

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Barry Joyce _____ phone number 302 824-2184

Department: History _____ email address bjoyce@udel.edu _____

Date: 10/30/2013 _____

Action: revise Social Studies Education major (History Ed, Political Science Ed, Psychology Ed, Anthropology Ed, Economics Ed, Geography Ed, Sociology Ed): Increasing EDUC420 from one credit to three credits.

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 14F _____

(use format 04F, 05W)

Current degree BA _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: no name change _____

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting: Social Studies Education majors (History Ed, Political Science Ed, Psychology Ed, Anthropology Ed, Economics Ed, Geography Ed, Sociology Ed)

Undergraduate major / Concentration:

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

No new courses offered

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

1. Attain effective skills in (a) oral and (b) written communication, (c) quantitative reasoning, and (d) the use of information technology.

Increasing the course to a 3-credit course will provide our Social Studies Education students with the strategies to effectively teach these skills

2. Learn to think critically to solve problems.

A key component of the Common Core standards requires secondary school students to develop and apply critical thinking skills. EDUC420 will prepare our future teachers to teach these discipline-specific skills in reading, writing and research.

3. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

All disciplines require distinct reading, writing and research strategies. EDUC420 will prepare future Social Studies teachers to teach these skills to their students.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

The School of Education will be offering EDUC420 as a 3-credit course for Social Studies Education majors. It is currently listed as "1 to 3" credits. Attached is a letter of support from Dr. Ralph Ferretti, Director of the School of Education, supporting this change. I have also included letters of support from the various Social Studies Education programs. History Education is submitting this proposal on behalf of all Social Studies Education programs.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Social Studies Education students are required to take EDUC420 (Reading in the Content Area) during the fall semester of their senior year. It is currently offered as a one-credit, 4-week course, that provides a brief overview of reading comprehension issues at middle and high school levels based primarily upon task analyses of content-area materials. In this brief course, which includes students from all education disciplines, students apply current theories of reading comprehension to texts.

Despite its brief and general nature, surveys of our students rate this course as a valuable one, providing them with valuable strategies to address the varying levels of secondary student reading comprehension levels. Their only complaint has been that a 4-week generic course cannot provide them with the necessary tools and understandings necessary to have a long-term

impact on disciplinary literacy in the Social Studies. This problem has become particularly acute with Delaware's adoption of *The Common Core State Standards for English Language Arts in the Social Studies*. These rigorous and comprehensive standards have been adopted by 46 States. These standards require students to demonstrate proficiency in core reading, writing and research skills essential for functioning as an informed citizen. Teachers need to be able to enable their students to acquire these core skills within the context of the discipline that they are teaching. For instance, reading is critical to building knowledge in history/social studies. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in the social studies; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts.

In order to prepare our future Social Studies teachers for this challenge, our program has revised the curriculum in many individual courses. Key to the success of our students is an **expanded EDUC420**, which will allow much more time and energy to focus specifically on the specific disciplinary literacy strategies necessary for their success in addressing the Common Core.

For this expanded, three-credit EDUC420, students will understand the relationships between writing processes and reading comprehension, and will be able to implement strategies to acquire and use information from both traditional print media and electronic resources, broadening their understanding of what counts as "text."

By taking the new three-credit version of EDUC420, future Social Studies Education teachers will:

1. Understand the multiple challenges readers of Social Studies texts (defined broadly) encounter
2. Integrate into teaching carefully designed experiences that will help students read analyze, and respond to a wide variety of texts
3. Utilize strategy instruction to help students to respond, in writing, to the texts that they read
4. Develop consistent and systematic writing strategies that enable students to develop reading, writing and research skills in the Social Studies.
5. Analyze the content and reading level of readings selected for consideration
6. Match students with texts appropriate for their level of literacy development
7. Explore and experiment with a variety of strategies for enhancing comprehension of Social Studies texts, before, during and after reading, and to help students to use reading strategies independently
8. Utilize contextualized vocabulary instruction
9. Apply professional judgment in assessment and selecting instructional strategies to meet the needs of reluctant readers, struggling readers, and English Language Learners, and build a reading plan for a struggling reader
10. Align instruction with the Common Core State Standards for English Language Arts in Social Studies

In history/social studies, for example, students also need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction.

