UWUCC Action-Date: Senate Action Date: LSC Use Only No: LSC Action-Date: Ao-9/27/11 Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee Email Address Contact Person mtidwell@iup.edu Monte Tidwell Phone Proposing Department/Unit 357-2651 Professional Studies in Education Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal. 1. Course Proposals (check all that apply) New Course Course Prefix Change Course Deletion Course Revision Course Number and/or Title Change Catalog Description Change Proposed course prefix, number and full title, if changing Current Course prefix, number and full title Additional Course Designations: check if appropriate Other: (e.g., Women's Studies, This course is also proposed as a Liberal Studies Course. Pan-African) This course is also proposed as an Honors College Course. Catalog Description Change Program Revision 3. Program Proposals New Degree Program Program Title Change Other New Minor Program New Track B.S. in Education-Early Childhood Education/Special Education <u>Proposed</u> program name, if changing Urban Track Current program name 4. Approvals Department Curriculum Committee Chair(s) Department Chair(s) iberal Studies Received llege Curriculum Committee Chair TECC. College Dean Director of Liberal Studies Liberal Studies Director of Honors College Provost Additional signatures as appropriate: Received (include title)

2011

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#### Part II. Description of Curriculum Change

### 1. Catalog Description for the Urban Track

### **Undergraduate Catalog 2010-2011**

The **Urban Track**, within the Early Childhood/Special Education (ECSP) major offered by the Departments of Professional Studies in Education and Special Education and Clinical Services, prepares students for teaching in urban school districts especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop within future teachers the skills, knowledge-base and sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

# Bachelor of Science in Education-Early Childhood Education/ Special Education Urban Track (\*)

| Liberal Stud        | ies: As outlined in Liberal Studies section                  |     |    |
|---------------------|--|-----|----|
| with the follo      | wing specifications:   |     | 46 |
| <b>Humanities:</b>  | HIST 195   |     |    |
| Mathematics         | : MATH 151   |     |    |
| <b>Natural Scie</b> | nce: SCI 101, 102, 103, 104 (1)                              |     |    |
|                     | e: GEOG 101, 102, or 104, PSYC 101                           |     |    |
|                     | ies Electives: 3cr, MATH 152                                 |     |    |
| College:            |  |     |    |
| Preprofessio        | nal Education Sequence:                                      |     | 22 |
| <b>COMM 103</b>     | Digital Instructional Technology or                          |     |    |
| EDEX                | 103 Special Education Technology                             | 3cr |    |
| EDSP 102            | Educational Psychology                                       | 3cr |    |
| <b>Professional</b> | Education Sequence:  |     |    |
| <b>EDSP 477</b>     | Assessment of Student Learning: Design and Interpretation of |     |    |
|                     | Educational Measures   | 3cr |    |
| EDUC 242            | Pre-Student Teaching Clinical Experience I                   | 1cr |    |
| EDUC 342            | Pre-Student Teaching Clinical Experience II                  | 1cr |    |
| <b>EDUC 442</b>     | School Law   | 1cr |    |
| <b>EDUC 461</b>     | Student Teaching   | 5cr |    |
| <b>EDUC 471</b>     | Student Teaching   | 5cr |    |
| Major:              |  |     |    |
| Required Co         | ourses: (2)  |     | 63 |
| ECED 117            | Family, Community and School Relationships in a Diverse      |     |    |
|                     | Society  | 2cr |    |
| ECED 200            | Introduction to Early Childhood Education                    | 3cr |    |
| <b>ECED 221</b>     | Literature for the Young Child and Adolescent                | 3cr |    |
| <b>ECED 250</b>     | Language Development   | 3cr |    |
| <b>ECED 280</b>     | Maximizing Learning: Engaging All PreK to Grade 4 Learners   | 3cr |    |
| ECED 310            | Science, Health, and Safety for All PreK-Grade 4 Learners    | 3cr |    |
| ECED 351            | Literacy for the Emergent Reader PreK-Grade 1 Learners       | 3cr |    |
| FCFD 411            | Social Studies for All PreK to Grade 4 Learners              | 300 |    |

