal transfer into ECE major:

- Completed credit hours/GPA
  - required 0-32 credits 2.25 GPA
  - 33-60 credits 2.4 GPA
  - 60+ credits 2.5 GPA
- A statement of your educational and career goals.
- A current transcript (available on UD-SIS).
- Students with 32 or more credit hours must attach a copy of passing Praxis Core test scores.
(i.e., Reading, Writing, and Math). Call 831-6717 or check teacher education website (http://www.teachered.udel.edu/students/) for more details. Allow 3 – 6 weeks for scores to be returned from Educational Testing Services (ETS). Students should request that their scores be sent to the University of Delaware.

- **Minor**

  Since students in the ECE major are ultimately eligible for dual certification, most courses that students take are specific to the ECE major. However, some ECE students do minor in another field of study by taking courses over winter or summer sessions and/or by staying an additional semester. Below are the requirements for some of the most popular minors. Students are advised to contact the minor’s sponsoring department to determine their eligibility, the current requirements, and to receive appropriate advisement. It is advisable that students discuss potential minors with their ECE advisors as well as a faculty members in the sponsoring department.

  1. **BLACK AMERICAN STUDIES: 18 credits**
     
     Students applying for the minor in Black American Studies must have completed at least one semester of full-time study at the University with a minimum grade-point average of 2.1. The courses for the 18 credit minor program include BAMS 110, 304, 306, and one BAMS elective at or above the 300-level with the approval of an adviser, plus two more BAMS courses.
     
     Alternative arrangements for a minor in Black American Studies are available but must be approved in advance by a program adviser and the director. See undergraduate catalog for details.

  2. **DISABILITIES STUDIES: 18 credits**
     
     Students applying for the minor in Disabilities Studies must obtain permission from the advisor in Disabilities Studies and have at least a C- in HDFS/PSYC/SOCI 270. Students must complete 3 required courses
     
     HDFS/PSYC/SOCI 270 Families and Developmental Disabilities (See HDFS 270 for course description)
     
     EDUC 230 Introduction to Exceptional Children
     
     HEPP 465 Senior Seminar in Disabilities Studies
     
     Students must complete three (3) elective courses, one from each of the following topic areas:
     
     Human Development
     
     Social Systems
     
     Service Delivery Method
     
     At least one of these courses must also be from outside the major requirements and outside of the major department.

     For more information go to: http://www.udel.edu/cds/disabilities_minor.html or contact Dr. Laura Eisenman (eisenman@udel.edu)

  3. **HUMAN DEVELOPMENT AND FAMILY STUDIES: 18 CREDITS**
     
     Students applying to the minor in Human Development and Family Studies must have an overall GPA of 2.0 or higher.
     
     The minor in Human Development and Family Studies requires 18 credit hours. Student
must complete two core courses: HDFS 201 Life Span Development and HDFS 202 Diversity and Families

Students must complete four additional courses (12 credits) within the designated concentrations.

- Human Development Family Studies
- Relationships Development within Diverse Communities

For more information and go to [http://www.hdfs.udel.edu/minor/](http://www.hdfs.udel.edu/minor/) or contact Dr. Lynn Worden (worden@udel.edu)

4. LEADERSHIP (LEAD): 18 credits

The minor in Leadership requires 18 credit hours, three core courses and three additional courses of restricted electives (9 credits) selected in consultation with and approved by the student’s minor advisor. All courses included in the minor must be completed with a grade of C – or better. Admission to the minor is by application.