In all social studies instruction, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Checklist for Curriculum Proposals

1. Are all **signatures on the hard copy of the proposal**?

2. Is the **effective date** correct?

3. Is the **rationale** for the proposal consistent with the changes proposed?

4. Does the proposed **number of credits** match the stated number?

5. Have affected units been identified and contacted? Are required **support letters** attached?

NO 6. Is a **resolution** necessary? If so, is it attached?

(Necessary for: establishing a major; disestablishing a major; a name change to any program with permanent status; a name change to a department or college; a transfer or creation of any department; request for permanent status).

7. Are all **courses (required or referenced)** in the UDSIS Inventory or in the approval process?

8. Are all **university requirements** correctly specified?

A. Breadth requirements.

B. Multicultural requirement.

C. Writing requirement.

D. DLE requirement.

9. Are all **college requirements** correctly specified?

9. Is a **side-by-side comparison** provided?

Letters of Support

School of Education (where EDUC420 is housed)

Hi Barry,

I'm writing to express my enthusiastic support for the proposal to revise the social studies education majors, and more specifically, for the plan to offer a 3-credit version of EDUC 420 (Reading in the Content Areas) for the secondary social studies education students. The Common Core Curriculum places a very heavy emphasis on disciplinary literacy, so your teacher candidates must be well versed in strategies for teaching reading in the content areas. EDUC 420 will clearly advance the professional development of your teacher candidates.

Please write or call if I can anything further in support of your proposal.

Ralph

Ralph P. Ferretti
Director and Professor
School of Education
113 Willard Hall Education Building
Newark, DE 19716
(302) 831-1644

Other Social Studies Education Programs

Economics Education

Barry,

I definitely think having a three-credit course, Reading and Writing for the Social Studies, would be very valuable for our students and support this program change.

Bonnie

Bonnie Meszaros, PhD
Associate Director
Center for Economic Education & Entrepreneurship
102 Alfred Lerner Hall
University of Delaware
Newark, DE 19716
302.831.1896
302.831.6659 (fax)
meszaros@udel.edu

Sociology Education

Dear Barry and Hannah,

Please forgive the delay in my response. I have read the proposal for the program change carefully and think it is excellent. I agree with you that the expansion of this important class from a one-credit course to three credits will substantially enhance both the educational experience of our Social Studies Education majors and their effectiveness as teachers within their specific disciplines. Thank you for all of the hard work and careful thought that has gone into this proposal. I support it without reservation.

Please let me know if you would like a copy of this note on department letterhead. I am happy to provide this.

Sincerely,

Anne

*Dr. Anne E. Bowler, Ph.D.
Associate Professor and Associate Chair
Department of Sociology and Criminal Justice
University of Delaware
Newark, DE 19716
302.831.2583
302.831.2607 [fax]
abowler@udel.edu*

Political Science Education

Barry,

The Department of Political Science and International Relations supports this program revision. Changing the Reading in the Content Area course from one credit to three and making the course more specific for Social Science Ed majors is an important improvement in the program.

I am happy to write this up on department letterhead if you think that is necessary. If an email letter will suffice, then great.

Thanks,
Jason

Jason D. Mycoff
Associate Professor of Political Science and International Relations
Director of Undergraduate Studies
University of Delaware
468 Smith Hall
Newark, DE 19716

Anthropology Education

Barry,

As the undergraduate advisor for Anthropology and Anthropology education majors, I heartily support your proposed curriculum change. I think expanding your current 1 credit course in Reading in the Content Area to a 3 credit course in Teaching and Writing in the Social Studies will greatly improve our students' preparation to become effective teachers.

Best,

Jill Neitzel

Psychology Education

Hi Barry,

I think it's a great idea to extend the Reading and Writing in the Social Studies course to 3credits. I strongly support the change!