| ECED 451      | Literacy for the Developing Reader Grades 2-4 Learners         | 3cr |   |
|---------------|--|-----|---|
| ECSP 112      | Growth and Development: Typical and Atypical                   | 3cr |   |
| ECSP 314      | Creative Experiences and Play for All PreK to Grade 4 Learners | 3cr |   |
| ECSP 340      | Introduction to Classroom and Behavior Management for All      |     |   |
|               | PreK to Grade 4 Learners                                       | 3cr |   |
| ECSP 440      | Professional Seminar: Teacher as Researcher and Advocates      |     |   |
|               | for All PreK to Grade 4 Learners                               | 2cr |   |
| EDEX 110      | Introduction to Exceptional Persons                            | 3cr |   |
| EDEX 323      | Instruction of English Language Learners with Special Needs    | 2cr |   |
| EDEX 425      | Methods and Curriculum (Mild – Moderate Disabilities)          | 3cr |   |
| EDEX 435      | Methods and Curriculum (Severe – Profound Disabilities)        | 3cr |   |
| EDEX 460      | Family Perspectives on Disability                              | 3cr |   |
| EDEX 469      | Education of Persons with Emotional/Behavioral Disorders,      |     |   |
|               | Learning Disabilities, or Brain Injury                         | 3cr |   |
| EDEX 478      | Education of Persons with Mental Retardation/Developmental     |     |   |
|               | Disabilities and Physical/Multiple Disabilities                | 3cr |   |
| ELED 313      | Teaching Mathematics in the Elementary School                  | 3cr |   |
| MATH 320      | Mathematics for Early Childhood                                | 3cr |   |
| Controlled Re | quirements:  |     | 6 |
| FDED 440      | Orientation to Teaching in Urban Centers                       | 3cr |   |
| FDED 441      | Field Experiences in Urban Centers                             | 3cr |   |
|               | -  |     |   |

### **Total Degree Requirements:**

137

- (\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) This sequence of 10cr fulfills the Liberal Studies Natural Science requirement.
- (2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

