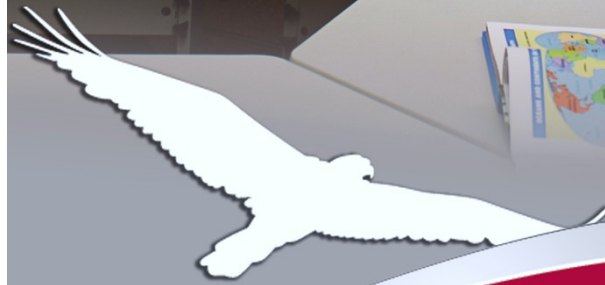


Early Childhood
Special Education



College of Education
and Educational Technology

PreK-Grade 4
EARLY CHILDHOOD/
PreK-Grade 8
SPECIAL EDUCATION

ECSP HANDBOOK

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Chairs' Letter

Dear ECSP Majors,

It is our pleasure to welcome you to the Early Childhood with Special Education (ECSP) Program. We are excited to support you as you embark on the journey to become a teacher. Not everyone can teach. It takes special people with passion, compassion, intelligence, patience, persistence, and dedication to achieve the title of "teacher." Teaching is a rewarding, yet challenging and humbling role, where you can, and will, make a difference in the lives of children; let's work together to make sure the difference you make is a positive one.

As your department Chairpersons, we have high expectations for each and every one of you. We are committed to your success in the ECSP program and to preparing teachers who will serve as strong advocates for children and families. Our main expectations for you, as pre-service teachers, are as follows:

- Read this handbook carefully and refer to it often when you have questions.
- Attend all of your classes. If you have an emergency or are sick, notify your professors as soon as possible. It is your responsibility to get notes from your classmates and make up any work missed during your absence.
- Be prepared for classes. Get the required books, read all assignments, and think about how the material relates to your future as a teacher. Use what you learn from the readings to be an active participant during your classes. Submit all work on the day/time it is due.
- Respect yourself, your peers, your colleagues, your professors, and everyone you encounter in the educational community.
- Think and act like a professional. Practice professional oral and written communication skills, monitor your social network sites, and begin building your professional attire for school visits and field experiences.
- Become actively involved in the educational opportunities afforded to you. Join professional organizations and volunteer in our local schools, libraries, and service organizations.
- Check your IUP e-mail regularly. Professors, Program Coordinators, Field Placement Directors, Academic Advisors, and others will contact you regarding important information, dates, and deadlines via e-mail.

University study will afford you many new opportunities, as well as a new level of freedom. Success at the university level requires that you take significant personal responsibility with regard to your own academic requirements. Everyone in the ECSP Program is anxious to help you transition to this new level of study and responsibility. Working together, we can make your journey toward the honored profession of being a "teacher" challenging and exciting.

Sincerely,

Dr. Janice Baker
Chairperson, EDEX Department

Dr. Sue Rieg
Chairperson, PSE Department

ECSP Motto: Education through Collaboration and Successful Partnership

ECSP Mission Statement

It is the mission of the ECSP program to prepare teachers to be successful in inclusive classrooms and a variety of special education settings. The program blends pedagogical knowledge and skill sets of two disciplines to create a teacher education program that fosters collaboration among education partners. Our mission will be met through providing opportunities for candidates to participate in exemplary education, research, and service.

ECSP Vision

Teachers who graduate from the ECSP program will:

- Demonstrate, with active and creative minds, a sense of understanding and compassion for children with and without special needs and the courage to advocate for the students and families they serve.
- Create rigorous, caring learning environments that incorporate high expectations for success through developmentally appropriate, differentiated instruction and assessment that embraces individual differences, multiple intelligences, and learning styles.
- Challenge all children to reach their full intellectual, social/emotional, creative, and physical potential through a fully integrated curriculum.
- Foster the full inclusion of all children in school, family, and community life with dignity and respect.
- Meet classroom (e.g. academic and social/emotional) challenges with openness, enthusiasm, and a willingness to solve problems.
- Be dedicated to serve students with the understanding that diversity is a strength to be respected and valued.
- Honor, through collaboration, the lives of children, their families, and their communities.
- Reflect upon personal and professional practices, values, integrity, ethical decision-making, and reputation as they serve as role models for students.
- Serve as ambassadors and spokespersons for the importance and nobility of the teaching profession.