Beth Morling
Associate Chair of Psychology
Advisor to Psychology Education Majors

Associate Professor of Psychology
University of Delaware
Newark, DE 19716
302-831-8377

Geography Education

Barry,

The Geography Department is supportive of your change from the 1-credit *Reading in the Content Area* course to 3 credits in the Social Studies ed program. Your explanation defines the reasoning for the change and seems quite appropriate. Thank you for the careful attention to this program and to our individual students in Geography Education. Tracy

--

Dr. Tracy DeLiberty
Chair & Associate Professor
Pearson Hall, Room 216
Department of Geography
University of Delaware

[Current program Requirements]

**DEGREE: BACHELOR OF ARTS
MAJOR: HISTORY EDUCATION**

CURRICULUM CREDITS

[University and College requirements.](#)

MAJOR REQUIREMENTS

HIST 101	Western Civilization to 1648	3
HIST 102	Western Civilization: 1648 to the Present	3
HIST 103	World History I	3
HIST 104	World History II	3
HIST 268	Seminar	3

(Depending on its emphasis, this seminar course can count as three of the required credits in European, American, or Global history.)

History courses on the history of Europe	6
History courses on the history of the United States	12
History courses on the history of Asia, Africa, Latin America, or Middle East	6

The total number of HIST credits required in the major is 36. Course work must include a three credit History seminar at or above the 400 level (excluding HIST 464, HIST468, HIST 491, HIST 493, and independent study), twelve additional credits at or above the 300 level, and six credits at any level.

ECON 151	Introduction to Microeconomics	3
ECON 152	Introduction to Macroeconomics	3
POSC 150	The American Political System	3
GEOG 120	World Regional Geography	3

PSYC 100 General Psychology 3
Additional credits as follows:
3 credits in Political Science, 3 credits in 12 Geography
Six additional credits selected from the

[Revised Program Requirements]

(This single revision would be the same for Political Science Ed, Psychology Ed, Economics Ed, Geography Ed, Anthropology Ed, and Sociology Education)

**DEGREE: BACHELOR OF ARTS
MAJOR: HISTORY EDUCATION**

CURRICULUM CREDITS

[University and College requirements.](#)

MAJOR REQUIREMENTS

HIST 101	Western Civilization to 1648	3
HIST 102	Western Civilization: 1648 to the Present	3
HIST 103	World History I	3
HIST 104	World History II	3
HIST 268	Seminar	3

(Depending on its emphasis, this seminar course can count as three of the required credits in European, American, or Global history.)

History courses on the history of Europe	6
History courses on the history of the United States	12
History courses on the history of Asia, Africa, Latin America, or Middle East	6

The total number of HIST credits required in the major is 36. Course work must include a three credit History seminar at or above the 400 level (excluding HIST 464, HIST468, HIST 491, HIST 493, and independent study), twelve additional credits at or above the 300 level, and six credits at any level.

ECON 151	Introduction to Microeconomics	3
ECON 152	Introduction to Macroeconomics	3
POSC 150	The American Political System	3

following departments: Anthropology; Economics; Geography; Political Science; Psychology; Sociology

EDUC 413	Adolescent Development and Educational Psychology	4
EDUC 414	Teaching Exceptional Adolescents	3
EDUC 419	Diversity in Secondary Education	3
HIST 491	Planning a Course of Instruction (fall semester only) (minimum grade C-)	3
HIST 492	Integrating Instructional Technology into Social Studies Teaching	1
HIST 493	Seminar: Problems in Teaching History and Social Sciences (spring semester only)	3
EDUC 420	Reading in the Content Areas	1
EDUC 400	Student Teaching (spring semester only)	9

Grade of C- or better required in all required HIST, major related, and EDUC courses.