# 2 a. Table comparing ECSP program with ECSP program Urban Track

| Current Program:  |   |            | Proposed Program:   |  |            |  |
|---|---|------------|---|--|------------|--|
| Bachelor o<br>Education   | f Science in Education—Early Childhood Education/ Spo<br>(*)  | ecial      |   | Science in Education–Early Childhood Education/ Sp<br>Urban Track (*)  | ecial      |  |
| Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: HIST 195 (1) Mathematics: MATH 151 Natural Science: SCI 101, 102, 103, 104 Social Science: GEOG 101, 102, or 104, PSYC 101 Liberal Studies Electives: 3cr, must include MATH 152 |   | 50         | Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: HIST 195 (1) Mathematics: MATH 151 Natural Science: SCI 101, 102, 103, 104 Social Science: GEOG 101, 102, or 104, PSYC 101 Liberal Studies Electives: 3cr, must include MATH 152 |  | 46         |  |
| College:  | ARI de G  | 22         | College:  | LEA CONTRACTOR   | 22         |  |
|   | onal Education Sequence: Digital Instructional Technology <i>or</i>   |            |   | nal Education Sequence: Digital Instructional Technology or  |            |  |
|   | 103 Special Education Technology  | 3cr        |   | 103 Special Education Technology   | 3cr        |  |
| EDSP 102  | Educational Psychology  | 3cr        | EDSP 102  | Educational Psychology   | 3cr        |  |
| Professional<br>EDSP 477  | Education Sequence: Assessment of Student Learning: Design and  |            |   | Education Sequence: Assessment of Student Learning: Design and   |            |  |
| LUSF 4//  | Interpretation of Educational Measures  | 3cr        |   | Interpretation of Educational Measures   | 3cr        |  |
| EDUC 242  | Pre-Student Teaching Clinical Experience I  | 1cr        | EDUC 242  | Pre-Student Teaching Clinical Experience I   | lcr        |  |
| EDUC 342  | Pre-Student Teaching Clinical Experience II   | lcr        |   | Pre-Student Teaching Clinical Experience II  | 1cr        |  |
| EDUC 442  |   | lcr        |   | School Law   | lcr        |  |
| EDUC 461<br>EDUC 471  | Student Teaching Student Teaching   | 5cr<br>5cr |   | Student Teaching Student Teaching  | 5cr<br>5cr |  |
| EDUC 4/1  | Student Teaching  | 301        | EDUC 471  | Staucht Teaching   | 1 34       |  |
| Major:  |   | 63         | Major:  |  | 63         |  |
| Required C  |   |            | Required Co   |  |            |  |
| ECED 117  | Family, Community, and School Relationships in a<br>Diverse Society   | 2cr        | ECED 117  | Family, Community and School Relationships in a Diverse Society  | 2cr        |  |
| ECED 200  | Introduction to Early Childhood Education   | 3cr        |   | Introduction to Early Childhood Education  | 3cr        |  |
| ECED 221  | Literature for the Young Child and Adolescent   | 3cr        | ECED 221  | Literature for the Young Child and Adolescent  | 3cr        |  |
| ECED 250  | Language Development  | 3cr        | ECED 250  | Language Development   | 3cr        |  |
| ECED 280  | Maximizing Learning: Engaging All PreK to Grade 4 Learners  | 3cr        | ECED 280  | Maximizing Learning: Engaging All PreK to Grade 4  |            |  |
| ECED 310  | Science, Health, and Safety for All PreK to Grade 4 Learners  | 3cr        | ECED 310  | Learners Science Health and Sofety for All Drek to Grade All company   | 3cr        |  |
| ECED 351<br>ECED 411  | Literacy for the Emergent Reader – PreK-Grade 1 Learners<br>Social Studies for All PreK to Grade 4 Learners | 3cr<br>3cr |   | Science, Health, and Safety for All PreK to Grade 4 Learners<br>Literacy for the Emergent Reader – PreK-Grade 1 Learners | 3cr<br>3cr |  |
| ECED 411  | Literacy for the Developing Reader – Grade 2- 4 Learners  | 3cr        |   | Social Studies for All PreK to Grade 4 Learners  | 3cr        |  |
| ECSP 112  | Growth and Development: Typical and Atypical  | 3cr        |   | Literacy for the Developing Reader - Grade 2- Grade 4  | "          |  |