Teachers and Ethics

Overview

Ethics and ethical codes are central to the teaching profession. Every child in our care is vulnerable, and can be helped or harmed by what we do every single day. Teachers are responsible for upholding the highest principles of the profession and for demonstrating kindness, compassion, understanding, and encouragement for all children. They are also responsible for seeking the excellence in preparation and instruction that gives all their students the opportunity to *reach their highest potential*. All children, regardless of labels that may be applied to them in school settings, should be viewed as worthy persons and capable learners. All teachers, regardless of the challenges they face in the school setting, should set forth daily to create a classroom environment in which all children are welcomed and in which all children truly have the opportunity to learn, to develop, and to grow as individuals and as members of society.

We Teach Who We Are

We cannot become outstanding and ethical teachers simply by developing practical classroom skills. We must also continuously seek to develop the personal qualities and characteristics that we want to encourage in our students. If we seek to have integrity and to meet our personal and professional responsibilities on a high level, then our students have a daily role model for those characteristics. If we are gentle and caring in our words, even when we are disappointed or angry, then our students are in the daily company of someone who models positive and compassionate human characteristics. We simply cannot have ethical integrity as teachers if we ask children to do things that we do not do ourselves. If we are late, or unprepared, or harsh in our words – children see our hypocrisy when we punish or chastise them for what we do ourselves. Ethical teachers must have a strong and obvious alignment between what they demand of themselves and what they demand of others. We are constantly teaching by example – good or bad!

Inclusion Means Everyone

Diversity in America and around the world takes many forms. Students exhibit differences in family income, language, gender, skin color (race), ethnicity, sexual orientation, religion, and ability. As ethical teachers, we must constantly seek to be *inclusive* –welcoming of all differences as we build classroom communities that teach children how to respect each other, be kind to one another, and work with one another. In our program at IUP, we are very fortunate to have an emphasis on *inclusion* in terms of ability differences. We know that all the children in our classrooms are *our children* and that, in the context of their gifts, abilities, and special needs, they help us to teach all our students how to live and function in diverse communities. No one is “less than” or “more than” – we respect the individual experiences of all students, recognizing both challenges which require our assistance and abilities to be honored and recognized. Our students are like sponges, watching how we treat differences and following our example.

Talk Matters

Students in this program are expected to describe children in positive and respectful terms, and to use “people first” language. A label is *never* placed in a descriptive sentence without establishing the *personhood* first. A *child* has a disability, a *person* has hearing loss, a *man* is older, and a *woman* is experiencing emotional problems. We are all members of the human family first, and then *if necessary* the label follows in order to be useful to the reader or listener. People first language is like any other language – it must be practiced with determination until it becomes a deeply held habit.

Talk is *action* that makes things happen in the lives of children, even if they never actually hear what we say. We must never be careless in the unnecessary sharing of potentially harmful confidentialities (“his mother is an alcoholic” “his father is in prison”) and must never make habitually unkind statements about certain children (“that kind of child is never going to be successful”). Deficit based assumptions (“poor children in urban areas are all at risk”) with no basis in actual fact or research are unethical and harmful to children. Children are always more than test scores or numbers – they are marvelous sparks of the promise of human life and they must be protected daily by the words we use to describe them to others.

A Different Kind of Fame and Fortune

Excellent, ethical teachers may never be recognized by anyone outside the walls of the school in which children grow and flourish in their brilliant practice and care. Their financial compensation, while it has improved tremendously from earlier days, will not create personal wealth. We are all aware of people such as athletes who are famous and who make millions of dollars every year. The lives of excellent and ethical teachers take a different kind of path. For them, fame is *an outstanding professional reputation*, constructed daily with integrity and professional distinction and carried forth by generations of students who revere and remember them throughout their lives. Their wealth is their *carefully and fully constructed lives of worth and meaning*, so generously shared throughout the years with so many others. It is a struggle to try to do what is right, to avoid and confront what is wrong, and to constantly reflect on the very best thing that must be done. The end result of this successful struggle is a beautiful career that makes the world a better and happier place for many, many other people.

**Early Childhood Pre-K –Grade 4
with Special Education Pre-K to Grade 8**

As inclusive educators, we have a special responsibility to speak about all children with respect. When we act as role models for others by avoiding deficit-based forms of language about children in schools, we contribute to an improved culture of inclusiveness and acceptance. This is a way in which we can change the world – every colleague, school administrator, parent, and student teacher we meet and work with during our careers will be changed for the better in some way by our insistence on positive and respectful talk about children. Please read the pledge below carefully and resolve to lead by example throughout your career. Your signature is your pledge to follow this oath faithfully in your classes, field placements, and all the schools in which you work in the future.