To be eligible to student teach, History Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass teacher competency tests as established by the University Council on Teacher Education and complete a learning portfolio. Students must consult with the [teacher education program coordinator](#) to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF 124

GEOG 120	World Regional Geography	3
PSYC 100	General Psychology	3
Additional credits as follows:		
3 credits in Political Science, 3 credits in 12 Geography		
Six additional credits selected from the following departments: Anthropology; Economics; Geography; Political Science; Psychology; Sociology		

EDUC 413	Adolescent Development and Educational Psychology	4
EDUC 414	Teaching Exceptional Adolescents	3
EDUC 419	Diversity in Secondary Education	3
HIST 491	Planning a Course of Instruction (fall semester only) (minimum grade C-)	3
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CREDITS TO TOTAL A MINIMUM OF 124

Current Program

Revised Program

DEGREE: BACHELOR OF ARTS MAJOR: POLITICAL SCIENCE EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: POLITICAL SCIENCE EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
POSC 150 Introduction to American Politics	3	POSC 150 Introduction to American Politics	3
POSC 240 Introduction to Global Politics	3	POSC 240 Introduction to Global Politics	3
POSC 300 Research Methods for Political Science	3	POSC 300 Research Methods for Political Science	3
One of the following courses:	3	One of the following courses:	3
POSC 220 Introduction to Public Policy		POSC 220 Introduction to Public Policy	
POSC 270 Introduction to Comparative Politics		POSC 270 Introduction to Comparative Politics	
POSC 285 Introduction to Political Theory		POSC 285 Introduction to Political Theory	
Eighteen credits distributed as follows:	18	Eighteen credits distributed as follows:	18
- nine credits from POSC courses at the 400-level		- nine credits from POSC courses at the 400-level	
- nine credits from POSC courses at the 300- or 400-level		- nine credits from POSC courses at the 300- or 400-level	
Within these eighteen credits, the courses must represent three of the four fields listed below: (Detailed list of courses available from department office.)		Within these eighteen credits, the courses must represent three of the four fields listed below: (Detailed list of courses available from department office.)	
American Politics		American Politics	
Comparative Politics		Comparative Politics	
International Relations		International Relations	
Political Theory		Political Theory	
ECON 151 Introduction to Microeconomics	3	ECON 151 Introduction to Microeconomics	3
ECON 152 Introduction to Macroeconomics	3	ECON 152 Introduction to Macroeconomics	3
GEOG 120 World Regional Geography	3	GEOG 120 World Regional Geography	3
One additional GEOG course	3	One additional GEOG course	3
HIST 104 World History II	3	HIST 104 World History II	3
HIST 206 U.S. History Since 1865	3	HIST 206 U.S. History Since 1865	3
PSYC 100 General Psychology	3	PSYC 100 General Psychology	3
Two courses from Anthropology, Economics, Geography, History, Psychology, or Sociology	6	Two courses from Anthropology, Economics, Geography, History, Psychology, or Sociology	6
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 492 Integrating Instructional Technology into Social Studies Teaching	1	HIST 492 Integrating Instructional Technology into Social Studies Teaching	1
HIST 493 Seminar: Problems in Teaching History and Social Sciences	3	HIST 493 Seminar: Problems in Teaching History and Social Sciences	3
	3		3
EDUC 400 Student Teaching	9	EDUC 400 Student Teaching	9
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
EDUC 420 Reading in the Content Areas	1	EDUC 420 Reading in the Content Areas	3
A grade of C- or better is required in all required EDUC, ECON, GEOG, HIST, and POSC courses.		A grade of C- or better is required in all required EDUC, ECON, GEOG, HIST, and POSC courses.	
To be eligible to student teach, Political Science Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must also pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.		To be eligible to student teach, Political Science Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must also pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.	
CREDITS TO TOTAL A MINIMUM OF	124	CREDITS TO TOTAL A MINIMUM OF	124