| ECSP 314  | Creative Experiences and Play for All PreK to Grade 4   |            |   | Learners   | 3сг        |  |
| 5005 0 40   | Learners  | 3cr        |   | Growth and Development: Typical and Atypical   | 3cr        |  |
| ECSP 340  | Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners                          | 200        | ECSP 314  | Creative Experiences and Play for All PreK to Grade 4<br>Learners  | 3cr        |  |
| ECSP 440  | Professional Seminar: Teacher as Researcher and Advocate  | 3cr        | ECSP 340  | Introduction to Classroom and Behavior Management  | 36         |  |
| 2001 110  | for All PreK to Grade 4 Learners  | 2cr        | 200. 510  | for All PreK to Grade 4 Learners   | 3cr        |  |
| EDEX 110  | Introduction to Exceptional Persons   | 3cr        | ECSP 440  | Professional Seminar: Teacher as Researcher and Advocate for   |            |  |
| EDEX 323  | Instruction of English Language Learners with Special Needs   | 2cr        |   | All PreK to Grade 4 Learners   | 2cr        |  |
| EDEX 425  | Methods and Curriculum (Mild-Moderate Disabilities)   | 3cr        | EDEX 110  | Introduction to Exceptional Persons  | 3cr        |  |
| EDEX 435<br>EDEX 460  | Methods and Curriculum (Severe-Profound Disabilities) Family Perspectives on Disability                     | 3cr<br>3cr | EDEX 323<br>EDEX 425  | Instruction of English Language Learners with Special Needs<br>Methods and Curriculum (Mild-Moderate Disabilities)       | 2cr<br>3cr |  |
| EDEX 469  | Education of Persons with Emotional/Behavioral  | 36         | EDEX 425  | Methods and Curriculum (Severe-Profound Disabilities)  | 3cr        |  |
|   | Disorders, Learning Disabilities, or Brain Injury   | 3cr        |   | Family Perspectives on Disability  | 3cr        |  |
| EDEX 478  | Education of Persons with Mental Retardation/Developmental  |            | EDEX 469  | Education of Persons with Emotional/Behavioral   | 1          |  |
|   | Disabilities and Physical/Multiple Disabilities   | 3cr        |   | Disorders, Learning Disabilities, or Brain Injury  | 3cr        |  |
| ELED 313  | Teaching Mathematics in the Elementary School   | 3cr        | EDEX 478  | Education of Persons with Mental Retardation/  | 200        |  |
| MATH 320  | Mathematics for Early Childhood   | 3cr        | ELED 313  | Developmental Disabilities and Physical/Multiple Disabilities<br>Teaching Mathematics in the Elementary School           | 3cr<br>3cr |  |
|   |   |            | MATH 320  | Mathematics for Early Childhood  | 3cr        |  |
|   |   | 1          |   | Requirements:  | 6          |  |
|   |   |            | FDED 440  | Orientations to Teaching in Urban Centers  | 3cr        |  |
|   |   | <u> </u>   | FDED 441  | Field Experience in Urban Centers  | 3cr        |  |
| Total Degre   | ee Requirements:  | 135        | Total Degree  | Requirements:  | 137        |  |
| (*) See recu  | uirements leading to teacher certification, titled "3-Step Process  | s for      | (*) See requi   | irements leading to teacher certification, titled "3-Step Proce  | ss for     |  |
| Teacher Education," in the College of Education and Educational   |   |            |   | Education," in the College of Education and Educational  |            |  |
| Technology section of this catalog.   |   |            | Technology section of this catalog.   |  |            |  |
| (1) HIST 195 will be replaced by HIST 196, which will satisfy the PDE   |   |            | (1) HIST 195 will be replaced by HIST 196, which will satisfy the PDE   |  |            |  |
| requiren  | nent once HIST 196 is approved.   |            | requirement once HIST 196 is approved.  |  |            |  |
| (2) A 3.0 cu  | mulative GPA is required to register for major courses  |            | (2) A 3.0 cur   | mulative GPA is required to register for major courses   |            |  |