My Professional Pledge

I am devoted to the idea that every child is a competent and capable learner. I understand that I am a designated protector of children who must see and articulate their human potential and create the best possible opportunity for their growth and development. While labels that children acquire might designate current skills and abilities on a wide developmental spectrum (“gifted” to “severe disability”) we do not use designated labels unless absolutely necessary and, when we use labels from the highest to the lowest point on the spectrum, we acknowledge that all children have strengths as well as the need for growth. When any label is used to discuss a child, I will use the “people first” guideline, establishing the personhood before the label. Further, I recognize ways in which cultural bias and overt discrimination can influence ways in which children are labeled. Thus, I will place my deep respect for the humanity of every child above any label and seek to protect and enhance a positive perspective on all children in the professional settings in which I work.

Name

Date

*”Child with a learning disability” not “a learning disabled child”
“Child with gifted abilities” not “a gifted child”

CHARLOTTE DANIELSON'S FRAMEWORK

www.danielsongroup.org

<p>DOMAIN 1: PLANNING AND PREPARATION</p> <ul style="list-style-type: none">• Knowledge of Content• Knowledge of Students• Selecting Instructional Goals• Knowledge of Resources• Designing Coherent Instruction• Assessing Student Learning	<p>DOMAIN 2: CLASSROOM ENVIRONMENT</p> <ul style="list-style-type: none">• Creating Respect and Rapport• Establishing Culture for Learning• Managing Classroom Procedures• Managing Student Behavior• Organizing Physical Space
<p>DOMAIN 3: INSTRUCTION</p> <ul style="list-style-type: none">• Communicating Clearly and Accurately• Using Questioning / Discussion Techniques• Engaging Students in Learning• Providing Feedback to Students• Demonstrating Flexibility and Responsiveness	<p>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</p> <ul style="list-style-type: none">• Reflecting on Teaching• Maintaining Accurate Records• Communicating with Families• Contributing to School and District• Growing and Developing Professionally• Showing Professionalism

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Alignment of NAEYC and CEC Standards to the INTASC Principles

	INTASC Principles									
	1. Learner Development	2. Learning Differences	3. Learning Environments	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning for Instruction	8. Instructional Strategies	9. Professional Learning and Ethical Practices	10. Leadership and Collaboration
NAEYC Initial Licensure Standards										
1. Promoting Child Development and Learning	X	X	X				X			
2. Building Family and Community Relations		X			X		X			X
3. Observing, Documenting, and Assessing to Support Children and Families		X	X			X	X			
4. Teaching and Learning	X	X	X	X	X	X	X	X	X	X
5. Using Content Knowledge				X	X	X	X	X		
6. Growing as a Professional					X				X	X
7. Early Childhood Field Experiences			X	X					X	X
CEC Initial Licensure Standards										
1. Foundations		X		X	X	X				X
2. Development and Characteristics of Learners	X	X		X	X	X	X			X
3. Individual Learning Differences		X		X	X					X
4. Instructional Strategies		X		X	X		X	X	X	X
5. Learning Environments and Social Interactions		X	X	X	X	X	X	X	X	
6. Language		X				X		X		
7. Instructional Planning		X		X	X	X	X	X		
8. Assessment		X		X	X			X		
9. Professional and Ethical Practice		X		X	X			X	X	X
10. Collaboration		X		X	X	X	X	X		X

Advisement and Registration

Student Advisement

What is an advisor?

Your advisor is an IUP faculty member who can assist you in planning your schedule, understanding your program, and providing information and counsel during your undergraduate years with IUP.

Who is my advisor?

The Chairperson or Assistant Chairperson will assign an advisor to each of you. You will receive a notification of your advisor through MyIUP, the Assistant Chairperson, or the Coordinator for your program. Advisors post their office hours and teaching schedules to their office doors. As advisors occasionally need to revise office hours to accommodate other professional responsibilities, you may want to call the main office to confirm hours. Feel free to visit your advisor during the posted office hours. Occasionally, it may be necessary for the Chairperson or Assistant Chairperson to change your advisor; however, this will occur infrequently, if at all. At no time will an advisor be changed at the request of a student without a compelling reason.

When should I meet with my advisor?

Students are required to meet with their advisors each semester prior to registration in order to discuss progress in the program and to address individual questions. Advisors usually add additional office hours prior to the beginning of the registration period so that students will receive pertinent and timely registration information. Consult with your advisor to determine how they prefer to schedule appointments.

