Science Education

Introduction

The United States faces a critical shortage of qualified science teachers, particularly within diverse communities. The Science Education program at Delaware State addresses both of these needs. Students benefit from small classes, and they gain valuable hands-on teaching experience in real-world schools.

Science education is a field of critical needs/teachers shortage thus program completers have good prospects for employment.

Professional Preparation

The Science Education program is recognized by the National Science Teachers? Association (NSTA) and prepares graduates to teach physical and earth sciences at the middle school and high school levels. All graduates become licensed teachers in the state of Delaware.

Students will develop professional teaching skills in:

- core subjects such as physics, biology, chemistry, and astronomy
- cutting-edge scientific material such as climate change and environmental issues
- the use of advanced technology in the classroom
- lesson planning
- assessment

Faculty

Delaware State?s diverse faculty come from a wide range of ethnic and national backgrounds, making them especially qualified to prepare teachers for multicultural classrooms. They have many years of direct teaching experience and have been involved in developing statewide science curriculum and professional development standards for teachers. Above all, Science Ed faculty act as mentors, taking a personal interest in students to help them meet challenges in the classroom, the professional world, and in life.

Research and Experience

As part of the Science Education program, students must complete a short-term contentspecific research project. In addition, they complete hundreds of hours of direct classroom observation and student teaching experience, spread across three years of the program. The process begins in the sophomore year, with more than 20 hours of early field experience (EFE), and concludes with a full semester of student-teaching placement during the senior year.

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