b. Two courses are a vital part of the Urban Track: FDED 440 Orientation to Teaching in Urban Centers, and FDED 441 Field Experience in Urban Centers. Students in the Urban Track will be required to take both of these courses in order to have "Urban Track" appear on their transcripts. Additionally the Liberal Studies hours are being reduced from 50 to 46 to match the changes recently passed by Senate.

#### c. Rationale for Change

The National Association for the Accreditation of Teacher Education (NCATE) mandates that all teacher candidates have coursework and field experiences that expose them to diverse student populations in structured, positive settings. The Urban Track is an important diversity initiative within our College of Education and Educational Technology that allows our ECSP majors to specialize in urban teaching.

The Pennsylvania Department of Education has mandated that all teacher preparation programs change their certifications from K-6 certifications to PreK-4 and 4-8 certifications and to require Special Education certification to include a content area certification. This mandate has involved the Professional Studies in Education Department and the Special Education Department in creating a new curriculum in order to meet the guidelines for the new certification programs.

As a result of these curriculum changes, the Urban Track has had to also adapt to the new curriculum without changing or removing any of the new courses required to obtain the PreK-4 certification and the Pre-K-Grade 8 Special Education certification.

#### Part III. Implementation

- 1. This important track will offer students an opportunity to specialize in urban teaching.
- 2. Faculty resources are not adequate to offer this program as proposed. The EDEX faculty is stretched to the limit just trying to meet course demands on the Indiana campus and does not have adequate complement to offer select semester six and seven EDEX courses on site in Pittsburgh. In response to this lack of resources certain semester six and seven EDEX courses will be offered either online or in a summer block on the Indiana campus.
- 3. Yes. Other resources are adequate.
- 4. It is anticipated that there will be an increase in the size of the Urban Track Cohort to 20-25 students.