What should I do when I meet with my advisor at registration time?

The following suggestions will be helpful as you work each semester with your advisor.

- Maintain a folder with your own course sequence sheet and checklist and copies of ALL important documents. Bring the folder with you, so you can double-check requirements and recommendations for courses.
- Before your advising meeting, write down questions you may have. Be sure to ask questions!
- All students are expected to bring a current copy of the IUP transcript (printed from MyIUP is fine) to their advisement meeting and have completed a proposed schedule for the upcoming semester.
- Complete your advisement form to the best of your ability prior to seeing your advisor. Your advisor will review and sign your advisement form and give you one of the copies. Keep your form in your personal folder throughout your studies.
- With your advisor, complete two graduation checklists. Keep one checklist in your personal folder and your advisor will maintain one in the office.

In addition to the advisement meetings, general informational meetings may occur each semester. Students are expected to attend and are responsible for the material presented in the meetings. The PSE Departmental website, <http://www.iup.edu/pse>, is a source of much

information and students should refer to it when they have questions. Students are expected to use IUP's e-mail system and to check e-mail accounts regularly. IUP professors frequently correspond with students via e-mail.

What are my responsibilities in terms of understanding my program?

All students are expected to take personal responsibility for reading about, understanding, and following their required academic program. While the advisor can provide assistance and guidance, you, as the student, must be sure that you are fully aware of the expectations of your department and your program. Although your advisors are partners in your academic success, it is ultimately your responsibility to understand your program and to make certain that you are taking the correct courses in the correct sequence.

IUP is dedicated to providing students with excellent advisement. Students are expected to take responsibility for being fully informed every step of the way about their programs. Through this partnership, students are ensured to have a positive and successful advisement experience.

How do I take a class from another higher education institution and apply it to my major?

Consult the "Credit Evaluator" on-line for information (<http://www.iup.edu/page.aspx?id=6147>), then visit Transfer Admissions (117 Sutton) to complete the required paperwork.

What is an override?

An *override* is a procedure where students may be assisted in gaining entry into certain classes. Overrides will not be issued to students for courses for which they are not qualified, nor will they be issued under normal circumstances for course sections that are full/closed. See the Assistant Chairperson for information regarding specific questions/circumstances.

How can I take more than 17.5 credits?

Visit the COE-ET to secure a form permitting you to take 18 or more credits. Approval will be granted depending on number of credits and your GPA (detailed on the form itself).

How can I earn a minor?

Academic minors are listed by IUP college online and in the Undergraduate Catalog. Visit the department or departmental web site that offers the minor or minors of interest for additional information.

Registration Process

All students must register at IUP every semester! It is important that you register on time so that book orders, financial aid, and classroom assignments are correct. Please follow these detailed instructions in order to complete this important process correctly:

- Log onto www.iup.edu/myiup and print your transcript from IUP.
- Use your IUP transcript to complete/update your IUP Program of Study Checklist.
- Please register PROMPTLY so that you will get the courses and schedule that you need.
- Before you can register with IUP, you will need to schedule an appointment with your advisor.

- At your advisement session:
 - You will receive your Personal Identification Number (PIN) for IUP's online registration system, as well as your specific registration date. Please note that your PIN changes each semester.
 - You will also receive registration instructions with the IUP courses required for the upcoming semester. Each course will have a Course Reference Number (CRN) that is used to register on IUP's online system.
- Go to www.iup.edu/myiup to register for your IUP courses. Use your PIN when prompted and use your registration instructions to enter the CRN for each course. (You do not have to search for the course; instead, go to "Add classes.")
- Please be sure to print your registration when you are done, so that you have a record of your IUP schedule. (If you have a "hold" on your IUP account, you will be unable to access your transcript and/or register for classes. Having a "hold" often means that your account is not paid. Check with IUP Student Accounts at (724) 357-2207 to clear this matter up as quickly as possible.

IUP Three Step Process for Teacher Education

Step 1: Requirements for Admission to IUP Teacher Education Program

These requirements must be completed before the beginning of the junior year:

- A minimum of a 3.0 cumulative GPA after 48 earned credits
- Successful completion of Pre-service Academic Performance Assessment* (PAPA) exam and a minimum score established by the PDE.
- Completion of the following courses with a grade of “C” or higher: ENGL 101, ENGL 121, EDSP 102, COMM 103, and 6 credits in Mathematics MATH 151 and MATH 152
- Act 24, Act 34, Act 114, and Act 151 Clearances
- Proof of professional liability insurance
- Completion of speech, hearing, and TB tests
- Satisfactorily completed philosophy statement
- Electronic portfolio
- Advisor’s recommendation and signature

*Alternative PAPA requirements: Students who successfully achieved the following scores prior to enrolling at IUP are exempt from taking the PAPA.

