



College of Education
& Human Development

DEPARTMENT OF HUMAN DEVELOPMENT
& FAMILY SCIENCES Phone:302-831-6500

Early Childhood Education Handbook 2019-2020

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 Subject Tests..... | 6 |
| ECE Majors Employment..... | 7 |
| 4 + 1 Graduate Programs..... | 7 |
| Student Organizations..... | 7 |
| *National Council for Accreditation for Teacher Education..... | 7 |
| General Admissions Information..... | 7 |
| Transferring into the ECE Major | 8 |
| Internal Transfer | 8 |
| Completing a Minor | 9 |
| Study Abroad..... | 9 |
| Honors Degree, Dean’s Scholar, Or Senior Thesis for a Degree with Distinction..... | 10 |
| Advisement..... | 10 |
| II. STUDENT TEACHING..... | 10 |
| A. Overview | 10 |
| B. Eligibility for Student Teaching..... | 10 |
| C. Student Teaching Application..... | 11 |
| D. Petition Process..... | 11 |
| E. Meetings in Preparation for Student Teaching | 12 |
| F. Passing Student Teaching..... | 12 |
| III. SUPPORT AND SUGGESTIONS FOR ECE MAJORS | 13 |
| Pre-Entrance | 13 |
| Freshmen | 13 |
| Sophomore..... | 13 |
| Junior | 13 |
| Senior | 14 |



College of Education & Human Development

DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY SCIENCES

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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 to 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, 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 and must be in their offices before the first day of class of the semester in which the results are needed. Please note that a Tine (TD) or Monovac Test cannot be substituted for the TB Test. In addition, all student teachers must have a TB test within nine months of their student teaching placement according to state law. You may be asked to provide a paper copy of your TB test results to the school nurse. Please be sure to keep a copy of your test for your own records. Questions about this clearance should be directed to the Office of Clinical Studies.

2. **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. Additional clearances are required by federal law for placements in licensed child care programs. Teacher candidates must bring a completed center verification form to the finger printing appointment. In addition, those who currently reside or have resided outside of Delaware in the last 5 years must contact each state of residence during that time and request a criminal history search and a child abuse and neglect search. More information about special clearances can be [found online](#). 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/clearances/background-check/>. 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 Subject Tests

All teachers, regardless of their area of certification, are required to complete Praxis Subject tests to be endorsed for certification by the University of Delaware. Test scores for Praxis Subject tests must be submitted to the Delaware Center for the Teacher Education prior to graduation. An institutional recommendation for certification will not be issued until the candidate has presented the official score report. Information about Praxis can be found at <http://www.hdfs.udel.edu/field-experiences/#praxis>.

Certification

Only state departments of education can issue an educator license and certificate(s). The University of Delaware communicates to state departments of education that candidates have completed their teacher preparation program and University requirements by writing “Institutional Recommendation for Certification” on the transcript. This transcript note informs state departments of education that candidates have completed a state approved program and interstate reciprocity agreement can take effect. Additional information on becoming certified in various states can be found [here](#).

Performance Assessment

All teacher candidates in teacher preparation program must pass a performance assessment (edTPA or PPAT) according to the State of Delaware guidelines for institutional recommendation for certification. Teacher candidates will complete the performance assessment during their student teaching placement. Further information on performance assessments can be found on

the OCS website: <http://www.teachered.udel.edu/performance-assessment/>.

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. Check the Career Services Center website for potential job fairs (<http://www.udel.edu/CSC/>).

4+1 Graduate Programs

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 Sciences

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 or on their [website](#).
- 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 found at <http://www.teachered.udel.edu/certification/>

General Admissions Information

The number of students who can be accepted into the Department of Human Development and Family Sciences 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.
- Students are notified of review committee's decision within one week of receipt of the completed application. Not all students meeting the minimum criteria are guaranteed admission due to program capacity limitations.

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 emailed to the Undergraduate Coordinator.

Completing a Minor

Because 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 is basic information for the two minors that require the fewest additional courses. Students are advised to contact a 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 advisor.

1. Disability Studies: 18 credits

Some courses may fulfill requirements within the ECE major. Please check with an advisor.

For more information go to: <http://www.cds.udel.edu/disability-studies-minor/> or contact Mr. Imani Powell (ipowell@udel.edu).