#### Part IV. Periodic Assessment

- The proposed track will adhere to standards set forth by National Association for the Accreditation of Teacher Education (NCATE), National Association for the Education of Young Children (NAEYC), Pennsylvania Department of Education (PDE), and the Council for Exceptional Children (CEC). These standards will be used to evaluate the effectiveness and impact of the proposed track. Student input will be both in the form of student evaluations of the two added courses and through a survey administered to them to gain their input on the quality of the proposed track and ways it might be improved.
- 2. NCATE evaluates all departments, programs, and tracks of the College of Education and Educational Technology every five years. A particular set of standards from NCATE are used to evaluate diversity initiatives that provide teacher candidates with experience working with diverse populations of students. The Professional Studies in Education Department (PSE) will file periodic reports as required by NAEYC and PDE.
- 3. NCATE, NAEYC, and PDE

#### Part V. Course Proposals

No courses are being proposed.

# **SUGGESTED SEQUENCE**

|            | •   |             | -                      | Education PreK to Grade 8                         |        |
|------------|---|-------------|------------------------|---|--------|
| FRESHM/    |   | igust 16,   | 2011 with Liberal Stud | dies Changes                                      |        |
| Semester 1 |   | _           | Semester 2             | 17.5 credits                                      |        |
| ENGL 101   | College Writing                             | 3           | ENGL 121               | Humanities Literature                             | 3      |
| MATH 151   |   | 3           | MATH 152               | Elements of Mathematics II                        | 3      |
| ECED 117   |   | •           | EDEX 110               | Intro to Special needs PreK to Grade 8            |        |
| LOLD III   | in a Diverse Society                        | 2           | EDSP 102               | Educational Psychology                            | 3<br>3 |
| EDEX 103   | Digital Spec. Ed. Technology OR             | 3           | SCI 101                | Fundamentals of Physics OR                        | 2.5    |
|            | Digital Instr. Technology                   | 3           | SCI 101                | Fundamentals of Chemistry                         | 2.0    |
| PSYC 101   | •   | 3           | GEOG 104               | Geography of the Non-western World                | 2      |
|            | · · · · · · · · · · · · · · · · · · ·       | 3<br>2.5    | GEOG 104               | Geography of the Non-western world                | 17.5   |
| SCI 101    |   | 2.5         |                        |   | 17.5   |
| SCI 102    | Fundamentals of Chemistry                   | 16.5        |                        |   |        |
| SOPHOM     |   | 10.5        |                        |   |        |
| Semester 3 |   |             | Semester 4             | Professional Sequence I 17.5 credits              |        |
| semester s | 17.5 Credits                                |             |                        |   | 1      |
| ECED 200   | Introduction to Forly Childhood Ed          | 2           |                        | (if Step 1 qualified): Blocked/Cohort Grouped     | 4      |
| ECED 200   |   | 3           | EDUC 242               | Pre-Student Teaching I                            | 4 2    |
|            | Growth and Development Typical and Atypica  |             | ECED 351               | Literacy for the Emergent Reader PreK to Grade    |        |
| SCI 103    | Fundamentals of Earth and Space Science     | 2.5         | ECED 280               | Maximizing Learning                               | 3      |
| HIST 196   |   | 3           | MATH 320               | Mathematics for Early Childhood                   | 3      |
|            | T/NURS 143 Health/Wellness (one)            | 3           | SCI 104                | Fundamentals of Environmental Biology (*)         | 2.5    |
| SOCIAL SC  | CIENCE Elective (from LS list)              | 3           | EDSP 477               | Assessment of Student Learning                    | 3      |
|            | <del>-</del>                                | <del></del> | EDEX 323               | English Language Learners                         | 2      |
|            |   | 17.5        |                        |   | 17.5   |
| JUNIOR     |   |             |                        |   |        |
| Semester 5 |   |             | Semester 6             | Professional Sequence II 16 credits               |        |
|            | B (if non-qualified for Step I)             |             | Blocked C              | Courses/Cohort Grouped                            |        |
|            | Courses/Non-Cohort Grouped                  |             |                        |   |        |
| ECED 221   | Literature for the Young Child              | 3           | EDUC 342               | Pre-Student Teaching II                           | 1      |
|            | to Adolescent                               |             | EDEX 469               | Education of Persons with EBD/LD/TBI              | 3      |
|            | Creative Experiences and Play               | 3           | ECED 310               | Science, Health, and Safety for All PreK to Grade | 4 3    |
| ECSP 340   | Intro to Classroom and Behavior Mgmt        | 3           |                        | Learners  |        |
|            |   |             | ECED 411               | Social Studies for All PreK to Grade 4 Learners   | 3      |
| ECED 250   | Language Development                        | 3           | EDEX 478               | Education of Persons with MR/DD/PMD               | 3      |
| Fine Arts: | One course as below (*)                     | 3           | ECED 451               | Literacy for the Developing Reader                | 3      |
|            | ARHI, MUHI, THTR 101 or DANC 102            |             |                        | Grade 2 - Grade 4 Learners                        |        |
|            |   | 15          |                        |   | 16     |
| CHARTERA   | WINTER TO A NOTED COURSES. MILET COM        | DI ETE I    | E NOT AL DEADY         | TAI/FAI 2 anadita                                 |        |
|            | WINTER/TRANSFER COURSES: MUST COM           |             |                        |   |        |
|            | te the ECED/EDEX program in 4 years as sugg | jestea iri  | i this sequence aod    | cument, 3 creats must                             |        |
|            | a summer, winter, or transfer course.)      | 2           |                        |   |        |
| ENGL 202   | Research Writing                            | 3_          |                        |   |        |
| CENTOR     |   | 3           |                        |   |        |
| SENIOR     |   |             |                        |   |        |
| Semester 7 |   |             | Semester 8             |   |        |
|            | Courses/Non-Cohort Grouped                  | •           |                        | e and program requirements have been met)         | _      |
| EDEX 435   |   | 3           | EDUC 461               | Student Teaching                                  | 5      |
|            | (Severe/Profound Disabilities)              | _           | EDUC 471               | Student Teaching                                  | 5      |
| EDEX 460   | Family Perspectives on Disability           | 3           | ECSP 440               | Professional Seminar: Teacher as Researcher       | 2      |
|            |   | _           |                        | and Advocate for All PreK to Grade 4 Learners     |        |
|            | Course from LS List (*)                     | 3           |                        |   | 12     |
| EDEX 425   |   | 3           |                        |   |        |
|            | (Mild-Moderate Disabilities)                |             |                        |   |        |
| FDUC 442   | School Law                                  | 1           |                        |   |        |