1. A score of no less than 1550 on the Scholastic Achievement Test (SAT) including scores of no less than 500 on the Critical Reading, Writing and Mathematics Subtests

2. A composite score of 23 on the American College Test Plus Writing accompanied by a combined English/Writing score of 22 and a Math score of 21.

Step 2: Requirements for Admission to Student Teaching

These requirements must be completed before the beginning of the senior year:

- Successful completion of Step 1
- Maintenance of a 3.0 GPA
- Successful completion of PECT exams (The score for each PAPA and PECT test must be less than ten years old AND at or above the current PDE established score at the time a candidate applies for Pennsylvania Teacher Certification)
- Completion of all required professional education, major courses, and liberal studies science courses with a grade of “C” or higher as designated by the teacher education office.
- Act 24, Act 34, Act 114, and Act 151 Clearances
- Proof of professional liability insurance
- Electronic portfolio
- Advisor’s recommendation and signature

Step 3: Requirements for Graduation and Pennsylvania Teacher Certification

These requirements must be completed in order to graduate and receive your teacher certification:

- Successful completion of Step 2
- Successful completion of Student Teaching
- Maintenance of 3.0 cumulative GPA

- Completion of the Electronic Portfolio
- Completed application for graduation
- Completed application for Pennsylvania Teacher Certification
- Advisor's recommendation and signature
- IUP Teacher Certification Officer's recommendation and signature

INDIANA UNIVERSITY OF PENNSYLVANIA
PRE-K-GRADE 4 Early Childhood with Special Education PreK to Grade 8
Checklist for Bachelor of Science Degree Candidates

Fall 2013
 Rev. Ed. 7-3-2013

Name _____ Banner ID _____

LIBERAL STUDIES REQUIREMENTS (50-54 cr.)		GRADE	COURSE
<u>Learning Skills: English Composition (7)</u>			
College Writing (Required for Step I)	3	_____	ENGL 101**
Research Writing (Pre-Req: ENGL 101 and 29 cr.)	3	_____	ENGL 202
<u>Learning Skills: Mathematics (3)</u>			
Elements of Mathematics I (Required for Step I)	3	_____	MATH 151**
<u>Humanities (9)</u>			
Topics in American History	3	_____	HIST 196
Humanities Literature (Required for Step I)	3	_____	ENGL 121**
Philosophy or Religious Studies (one course): PHIL 101, PHIL 120, PHIL 221, PHIL 222, PHIL 223, RLST 100, RLST 110, RLST 250, or RLST 290	3	_____	_____
<u>Fine Arts (one course) (3)</u>			
ARHI 101, MUHI 101, THTR 101, DANC 102	3	_____	_____
<u>Natural Science (Choose 3 of the 4) (7.5)</u>			
Fundamentals of Physics	2.5	_____	SCI 101**
Fundamentals of Chemistry	2.5	_____	SCI 102**
Fundamentals of Earth and Space Science	2.5	_____	SCI 103**
Fundamentals of Environmental Biology	2.5	_____	SCI 104**
<u>Social Sciences (three courses) (9)</u>			
General Psychology	3	_____	PSYC 101
Geography course (one course) GEOG 101, GEOG 102, or GEOG 104 (GEOG 104 fulfills the Global and Multicultural Awareness req.)	3	_____	GEOG _____
Choose one social science course from the <i>approved list</i> (No prefix may be used more than once)	3	_____	_____
_____	3	_____	_____
<u>Health and Wellness (one course) (3)</u>			
Health & Wellness	3	_____	HPED 143
Nutrition & Wellness	3	_____	FDNT 143
Healthy People or	3	_____	NURS 143
Military Science (two semesters)	4	_____	MLSC 101
		_____	MLSC 102

(OVER)

		GRADE	COURSE
<u>Liberal Studies Elective</u> (3)			
Elements of Mathematics II (Required for Step I)	3	_____	MATH 152**

Global and Multicultural Awareness (3)

(Choose one course from the approved list if this requirement has not been met by another LS or Soc. Sci. course.)