Current

revised

DEGREE: BACHELOR OF ARTS MAJOR: PSYCHOLOGY EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: PSYCHOLOGY EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
PSYC 100 General Psychology	3	PSYC 100 General Psychology	3
Note that PSYC 100 is a prerequisite for all of the required higher level PSYC courses.		Note that PSYC 100 is a prerequisite for all of the required higher level PSYC courses.	
PSYC 207 Research Methods	3	PSYC 207 Research Methods	3
Note that PSYC 207 is a prerequisite for all of the required higher level PSYC courses.		Note that PSYC 207 is a prerequisite for all of the required higher level PSYC courses.	
PSYC 209 Measurement and Statistics	3	PSYC 209 Measurement and Statistics	3
Note that PSYC 209 must be taken after the MATH requirement is fulfilled; PSYC 209 is a prerequisite for all of the required higher level PSYC courses.		Note that PSYC 209 must be taken after the MATH requirement is fulfilled; PSYC 209 is a prerequisite for all of the required higher level PSYC courses.	
One of the following four courses:	3	One of the following four courses:	3
PSYC 312 Learning and Motivation		PSYC 312 Learning and Motivation	
PSYC 314 Brain and Behavior		PSYC 314 Brain and Behavior	
PSYC 320 Introduction to Neuroscience		PSYC 320 Introduction to Neuroscience	
One of the following three courses:	3	One of the following three courses:	3
PSYC 310 Sensation and Perception		PSYC 310 Sensation and Perception	
PSYC 340 Cognition		PSYC 340 Cognition	
PSYC 344 Psychology of Language		PSYC 344 Psychology of Language	
One of the following two courses:	3	One of the following two courses:	3
PSYC 350 Developmental Psychology		PSYC 350 Developmental Psychology	
PSYC 380 Psychopathology		PSYC 380 Psychopathology	
One of the following three courses:	3	One of the following three courses:	3
PSYC 370 Research in Personality		PSYC 370 Research in Personality	
PSYC 390 Social Psychology		PSYC 390 Social Psychology	
PSYC 394 Cultural Psychology		PSYC 394 Cultural Psychology	
Two courses at or above the 400-level (except PSYC 466 or PSYC 468)	6	Two courses at or above the 400-level (except PSYC 466 or PSYC 468)	6
Three credits of any Psychology course (except PSYC 301 , PSYC 303 , PSYC 325 and PSYC 334)	3	Three credits of any Psychology course (except PSYC 301 , PSYC 303 , PSYC 325 and PSYC 334)	3
Twenty-four credits in the social sciences with at least three credits in each of the following departments:	24	Twenty-four credits in the social sciences with at least three credits in each of the following departments:	24
Anthropology		Anthropology	
Economics		Economics	
Geography		Geography	
History		History	
Political Science		Political Science	
Sociology		Sociology	
Six additional credits selected from the social science departments listed above	6	Six additional credits selected from the social science departments listed above	6
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 493 Seminar: Problems in Teaching History and Social Sciences	3	HIST 493 Seminar: Problems in Teaching History and Social Sciences	3
EDUC 420 Reading in the Content Areas	1	EDUC 420 Reading in the Content Areas	3
EDUC 400 Student Teaching	9	EDUC 400 Student Teaching	9

<p>A grade of C- or better is required in all required PSYC, EDUC, HIST, and major related courses.</p> <p>To be eligible to student teach, Psychology Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must also pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.</p> <p>ELECTIVES After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.</p> <p>CREDITS TO TOTAL A MINIMUM OF 124</p>	<p>A grade of C- or better is required in all required PSYC, EDUC, HIST, and major related courses.</p> <p>To be eligible to student teach, Psychology Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must also pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.</p> <p>ELECTIVES After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.</p> <p>CREDITS TO TOTAL A MINIMUM OF 124</p>
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Current