EDUC 442 School Law

(\*)Not tied to blocked courses
TOTAL CREDITS TO GRADUATE (Minimum): 131

ELED 313 Teaching Mathematics in the Elem School

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

|   |  |  |   | lies Revisions   |                                       |
|---|--|--|---|--|---------------------------------------|
| FRESHM/   |  |  |   |  |                                       |
| Semester 1  |  | _  | Semester 2  | 17.5 credits   | _                                     |
| ENGL 101  | College Writing  | 3  | ENGL 121  | Humanities Literature  | 3<br>3                                |
| MATH 151  | Elements of Mathematics  | 3  | MATH 152  | Elements of Mathematics 2  | 3                                     |
| ECED 117  | Family, Community and School Relationship  | s 2  | EDEX 110  | Intro to Special needs PreK to Grade 8   | 3                                     |
|   | in a Diverse Society   |  | EDSP 102  | Educational Psychology   | 3                                     |
| <b>EDEX 103</b>   | <b>0</b> . <b>0</b> ,  | 3  | SCI 101   | Fundamentals of Physics OR   | 2.5                                   |
|   | Digital Instr. Technology  |  | SCI 102   | Fundamentals of Chemistry  | _                                     |
|   | General Psychology   | 3  | GEOG 104  | Geography of the Non-western World   | 3_                                    |
| SCI 101   | Fundamentals of Physics OR   | 2.5  |   |  | 17.5                                  |
| SCI 102   | Fundamentals of Chemistry  |  |   |  |                                       |
|   |  | 16.5   |   |  |                                       |
| SOPHOM  |  | _  | <u> </u>  | B. 6 1 10 1 47 B 19  |                                       |
| Semester 3  | 3 17.5 credits   |  | Semester 4  | Professional Sequence I 17.5 credits   |                                       |
| EOED 222  | Introduction to Fasts Oblight 4 F.4  | •  |   | (if Step 1 qualified): Blocked/Cohort Grouped  | 4                                     |
| ECED 200  |  | 3  | EDUC 242  | Pre-Student Teaching I   | 1                                     |
|   | Growth and Development Typical and Atypic  |  | ECED 351  | Literacy for the Emergent Reader PreK to Grade 1   |                                       |
| SCI 103   | Fundamentals of Earth and Space Science  | 2.5  | ECED 280  | Maximizing Learning  | 3                                     |
|   | Topics in American History   | 3  | MATH 320  | Mathematics for Early Childhood  | 3                                     |
|   | T/NURS 143 Health/Wellness (one)   | 3  | SCI 104   | Fundamentals of Environmental Biology (*)  | 2.5                                   |
| SOCIAL SC   | CIENCE Elective (from LS list)   | 3  | FDED440   | Orientation to Teaching in Urban Centers   | 3                                     |
|   |  |  | EDEX 323  | English Language Learners  | 2                                     |
|   |  | 17.5   | 7   |  | 17.5                                  |
| SUMMER (  |  |  |   |  |                                       |
| <b>FDED 441</b>   | Field Experience in Urban Centers  | 3  |   |  |                                       |
| Fine Arts:  | One course as below (*)  | 3  |   |  |                                       |
|   | ARHI, MUHI, THTR 101 or DANC 102   | /  | (Fine Arts ca   | n be taken at IUP or at another institution with perm  | iission)                              |
| 71111765  |  | 6  |   |  |                                       |
| JUNIOR  | A 8 112  | /  |   | 40 114 .   |                                       |
| Semester (  | 5 15 credits B (if non-qualified for Step I)   |  | Semester 6  | 16 credits   |                                       |
|   |  |  | Disakad (   | Saurana/Man Cahart Craumad   |                                       |
| Blocked   |  |  | Blocked C   | Courses/Non-Cohort Grouped   |                                       |
| EOED 004  | Courses/Non-Cohort Grouped   | 2  |   | ·  | :::\ 2                                |
| ECED 221  | Courses/Non-Cohort Grouped Literature for the Young Child  | 3  | EDEX 435  | Methods and Curriculum(Severe/Profound Disabil   | _ *                                   |
|   | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent  |  | EDEX 435<br>ELED 313  | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School   | 3                                     |
| ECSP 314  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play  | 3  | EDEX 435<br>ELED 313<br>EDEX 460  | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability   | 3<br>3                                |
| ECSP 314<br>ECSP 340  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt   | 3  | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST   | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*)   | 3<br>3<br>3                           |
| ECSP 314<br>ECSP 340<br>ECED 250  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development  | 3  | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425   | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities   | 3<br>3<br>3                           |
| ECSP 314<br>ECSP 340<br>ECED 250  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt   | 3<br>3<br>3<br>3                                     | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST   | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*)   | 3<br>3<br>3<br>es) 3                  |