- LEAD 100 Leadership, Integrity and Change
- LEAD 304 Leadership, Power and Social Responsibility
- LEAD 404 Leadership in Organizations
- Restricted Electives (9 credits)

For more information: [http://www.sppa.udel.edu/content/minor-organizational-and-community-leadership](http://www.sppa.udel.edu/content/minor-organizational-and-community-leadership)

5. NUTRITION: 15 credits

Requirements for a minor in nutrition requires three core courses (NTDT 200, NTDT 400, NTDT 401) plus 6 credits in Nutrition and Dietetics at the 300 – level or higher. A 2.0 grade point average is required for admission; a minimum grade of C – is required in all courses in the minor. Note that CHEM 214 and CHEM 216 are necessary prerequisites for NTDT 400 and NTDT 401. For more information: [http://www.udel.edu/HNES/nutrition-minor.html](http://www.udel.edu/HNES/nutrition-minor.html)

6. PSYCHOLOGY: 18 credits

A minor in psychology requires 18 credits including PSYC 100; one course chosen from PSYC 301, 303, 325, or 334; one course chosen from PSYC 310, 312, 314, or 340; one course chosen from PSYC 350, 370, 380, or 390; AND any three credits in psychology with restrictions as noted in undergraduate catalog. For more information: [http://www.psych.udel.edu/](http://www.psych.udel.edu/)

7. SOCIOLOGY: 18 credits

The minor in sociology requires SOCI 201 plus 15 credits in sociology, with at least 9 credits at or above the 300-level. SOCI 301 or 312 is required or an equivalent course in another social science discipline, such as ECON 422, 426, POSC 434 or 435. For more information: [http://www.udel.edu/soc/ugrad_soc.html](http://www.udel.edu/soc/ugrad_soc.html)

8. SPANISH: 21 credits

The Foreign Language Studies (FLS) Spanish minor requires participation in a UD Department of Foreign Languages and Literatures sponsored semester abroad program. See the Foreign Languages and Literatures Study Abroad Coordinator for details and prerequisites. Credit requirements for the FLS minor in Spanish are as follows:

- SPAN 2xx, 3xx, 4xx
SPAN 306 or 406  
SPAN 308  
Three of: ARTH 339, SPAN 355, SPAN 455, HIST 339, POSC 441  
Minors in Spanish Studies are required to take at least one literature class at the 300 – level or above. For more information:  
http://www.udel.edu/flt/main/Minors/SpanishMinor.html  
Note: A student cannot receive both a Spanish Minor and a Spanish Studies Minor.

9. WOMEN’S STUDIES: 18 credits  
   WOMS 201 Introduction to Women’s Studies  
   Two courses in WOMS or cross-listed with WOMS at or above the 300-level  
   Three elective courses in WOMS or cross-listed with WOMS  
   Note: No more than 9 credits may be taken in any one department. No more than 6 credits in WOMS experimental courses (x67-numbered) may be counted toward the 18-credit requirement.  

Study Abroad  
Many ECE students do participate in Study Abroad. They consistently return saying that this was one of the most worthwhile experiences of their undergraduate careers!

Most students choose to participate in one of the programs during Winter or Summer Sessions. Studying abroad provides students with a new perspective and world view of people who are different. You will be challenged to think more broadly and you will enjoy life-altering experiences that you will always treasure. Your advisor can help you decide which course requirements would be best to fulfill during a Study Abroad.

The Department of Human Development and Family Studies offers study abroad programs in Barbados, France, and South Africa.

The UD Center for International Studies currently offers more than 70 programs in 35 countries in 40 subjects. For more information about study abroad opportunities, contact your academic advisor, or the Center for International Studies, 186 South College Avenue, 831-2852.
http://international.udel.edu/

Honors Degree, Dean’s Scholar, Or Senior Thesis For A Degree With Distinction  
Advanced students may pursue an Honor’s Degree with Distinction offered with the University Honors Program (http://www.udel.edu/honors/). They may also conduct a Senior Thesis for a Degree with Distinction with the Undergraduate Research Program (http://urp.udel.edu) . Advanced students who desire greater flexibility within their program may apply to become a Dean’s Scholar (http://www.udel.edu/deansscholar).
Forms
All Department of Human Development and Family Studies forms are available online at:
http://www.hdfs.udel.edu/current/

II. STUDENT TEACHING

A. Overview
Student teaching is the final field experience where students have the opportunity to apply and to continually adapt, revise and revisit all they have learned about children’s development, learning and teaching within school and community settings. The primary goal of the student teaching experience is to provide teacher education candidates with the opportunity to be reflective practitioners serving diverse communities who assume, integrate, develop and refine three related critical professional roles: scholar, problem solver, and partner. At the end of the two semesters of student teaching, Early Childhood Education students will be expected to demonstrate competence in the six NAEYC Standards for Early Childhood Professional Preparation, Baccalaureate or Initial Licensure Level. (See http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf). Students are responsible for their own transportation.