revised

DEGREE: BACHELOR OF ARTS MAJOR: GEOGRAPHY EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: GEOGRAPHY EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
<i>Two physical geography courses:</i>		<i>Two physical geography courses:</i>	
GEOG 101/GEOG 111 Physical Geography: Climatic Processes, with Laboratory	4	GEOG 101/GEOG 111 Physical Geography: Climatic Processes, with Laboratory	4
or		or	
GEOG 152 Climate and Life	4	GEOG 152 Climate and Life	4
and		and	
GEOG 106 Physical Geography: Land Surface Processes	3	GEOG 106 Physical Geography: Land Surface Processes	3
<i>Two of the following human geography courses:</i>		<i>Two of the following human geography courses:</i>	
GEOG 102 Human Geography	3	GEOG 102 Human Geography	3
GEOG 120 World Regional Geography	3	GEOG 120 World Regional Geography	3
GEOG 203 Introduction to Cultural Geography	3	GEOG 203 Introduction to Cultural Geography	3
GEOG 210 Economic Geography	3	GEOG 210 Economic Geography	3
<i>Two methods courses:</i>		<i>Two methods courses:</i>	
GEOG 271 Introduction to Geographic Data Analysis	3	GEOG 271 Introduction to Geographic Data Analysis	3
GEOG 372 Geographic Information Systems	3	GEOG 372 Geographic Information Systems	3
Six credits selected from geography courses at or above the 200-level	6	Six credits selected from geography courses at or above the 200-level	6
Six credits selected from geography courses at or above the 300-level	6	Six credits selected from geography courses at or above the 300-level	6
GEOG 445 Method and Theory in Geography	3	GEOG 445 Method and Theory in Geography	3
ECON 151 Introduction to Microeconomics: Prices and Markets	3	ECON 151 Introduction to Microeconomics: Prices and Markets	3
ECON 152 Introduction to Macroeconomics: The National Economy	3	ECON 152 Introduction to Macroeconomics: The National Economy	3
POSC 150 Introduction to American Politics	3	POSC 150 Introduction to American Politics	3
HIST 104 World History II	3	HIST 104 World History II	3
HIST 206 United States History since 1865	3	HIST 206 United States History since 1865	3
<i>Additional credits as follows:</i>	12	<i>Additional credits as follows:</i>	12
3 credits in Economics (ECON)		3 credits in Economics (ECON)	
6 credits in Political Science (POSC)		6 credits in Political Science (POSC)	
3 credits in History (HIST)		3 credits in History (HIST)	
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 493 Problems in Teaching History and Social Sciences	3	HIST 493 Problems in Teaching History and Social Sciences	3
EDUC 420 Reading in the Content Areas	1	EDUC 420 Reading in the Content Areas	3
EDUC 400 Student Teaching	9	EDUC 400 Student Teaching	9
Grade of C- or better required in all required major, major related, and professional studies courses.		Grade of C- or better required in all required major, major related, and professional studies courses.	
To be eligible to student teach, Geography Education students must		To be eligible to student teach, Geography Education students must	

have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF 124

have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF 124

Current

revised

DEGREE: BACHELOR OF ARTS MAJOR: ANTHROPOLOGY EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: ANTHROPOLOGY EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
The Anthropology Education major requires 83 credits.		The Anthropology Education major requires 83 credits.	
All students must complete 33 credits in anthropology. These courses include:		All students must complete 33 credits in anthropology. These courses include:	
ANTH 200 Introduction to the History of Anthropological Theory	3	ANTH 200 Introduction to the History of Anthropological Theory	3
Social and cultural anthropology course credits (minimum)	9	Social and cultural anthropology course credits (minimum)	9
Archaeology course credits (minimum)	6	Archaeology course credits (minimum)	6
Biological anthropology course credits (minimum)	6	Biological anthropology course credits (minimum)	6
Elective in anthropology	3	Elective in anthropology	3
Tutorial (ANTH 486 , ANTH 487 , ANTH 488 or ANTH 489)	3	Tutorial (ANTH 486 , ANTH 487 , ANTH 488 or ANTH 489)	3
Capstone (see alternative options below): A second tutorial, or A senior thesis (UNIV 401), or Independent study (ANTH 466), or Anthropology Study Abroad, or Internship	3	Capstone (see alternative options below): A second tutorial, or A senior thesis (UNIV 401), or Independent study (ANTH 466), or Anthropology Study Abroad, or Internship	3
(Except for the first-listed choice (a second tutorial), all of the Capstone options must be approved by the department chair; and each must be closely supervised by a department member.)		(Except for the first-listed choice (a second tutorial), all of the Capstone options must be approved by the department chair; and each must be closely supervised by a department member.)	
Numerical Levels of Courses		Numerical Levels of Courses	
In addition to the tutorial and capstone, all students must take a minimum of 18 anthropology credits at or above the 200 level, of which 12 credits must be at or above the 300 level .		In addition to the tutorial and capstone, all students must take a minimum of 18 anthropology credits at or above the 200 level, of which 12 credits must be at or above the 300 level .	
All students must also complete 24 credits in social sciences other than anthropology and 26 credits in education. These courses include:		All students must also complete 24 credits in social sciences other than anthropology and 26 credits in education. These courses include:	
Social Sciences:		Social Sciences:	
PSYC 100 General Psychology	3	PSYC 100 General Psychology	3
Economics course	3	Economics course	3
Geography course	3	Geography course	3
History course	3	History course	3
Political Science course	3	Political Science course	3
Sociology course	3	Sociology course	3
Six additional credits selected from the departments listed above	6	Six additional credits selected from the departments listed above	6
Education:		Education:	
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 493 Seminar: Problems in Teaching History and Social Sciences	3	HIST 493 Seminar: Problems in Teaching History and Social Sciences	3