2. Human Development and Family Sciences: 18 CREDITS

Some courses may fulfill requirements within the ECE major. Please check with an advisor.

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

Study Abroad

Many ECE students do participate in Study Abroad programs. 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. Students who wish to study abroad during a Fall or Spring semester must do so prior to their Junior year to avoid delaying their graduation date. 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 Sciences has offered study abroad programs in Barbados, Germany, and South Africa. Eligible teacher candidates may also apply to student teach abroad during their senior year spring semester. Previous international student teaching placements have been in Greece and the Cayman Islands.

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>).

Advisement

To find out more about academic advisement in the Department of Human Development and Family Sciences visit <http://www.hdfs.udel.edu/advisement/>.

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. Teacher candidates should expect one of their student teaching placements to occur at the University Laboratory Preschool or at the UD Early Learning Center. 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 <https://www.naeyc.org/our-work/higher-ed/standards>. Students are responsible for their own transportation.

B. Eligibility for Student Teaching

In order to be eligible for student teaching, students

1. Must meet one of the Entry into Student Teaching requirements: acceptable ACT, SAT *or* Praxis Core scores *or* a minimum GPA of 3.0 for the two years prior to student teaching (see <http://www.ocs.udel.edu/entry-into-student-teaching/> for more information).
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 and 210.
3. Must have a grade of C- or better in all HDFS courses, MATH 251 and EDUC 230 and 210.
4. May only repeat major courses once.
5. Must complete one lab science course in addition to completing all of the courses listed above,
6. Must have current required clearances (i.e. TB/PPD, Criminal Background Clearances, and Child Protection Registry). See <http://www.ocs.udel.edu/clearances/> for more information.

If candidates do not meet the Entry into Student Teaching requirements, they *may* be eligible to apply for a waiver. See Dr. Worden (worden@udel.edu) for more information.

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 will receive an email notification about an online application in January of their junior year.

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 210 and 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 a Coteaching Launch workshop prior to student teaching. Students should check their University email throughout the summer before their student teaching placements for important updates.

F. Passing Student Teaching

Student teaching is a pass/fail course required for the University of Delaware's endorsement for certification as a qualified educator. To pass the course, the student teacher must:

1. Complete a minimum of two 12-week placements, one in the fall and one in the spring.
2. Successfully complete a lead teaching period consisting of four weeks, two weeks per academic semester. Thorough, careful, long-range planning can best facilitate this important experience. In this time, the student teacher is completely responsible for all planning, teaching, and grading.
3. Concurrently, while student teaching all students must be enrolled and attend in Professional Development Seminar (HDFS 424 in the fall and 425 in the spring) and Advanced Curriculum (HDFS 441 in the fall and 442 in the spring) courses. Candidates must earn a C- or higher in all four courses.
4. 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. See the Portfolio section on page four for further details.
5. Submit all weekly assignments found in the Student Teaching Assignment Grid to the field instructor each week.
6. Attend meetings, workshops, and in-service trainings. Promptness and professional behavior and dress are expected at all times.
7. Pass the Final Capstone Evaluation for both placements. In order to pass, you must earn a minimum of a 3 in at least half of the indicators in each cluster and earn all scores above a 1 (i.e. all 2's or higher).
8. Successfully complete the Core Learning Goal assignment.

III. SUPPORT AND SUGGESTIONS 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/>. 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 a 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/clearances/tb-test/> for more information). An additional test may be required in preparation for student teaching.
- d. Ensure you have completed the special clearances needed for the licensed child care settings.

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 October/November to ensure that you are on track to graduate next year.

- c. Take Praxis Core (<https://www.ets.org/praxis/about/core/>) if you have not met the requirements for eligibility for student teaching (<http://www.ocs.udel.edu/entry-into-student-teaching/>) by the end of the fall semester. Students meet the requirements through SAT or ACT scores, by earning a 3.0 GPA or higher for the two years prior to student teaching (typically the sophomore and junior years), or by passing the Praxis Core. You must designate UD (5811) as one of your score recipients.
- d. Complete the Student Teaching Application by mid-February. The application will be emailed to you in January.
- e. Make sure that your clearances (i.e. TB/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
 - * Complete Performance Assessment
- d. Visit the Advisement Center to review your program and complete a Senior Review.

Note: Work with the HDFS Advisement Center and your advisor throughout your academic career.