The Elementary Education program prepares teachers for an endorsement in grades kindergarten through six. The Bachelor of Science in Education is awarded upon satisfactory completion of the approved program, which includes a planned sequence of professional courses, field experiences, and a full-semester internship experience.

The Elementary Education program focuses on a central theme of “Teaching All Children Strategically in Diverse Communities.” Embedded in a state known for its progressive schooling traditions, Elementary Education students have ample opportunity to learn about and practice the art and science of teaching. Through a web of unique interactions with area schools, Elementary Education majors build relationships with diverse populations of children, beginning in the second year of their professional program.

Several features distinguish the program:

**INTEGRATED CLASSROOM AND FIELD EXPERIENCES**
Using a research-to-practice model, the Elementary Education program integrates theoretical constructs with authentic experiences. Students in the program have multiple opportunities to connect their on-campus learning to authentic classroom experiences. The program pairs these field-based experiences with pedagogy courses focusing on literacy, mathematics, and inquiry-based science and social studies. The final professional internship (student teaching) is accompanied by a seminar emphasizing behavior management, reflective teaching, and portfolio development. Students are thus placed in learning opportunities where theory and practice intersect.

**AUTHENTIC ASSESSMENT**
The State of Vermont requires a results-oriented demonstration of teaching competence to qualify for the teaching license. The Elementary Education program incorporates portfolio-driven, authentic assessments at every step of the professional program. Interns learn the portfolio as a method of documenting and assessing their own learning, while also learning to apply it within their elementary classrooms.

**EDUCATING ALL LEARNERS**
The State of Vermont has a high rate of inclusion of learners with challenges in the regular classroom setting. Elementary Education majors learn about and practice the application of instructional adaptations for learners with diverse needs. Students in the Elementary Education program may choose to minor in Special Education or seek a Dual Certification that makes them eligible for both a K-6 general education and a Special Education (K-8) endorsement. They may also choose a minor in Education for Cultural and Linguistic Diversity (ECLD), which can lead to endorsement for teaching English Learners (ELs).

**CONTENT AREA COURSE WORK**
The content area course work for Elementary Education students is comprised of four disciplines: English/Language Arts, Mathematics, Science and Social Studies. This coursework prepares students to teach all content areas in elementary classrooms. Students work with their advisors to develop a plan to complete course work in all four disciplines and meet a minimum GPA of 3.0 in content area courses.

The overall course of study consists of a minimum of 120 credits which are divided into the following categories:

- University Course Requirements
- General Education Courses
- Professional Preparation Sequence
- Content Area Course work

**REQUIREMENTS**

**ELEMENTARY EDUCATION REQUIREMENTS**
All students must meet the University Requirements. (http://catalogue.uvm.edu/undergraduate/academicinfo/degerequirements/)

All students must meet the College Requirements. (http://catalogue.uvm.edu/undergraduate/educationandsocialservices/#requirementstext)

<table>
<thead>
<tr>
<th>UNIVERSITY GENERAL EDUCATION REQUIREMENTS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>6</td>
</tr>
<tr>
<td>D1 (ECLD 056)</td>
<td></td>
</tr>
<tr>
<td>D2 (EDSP 005)</td>
<td></td>
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<tr>
<td>Writing and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ENGS 001, HCOL 085 or TAP course</td>
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<tr>
<td>Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>Any course with a ‘SU’ designation</td>
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<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Any course with a ‘QR’ designation (MATH 015)</td>
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</tbody>
</table>

**CESS GENERAL EDUCATION REQUIREMENTS**

| Fine Arts                                | 3 |
| Any course with a subject prefix of: ARTH, CDAE 015, FTS, MU, ARTS, DNCE, THE, EDEL 159 | |
| Humanities                               |  |
| Any course with the subject prefix of: ASL, CLAS, CRES, PHIL, REL or any foreign language |  |
### Math

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 015</td>
<td>QR: Elementary School Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 016</td>
<td>QR: Fund Concepts Elm School Math</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science

- EDTE 074, or any course with a subject prefix of: ANPS, ASTR, BIOL, CHEM, ENSC, ENVs, FOR, GEOL, NFS, PBIO, PHYS, WFB

### Social Science

- HST 011  | US History to 1865                        | 3       |
- or HST 012 | US History since 1865                    |         |
- POLS 021 | American Political System                | 3       |

### PRE-PROFESSIONAL REQUIREMENTS

- EDSP 005 | D2: Iss Aff Persons W/Disabil            | 3       |
- EDEL 024 | Learners and Learning Process            | 3       |
- or EDEC 063 | Child Development                      |         |
- or HDFS 005 | Human Development                      |         |
- or PSYS 150 | Developmental Psych: Childhood       |         |
- ECLD 056 | D1: Lang Policy Issues, Race & Sch     | 3       |
- EDFS 002 | School and Society                      | 3       |
- or EDFS 203 | Soc, Hst & Phil Found of Educ         |         |
- EDEL 056 | Teachers & the Teaching Process         | 3       |
- EDEL 178 | Mtg Needs of Diverse Learners           | 3       |

### CONTENT CONCENTRATION COURSES

#### English Language Arts

- ASL, CSD (except CSD 274), ENGS, LING, WLIT, EDEL 177, EDLT 236

#### Math

- MATH 015 or higher, STAT, CS

#### Science

- ANPS, ASTR, BCOR, BIOL, CHEM, COMU 001, COMU 131, EDHE 146, EDTE 074, ENSC, ENVs, FOR, GEOL, NFS, PBIO, PHYS, PSS, PSYS 115, WFB

### Social Studies

- HST 11 or 12, and POLS 021 required
- ANTH, CDAE 002, ECON, EDFS 001, GEOG, HST, HSCI 021, NR.009, POLS, SOC, or SWSS 004

### PERFORMANCE IN PRE-PROFESSIONAL AND PROFESSIONAL COURSES

Students must achieve a grade of B- or better in all pre-professional and professional courses. If students receive a grade below B- in one of these courses, they will be placed on program probation for the following semester. They will need to submit a formal request to continue in the program, and they will attend a Student Support Team (SST) meeting to develop a plan for successfully moving forward in the program. Two consecutive semesters with a grade below B- in any pre-professional or professional course may result in dismissal from the program.

### PROGRESSION INTO THE PROFESSIONAL COURSES

Students must complete an Application to Teacher Education form which is distributed in EDEL 178, and is also available in 533 Waterman Building. Students will follow the requirements specified in this application. Students will not be permitted to enroll in Professional courses until they have been accepted to Teacher Education, have a minimum GPA of 2.75, have a professional GPA of 3.0, and have passed the PRAXIS Core exam.

### PROGRESSION INTO STUDENT TEACHING

Students are required to complete an Application to Student Teaching before being assigned a placement. Students will be notified by the Elementary Education program of a general meeting and are expected to attend to initiate this process. Students will follow the requirements specified in the Application to Student Teaching. Students need minimum cumulative GPA of 3.0, Professional GPA of 3.0 and Content GPA of 3.0.
Math 015 or above, or STATS. Minimum grade of ‘C’ required
2 Must be taken after EDEL 176 & prior to Student Teaching
3 Grade of ‘B’ or better required for licensure
4 Must maintain an overall GPA of 3.0 in all content area coursework
5 Credits can overlap with general education requirements