PROFESSIONAL EDUCATION REQUIREMENTS (22 cr.)**

Pre-Student Teaching Clinical Experience I (PS I)	1	_____	EDUC 242
Digital Spec. Ed. (or Instructional) Technology (Required for Step I)	3	_____	EDEX 103
Educational Psychology (Required for Step I)	3	_____	EDSP 102
School Law (SEM 7 Block)	1	_____	EDUC 442
Pre-Student Teaching Clinical Experience II (PSII)	1	_____	EDUC 342
Assessment of Student Learning (PSI)	3	_____	EDSP 477
Student Teaching (2 placements) (Step II Qualified)	5	_____	EDUC 461
	5	_____	EDUC 471

MAJOR REQUIREMENTS (63 credits)**

Introduction to Special Needs Pre-K to Grade 8 (Prior to Step I)	3	_____	EDEX 110
Family & Community Relationships in a Diverse Society (Prior to Step I)	2	_____	ECED 117
Introduction to Early Childhood Education (Prior to Step I)	3	_____	ECED 200
Growth and Development: Typical & Atypical (Pre-Req. EDEX 111)	3	_____	ECSP 112*
Maximizing Learning: Engaging All Pre-K to Grade 4 Learners (PSI)	3	_____	ECED 280
Social Studies for all Pre-K to Grade 4 Learners (PSII)	3	_____	ECED 411
Literacy for the Emergent Reader - Pre-K/Grade 1 Learners (PSI)	3	_____	ECED 351
Literacy for the Developing Reader - Grade 2 - 4 Learners (PSII)	3	_____	ECED 451
Literature for the Young Child to Adolescent (SEM 5 Block)	3	_____	ECED 221
Language Development (SEM 5 Block)	3	_____	ECED 250
Science, Health, and Safety for all Pre-K-Grade 4 learners (PSII)	3	_____	ECED 310
Teaching Mathematics in the Elementary school (SEM 7 Block)	3	_____	ELED 313
Creative Experiences & Play for all Pre-K/Gr. 4 Learners (SEM 5 Block)	3	_____	ECSP 314*
Introduction to Classroom and Behavior Management for Pre-K to Grade 8 (SEM 5 Block)	3	_____	ECSP 340*
Fam. Perspectives on Pre-K - Gr. 8 Learners & Disability (SEM 7 Block)	3	_____	EDEX 460
Mathematics for Early Childhood (PSI)	3	_____	MATH 320
Iden. and Under. Students with Academic and Social Needs	3	_____	EDEX 269
Iden. and Under. Children with Sig. Adaptive Beh. And Learn. Needs	3	_____	EDEX 278
Instruction of English Language Learners with Special Needs (PSI)	2	_____	EDEX 323
Assessment & Expository Reading (SEM 7 Block)	3	_____	EDEX 425
Methods & Curriculum (Severe/Profound Disabilities) (SEM 7 Block)	3	_____	EDEX 435
Professional Seminar: Teacher as Researcher and Advocate for all Pre-K to Grade 4 Learners (with EDUC 461 and 471)	2	_____	ECSP 440*

*signifies co-taught course

**Grade of C or higher required

TOTAL CREDITS TO GRADUATE (Minimum): 128.5

SUGGESTED SEQUENCE
PRE-K-GRADE 4 Early Childhood with Special Education PreK to Grade 8

FRESHMAN

Semester 1 16.5 credits			Semester 2 17.5 credits		
ENGL 101	College Writing	3	ENGL 121	Humanities Literature	3
MATH 151	Elements of Mathematics	3	MATH 152	Elements of Mathematics 2	3
ECED 117	Family & Community Relationships in a Diverse Society	2	ECSP 112	Growth & Development Typical & Atypical	3
EDEX 110	Intro to Special Needs PreK to Grade 8	3	EDSP 102	Educational Psychology	3
PSYC 101	General Psychology	3	GEOG 104	World Geography/Global Context	3
SCI 101	Fundamentals of Physics OR	2.5	SCI 101	Fundamentals of Physics OR	2.5
SCI 102	Fundamentals of Chemistry OR		SCI 102	Fundamentals of Chemistry OR	
SCI 103	Fundamentals of Earth & Space Science OR		SCI 103	Fundamentals of Earth & Space Science OR	
SCI 104	Fundamentals of Biology		SCI 104	Fundamentals of Biology	
<u>16.5</u>			<u>17.5</u>		

Step 1 process – Speech/Hearing test, Clearances, FBI fingerprints, e-portfolio, TB test – **START PROCESS -SOPHOMORE**