EDUC 420 Reading in the Content Areas 1 EDUC 400 Student Teaching 9	EDUC 420 Reading in the Content Areas 3 EDUC 400 Student Teaching 9
<p>The minimum acceptable standard for a major, major-related, and professional studies course is C-.</p> <p>To be eligible to student teach, Anthropology Education majors must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also complete the portfolio requirement in February of their junior year and pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.</p> <p>ELECTIVES After required courses are completed sufficient elective credits must be taken to meet the minimum credit requirement for the degree.</p> <p>CREDITS TO TOTAL A MINIMUM OF 124</p>	<p>The minimum acceptable standard for a major, major-related, and professional studies course is C-.</p> <p>To be eligible to student teach, Anthropology Education majors must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also complete the portfolio requirement in February of their junior year and pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.</p> <p>ELECTIVES After required courses are completed sufficient elective credits must be taken to meet the minimum credit requirement for the degree.</p> <p>CREDITS TO TOTAL A MINIMUM OF 124</p>

Current

revised

DEGREE: BACHELOR OF ARTS MAJOR: SOCIOLOGY EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: SOCIOLOGY EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
SOCI 201 Introduction to Sociology	3	SOCI 201 Introduction to Sociology	3
SOCI 301 Introduction of Sociological Research	4	SOCI 301 Introduction of Sociological Research	4
SOCI 312 Theories of Society	3	SOCI 312 Theories of Society	3
Seven Sociology courses, with no more than 9 credits at the 200-level.	21	Seven Sociology courses, with no more than 9 credits at the 200-level.	21
At least 6 credits must be at the 400-level or higher, but cannot be fulfilled with 400-level directed study courses (SOCI 466) or internship courses (SOCI 464 , SOCI 410 , SOCI 412 , SOCI 441 , SOCI 442).		At least 6 credits must be at the 400-level or higher, but cannot be fulfilled with 400-level directed study courses (SOCI 466) or internship courses (SOCI 464 , SOCI 410 , SOCI 412 , SOCI 441 , SOCI 442).	
Twenty-four credits in the social sciences with at least three credits in each of the following departments:	24	Twenty-four credits in the social sciences with at least three credits in each of the following departments:	24
Anthropology course		Anthropology course	
	3		3
Economics course		Economics course	
	3		3
Geography course		Geography course	
	3		3
History course		History course	
	3		3
Political Science course		Political Science course	
	3		3
PSYC 100 General Psychology	3	PSYC 100 General Psychology	3
Six additional credits selected from the social science departments listed above	6	Six additional credits selected from the social science departments listed above	6
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
EDUC 420 Reading in the Content Areas	1	EDUC 420 Reading in the Content Areas	3
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 493 Seminar: Problems in Teaching History and Social Sciences	3	HIST 493 Seminar: Problems in Teaching History and Social Sciences	3
EDUC 400 Student Teaching	9	EDUC 400 Student Teaching	9
A grade of C- or better is required in all required SOCI, EDUC, HIST and major related courses. To be eligible to student teach, Sociology Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.		A grade of C- or better is required in all required SOCI, EDUC, HIST and major related courses. To be eligible to student teach, Sociology Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. Students must pass a teacher competency test as established by the University Council on Teacher Education. Students should consult the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.	
CREDITS TO TOTAL A MINIMUM OF	124	CREDITS TO TOTAL A MINIMUM OF	124