B. Selection and Retention
In order to be eligible for student teaching, students
1. Must successfully pass the Praxis Core exam prior to taking HDFS 412. For details about Praxis Core see http://www.teachered.udel.edu/students/
2. Must have an overall cumulative index of 2.5 and a major index of 2.75 in the following courses: HDFS 201, 202, 220, 221, 222, 224, 355, 406, 411, 412, 413, 414, 435, 470 and EDUC 230.
3. Must have a grade of C- or better in all HDFS courses, MATH 251 and EDUC 230.
4. May only repeat major courses once.
5. Must successfully complete related professional courses including MATH 251 and MATH 252 or MATH 253, the Focused Elective and Praxis Core test before student teaching.
6. Must provide proof of a negative PPD test. Must understand that schools require a criminal background check for student teachers. This website will provide more information: http://www.ocs.udel.edu/information-for-placements/ppd-mantoux-tuberculinetest/.  
7. Students are expected to be familiar with and comply with all University policies that govern student conduct http://www.ocs.udel.edu/wp-content/uploads/ocs/StudentTeachingGuidelines-122010.pdf

Concurrently, while student teaching all students must be enrolled in Professional Development Seminar and Advanced Curriculum courses. Students are only able to begin student teaching in the fall semester and finish in the spring semester.

C. Student Teaching Application
For admission to student teaching, students must meet the requirements listed above (Section B). Students who have determined that they will be eligible for student teaching can obtain field
placement verification information and submit the online student Information Form and Student Teaching Application at the Office of Clinical Studies website (http://www.ocs.udel.edu/). Hard copies of all forms are due in 111 Alison West by the deadline date indicated on the website (usually in February of the year prior to student teaching).

D. Petition Process

1. ECE majors are required to have a minimum 2.5 overall cumulative index and a major student teaching index of 2.75. Students with a major student teaching index between 2.5 and 2.75 or an overall cumulative index between 2.0 and 2.5 may submit a letter of appeal to his or her advisor who will forward it to the appropriate screening committee. The courses counted in the major index are: HDFS 201, 202, 220, 221, 222, 224, 355, 406, 411, 412, 413, 414, 435, 470 and EDUC 230.

2. The appeals process is designed to determine whether marginal students should be permitted to student teach. Final judgments in the appeals process normally include, but are not limited to, the following:
   a. Denial of request to student teach.
   b. Permission granted provided certain conditions are met. (Example: retaking a course, gaining additional experience, etc.).
   c. Permission granted.

3. Students may be admitted into student teaching provisionally. The Coordinator of Student Teachers will conduct a final review of student University records and student success in completing Appeal Committee recommendations and conditions just prior to a student beginning student teaching. This is to ensure student compliance with all requirements for admission to student teaching.

4. The appeal process for students whose major index is between 2.5 and 2.75.
   a. Will submit a letter of appeal to his/her academic advisor, which includes a statement of any extenuating circumstances pertinent to the case and an explanation of why she/he should be admitted to student teaching.
   b. Appeals are due by April 15th for those wishing to student teach the following academic year. Only final grades for all courses can be used in the review process.
   c. A committee of the Coordinator of Student Teachers, the student’s advisor (or designee) and a student-identified faculty member will review the student’s University record. The student has the right to request to appear before the committee.
   d. The coordinator of Student Teachers will notify the student in writing of the Committee’s decision and of any conditions and recommendations.
   e. A student who is deficient in the overall index and the major index cannot appeal both deficits simultaneously. Students must successfully appeal the overall cumulative index deficit before she/he is eligible to appeal the major index deficit.
   f. Students must submit their statement early and include their telephone number, class and work schedule so that the case can be scheduled for review. Appealing students must also include the name of the faculty member chosen as a committee member as designated in section (c).