SOPHOMORE

Semester 3 17.5 credits			Semester 4 Professional Sequence I 16 credits		
			OPTION A (if Step 1 qualified): Blocked/Cohort Grouped		
ECED 200	Introduction to Early Childhood Ed	3	EDUC 242	Pre-Student Teaching I	1
ECED 280	Maximizing Learning	3	ECED 351	Literacy for the Emergent Reader PreK to Grade 1	3
ECED 250	Language Development	3	EDEX 278	Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs	3
EDEX 103	Instructional Technology	3	MATH 320	Mathematics for Early Childhood	3
EDEX 269	Identifying and Understanding Students With Academic and Social Needs	3	EDSP 477	Assessment of Student Learning	3
SCI 101	Fundamentals of Physics OR	2.5	HPED 143	Health and Wellness	3
SCI 102	Fundamentals of Chemistry OR		HPED/FDNT/NURS		
SCI 103	Fundamentals of Earth & Space Science OR		<u>16</u>		
SCI 104	Fundamentals of Biology		<u>17.5</u>		

JUNIOR

Semester 5 17.5 credits			Semester 6 Professional Sequence II 16 credits		
OPTION B (if non-qualified for Step I)			Blocked Courses/Cohort Grouped		
ECED 221	Literature for the Young Child to Adolescent	3	EDUC 342	Pre-Student Teaching II	1
EDEX 323	English Language Learners	2	ECED 310	Science, Health, & Safety for All PreK to Grade 4 Learners	3
HIST 196	Explorations in US History	3	ECED 411	Social Studies for all PreK to Grade 4 Learners	3
SOC SCI	Course from LS list (*)	3	ECED 451	Literacy for the Developing Reader Grades 2-4	3
PHIL/RLST	Course from LS List (*)	3	ECSP 340	Intro to Classroom & Behavior Mgmt PreK to Grade 8	3
SCI 101	Fundamentals of Physics OR	2.5	EDEX 460	Family Perspectives on PreK to Grade 8 Learners & Disability	3
SCI 102	Fundamentals of Chemistry OR		<u>16</u>		
SCI 103	Fundamentals of Earth & Space Science OR		<u>16.5</u>		
SCI 104	Fundamentals of Biology		<u>3 credits</u>		

SUMMER/WINTER/TRANSFER COURSES: MUST COMPLETE IF NOT ALREADY TAKEN

(To complete the ECED/EDEX program in 4 years as this sequence suggests, 3 credits must be taken as a summer, winter, or transfer course.)

ENGL 202	Research Writing	<u>3</u>
		3

SENIOR

Semester 7 16 credits			Semester 8 12 credits		
			(if all course and program requirements have been met)		
EDEX 424	Assessment & Expository Reading	3	EDUC 461	Student Teaching	5
EDEX 435	Methods & Curriculum (Severe/Profound Disabilities)	3	EDUC 471	Student Teaching	5
EDUC 442	School Law	1	ECSP 440	Professional Seminar: Teacher as Researcher	2
ELED 313	Teaching Mathematics in the Elem School	3	<u>12</u>		
ECSP 314	Creative Experiences & Play	3	<u>16</u>		
Fine Arts:	One course as below (*)	3			
	ARHI, MUHI, THTR 101 or DANC 102				

TOTAL CREDITS TO GRADUATE (Minimum): 128.5

Where do I go if I...

Have academic problems in a class?

1. Course Professor
2. Academic Advisor

Have general questions or concerns regarding the ECSP program?

1. The Program Coordinators - Dr. Cramer, Dr. Johnson
2. Department Chairpersons – Dr. Baker, Dr. Rieg

Have questions regarding ECED courses?

1. Program Coordinator-Dr. Johnson
2. PSE Assistant Chairperson - Dr. Paquette
3. PSE Department Chairperson - Dr. Rieg

Have questions regarding EDEX courses?

1. Program Coordinator - Dr. Cramer
2. EDEX Department Chairperson-Dr. Baker

Have questions about ECSP courses?

1. Program Coordinators - Dr. Cramer or Dr. Johnson

Have questions regarding my schedule?

1. Academic Advisor
2. PSE Assistant Chairperson - Dr. Paquette
3. EDEX Department Chairperson – Dr. Baker

Can't get the courses I need?

1. Academic Advisor
2. Program Coordinators – Dr. Cramer or Dr. Johnson
3. PSE Assistant Chairperson – Dr. Paquette

Have a problem with a field placement or during a field experience?