Current

revised

DEGREE: BACHELOR OF ARTS MAJOR: ECONOMICS EDUCATION		DEGREE: BACHELOR OF ARTS MAJOR: ECONOMICS EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
University and College requirements.		University and College requirements.	
ECON 151 Introductory Microeconomics: Prices and Markets	3	ECON 151 Introductory Microeconomics: Prices and Markets	3
ECON 152 Introductory Macroeconomics: National Economy	3	ECON 152 Introductory Macroeconomics: National Economy	3
ECON 300 Intermediate Microeconomic Theory	3	ECON 300 Intermediate Microeconomic Theory	3
or		or	
ECON 301 Quantitative Microeconomic Theory	3	ECON 301 Quantitative Microeconomic Theory	3
ECON 303 Intermediate Macroeconomic Theory	3	ECON 303 Intermediate Macroeconomic Theory	3
Six Economics courses, at least two of which are at or above the 400 level	18	Six Economics courses, at least two of which are at or above the 400 level	18
POSC 150 The American Political System	3	POSC 150 The American Political System	3
GEOG 120 World Regional Geography	3	GEOG 120 World Regional Geography	3
HIST 104 World History II	3	HIST 104 World History II	3
HIST 206 United States History since 1865	3	HIST 206 United States History since 1865	3
Additional credits as follows	15	Additional credits as follows	15
6 credits in POSC, 6 credits in GEOG, 3 credits in HIST		6 credits in POSC, 6 credits in GEOG, 3 credits in HIST	
EDUC 413 Adolescent Development and Educational Psychology	4	EDUC 413 Adolescent Development and Educational Psychology	4
EDUC 414 Teaching Exceptional Adolescents	3	EDUC 414 Teaching Exceptional Adolescents	3
EDUC 419 Diversity in Secondary Education	3	EDUC 419 Diversity in Secondary Education	3
HIST 491 Planning a Course of Instruction	3	HIST 491 Planning a Course of Instruction	3
HIST 493 Seminar: Problems in Teaching History and Social Sciences	3	HIST 493 Seminar: Problems in Teaching History and Social Sciences	3
EDUC 420 Reading in the Content Areas	1	EDUC 420 Reading in the Content Areas	3
EDUC 400 Student Teaching	9	EDUC 400 Student Teaching	9
Grade of C- or better required in all required major, major related, and professional studies courses. To be eligible to student teach, Economics Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.		Grade of C- or better required in all required major, major related, and professional studies courses. To be eligible to student teach, Economics Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass a teacher competency test as established by the University Council on Teacher Education. Students must consult with the teacher education program coordinator to obtain the student teaching application and other information concerning student teaching policies.	
After required courses are completed, sufficient credits must be taken to meet the minimum credits required for the degree. No more than three credits can be from HESC/BHAN 120.		After required courses are completed, sufficient credits must be taken to meet the minimum credits required for the degree. No more than three credits can be from HESC/BHAN 120.	
CREDITS TO TOTAL A MINIMUM OF	124	CREDITS TO TOTAL A MINIMUM OF	124

Conrad, Catherine M.

Subject: FW: UCTE Approval of the Revision to the Social Studies Education Program

----- Original Message -----

Subject: UCTE Approval of the Revision to the Social Studies Education Program

Date: Wed, 6 Nov 2013 20:26:39 +0000

From: Vukelich, Carol J <vukelich@UDel.Edu>

To: Joyce, Barry Alan <bjoyce@UDel.Edu>

I write on behalf of the University Council on Teacher Education. At its November 6, 2013 meeting, Council members unanimously approved your proposed revisions to the above-identified program.

Carol Vukelich
Hammonds Professor in Teacher Education

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Deputy Dean, College of Education and Human Development
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