5. Students will be notified of action taken or invited to attend if such a request has been made.

6. Appeal process for students whose cumulative index is between 2.0 and 2.5.
   a. The student will submit a letter of appeal to his/her academic advisor, which
includes a statement of any extenuating circumstances pertinent to the case and an explanation of why she/he should be admitted to student teaching.

b. Appeals are due by April 15th for those wishing to student teach the following academic year. Only final grades for all courses can be used in the review process.

c. A committee of the Coordinator of Student Teachers, the student’s advisor (or designee) and a student identified faculty member will review the student’s information submitted by the student and the student’s University record.

d. The coordinator of Student Teachers will notify the student in writing of the Committee’s decision and of any conditions and recommendations.

E. Meetings in Preparation for Student Teaching
Students are required to attend an orientation meeting the semester before they begin student teaching. This meeting prepares the student for making contact with the assigned school and teacher, and provides information regarding preparations one should make before beginning placement. Students are also required to attend seminar meetings right before student teaching begins to review student teaching policies and procedures and to meet their student teaching supervisors.

III. SUPPORT AND SURVIVAL GUIDE FOR ECE MAJORS

Pre-Entrance:

a. Learn good study skills.

b. Start thinking about how your first year will affect your options in subsequent years. Outstanding students (GPAs above 3.0 or 3.25) are invited to join honor societies and the following special programs:

   * Dean’s Scholar—substitute courses that fit your career goals for University required courses.
   * Honors Program—take honors classes and complete a senior thesis to graduate with an Honors degree.
   * Degree with Distinction (DWD)—complete a senior thesis to graduate with a Bachelor of Science with Distinction.

C. Talk with an advisor about these options if you think you will qualify or are interested.

d. Log on http://www.teachered.udel.edu/students/. Become familiar with teacher education resources and requirements.

Freshman:

a. Attend Activities Night to learn about campus activities. We recommend you sign up for the Student Association for the Education of Young Children (SAEYC). This is professional organizations that helps ECE majors and interested students volunteer in the community and attend special workshops related to the major.

b. Meet with the Advisement Center team to plan sequence of classes up to graduation. This is important—if you follow the sequencing on the course requirement sheet, you should graduate in four years. You may want to take some winter and summer courses—not only
to help you graduate on time, but to take advantage of special courses that are only offered during those shorter terms.

c. Go to your primary care physician or the UD Student Health Center to complete the TB test (PPD or Mantoux) which is needed for practicum placements and is good for five years in DE and MD (PA requires annual testing). Keep a copy to show to schools where you have practicum. (See http://www.ocs.udel.edu/information-for-placements/ppd-mantoux-tuberculine-test/ for more information). An additional test may be required in preparation for student teaching.

d. Take Praxis Core test during the freshman year. For details, check http://www.teachered.udel.edu/certification/state-requirements-2/. You must designate UD (5811) as one of your score recipients.

Sophomore:

a. Do not forget about winter and summer courses. Options include study abroad. (Contact Global Studies).

b. Start building volunteer experiences. The SAEYC can help provide opportunities.

c. Fill out a Planning Guide with help from an Advisor to plan your program semester by semester so you will graduate in a timely manner.

d. Continue work on your professional portfolio.

Junior:

a. Continue volunteering and participating in the SAEYC.

b. Meet with an advisor in Oct/Nov to ensure that you are on track to graduate next year.


d. Make sure that your clearances (i.e. PPD and criminal background check) are completed.

Senior:

a. Student teach

b. During Student Teaching:

   * Register with Career Services (401 Academy St.) and start working on resume.
   * Complete your professional portfolio

c. Spring Semester:

   * Finalize resume and obtain letters of recommendation (Place on file with Career Services).
   * Start job search – attend the Project Search career fair in April

d. Visit the Advisement Center to review your program and complete a Senior Review.

NOTE: WORK WITH THE HDFS ADVISEMENT CENTER AND WITH YOUR ADVISOR THROUGHOUT YOUR ACADEMIC CAREER.