1. Cooperating Teacher at the School
2. IUP Supervisor
3. EDUC 242, EDUC 342, or Student Teaching Coordinator
4. Director of Field Placements – Dr. Nicholson

Have a conflict that is confidential and cannot be resolved by meeting with my professor or my academic advisor?

1. Dr. Baker (EDEX Chairperson) or Dr. Rieg (PSE Chairperson)

Have questions about the PAPA exams and/or the PECT exams?

1. College of Education and Educational Technology Website; Click on Teacher Education; Click on All About State Testing Requirements.

The Top Ten FAQs about IUP Libraries

Q1: When is Stapleton Library open?

A1: Regular hours of operation are:

Monday–Thursday: 7:45 a.m.–12:45 a.m.

Friday: 7:45 a.m.–7:00 p.m.

Saturday: 11:00 a.m.–5:00 p.m.

Sunday: 1:00 p.m.–12:45 a.m.

For library hours during breaks and summer sessions, click on the “Exceptions to Regular Library Hours” link at the bottom of the IUP Libraries homepage (<http://www.iup.edu/library>).

Q2: How do I search for a book in Stapleton Library?

A2: Books, online government documents, and media may be located using IUP Libraries’ online catalog (PILOT). PILOT is accessible through the IUP Libraries homepage (<http://www.iup.edu/library>) on or off campus without your I-card by clicking on the “Books & More” link.

Q3: How do I locate a book or a video in Stapleton Library?

A3: Write down or text (using the “text me this call number” feature) the call number of the item you’d like to locate. Call numbers...

- that begin with REF (designating a reference book) are located on the first floor.
- that begin with the letters A – L are located on the second floor.
- that begin with the letters M – Z are located on the third floor.
- that begin with the word OVERSIZE are located on the third floor.
- that begin with VCV (VHS tapes) or DVD designate videos. Videos are housed at the Media Circulation Desk on the first floor.

Also,

- Children’s books will display their library location as “Children’s Collection” in PILOT. The Children’s Collection is located on the second floor across the breezeway in the Stabley section of the library. Children’s books either have Dewey (designating a nonfiction book) or LC (designating a fiction book) call numbers.
- Books that are part of the popular reading collection, or “Schafer Collection,” are located on the first floor by the elevators.

Q4: How long can I check out a book or video?

A4: Undergraduate students may check out a book for 30 days and renew it twice (30 days each time). Videos may be checked out for two days with no renewal.

Q5: Where do I go to access digital library resources?

A5: IUP Libraries' databases may be accessed through the library's homepage (<http://www.iup.edu/library>). Click on the "Articles & More" link to search for a database by title, keyword, or subject.

Q6: How do I access IUP Libraries' databases from off-campus?

A6: When you click on the database title, you will be taken to the KLN PASS page. In the block on the left, where it asks for library barcode or ID, enter the 16-digit number on your I-card and then your last name. The system will check you against our patron database and, if you are a valid user, pass you through to the database you want. If you are unable to authenticate, please contact the Circulation Desk at (724) 357-2340.

Q7: How do I access databases that are designated "ON-CAMPUS ONLY or VPN" from off-campus?

A7: To access "on-campus only" databases from off-campus, you must set up a virtual private network (VPN) on your home computer. Instructions for setting up the VPN can be found under the "Distance Education" link on the IUP Libraries homepage (<http://www.iup.edu/library>).

Q8: Can I print in the library?

A8: Yes. However, you have to have money on your I-card in order to use the printers. A machine for putting money on your I-card can be found on the ground floor of the library. If you forget your I-card, there is an I-card at the Circulation Desk (located on the first floor) that you can use. You will need to give the worker at the desk your driver's license to hold until you return the card, and you will need to pay for your copies. Currently, copies are 4 cents per page for black-and-white and 25 cents per page for color.

Q9: Where do I go to find materials that my professor has put on reserve?

A9: Print reserve materials are housed at the Circulation Desk. You will need to provide your professor's last name. Digital reserve materials may be accessed through the IUP Libraries homepage (<http://www.iup.edu/library>) by clicking on the "Electronic Reserve" link. Your E-Reserve password is the first three letters of your professor's last name, the course prefix, and the course number (no spaces).

Q10: Where do I go if I have questions about my research?

A10: Stop at the Reference Desk on the first floor of Stapleton Library. Reference librarians are trained to assist you in finding appropriate resources. They can often help you find what you need in less time. If you need more specialized service, contact the Education Librarian, Dr. Kelly Heider (kheider@iup.edu), to set up a consultation.