| ECSP 314<br>ECSP 340<br>ECED 250  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development  | 3  | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425   | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities   | 3<br>3<br>3                           |
| ECSP 314<br>ECSP 340<br>ECED 250<br>EDSP 477  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning   | 3<br>3<br>3<br>3                                     | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities   | 3<br>3<br>3<br>es) 3                  |
| ECSP 314<br>ECSP 340<br>ECED 250<br>EDSP 477  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning COURSES: MUST COMPLETE IF NOT ALRI  | 3<br>3<br>3<br>3<br>15<br>EADY TAKEN                 | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil<br>Teaching Mathematics in the Elem School<br>Family Perspectives on Disability<br>Course from LS List (*)<br>Methods and Curriculum(Mild-Moderate Disabilitie<br>School Law  | 3<br>3<br>3<br>es) 3                  |
| ECSP 314<br>ECSP 340<br>ECED 250<br>EDSP 477  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning   | 3<br>3<br>3<br>3                                     | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil<br>Teaching Mathematics in the Elem School<br>Family Perspectives on Disability<br>Course from LS List (*)<br>Methods and Curriculum(Mild-Moderate Disabilitie<br>School Law  | 3<br>3<br>3<br>es) 3                  |
| ECSP 314<br>ECSP 340<br>ECED 250<br>EDSP 477  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning COURSES: MUST COMPLETE IF NOT ALRI  | 3<br>3<br>3<br>3<br>15<br>EADY TAKEN<br>3            | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil<br>Teaching Mathematics in the Elem School<br>Family Perspectives on Disability<br>Course from LS List (*)<br>Methods and Curriculum(Mild-Moderate Disabilitie<br>School Law  | 3<br>3<br>3<br>es) 3                  |
| ECSP 314<br>ECSP 340<br>ECED 250<br>EDSP 477<br>SUMMER 0<br>ENGL 202  | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRE Research Writing  | 3<br>3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3       | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil<br>Teaching Mathematics in the Elem School<br>Family Perspectives on Disability<br>Course from LS List (*)<br>Methods and Curriculum(Mild-Moderate Disabilitie<br>School Law  | 3<br>3<br>3<br>es) 3                  |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER ( ENGL 202  SENIOR Semester 7   | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit  | 3<br>3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3       | EDEX 435<br>ELED 313<br>EDEX 460<br>PHIL/RLST<br>EDEX 425<br>EDUC 442                               | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilitie School Law  3 credits  | 3<br>3<br>3<br>es) 3                  |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER ( ENGL 202  SENIOR  Blocked   | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped   | 3<br>3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3       | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course                   | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilitie School Law  3 credits  12 credits and program requirements have been met)  | 3<br>3<br>3<br>3<br>9s) 3<br>1<br>16  |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER ( ENGL 202  SENIOR Semester 7 Blocked EDUC 342                                      | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II   | 3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3            | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461          | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilitie School Law  3 credits  12 credits e and program requirements have been met) Student Teaching   | 3<br>3<br>3<br>3<br>5<br>1<br>16      |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER 0 ENGL 202  SENIOR Semester 7 Blocked EDUC 342 EDEX 469                             | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI  | 3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3            | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461 EDUC 471 | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilitie School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching  | 3<br>3<br>3<br>3<br>3<br>5<br>1<br>16 |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER 0 ENGL 202  SENIOR Semester 7 Blocked EDUC 342 EDEX 469                             | Courses/Non-Cohort Grouped Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI Science, Health, and Safety for All PreK to  | 3<br>3<br>3<br>15<br>EADY TAKEN<br>3<br>3            | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461          | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching Professional Seminar: Teacher as Researcher | 3<br>3<br>3<br>3<br>5<br>1<br>16      |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER ( ENGL 202  SENIOR  Semester 7 Blocked EDUC 342 EDEX 469 ECED 310                   | Courses/Non-Cohort Grouped  Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI Science, Health, and Safety for All PreK to Grade 4 Learners  | 3 3 3 15 EADY TAKEN 3 3 3 3                          | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461 EDUC 471 | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilitie School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching  | 3<br>3<br>3<br>3<br>1<br>16<br>16     |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER ( ENGL 202  SENIOR Semester 7 Blocked EDUC 342 EDEX 469 ECED 310  ECED 411          | Courses/Non-Cohort Grouped  Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI Science, Health, and Safety for All PreK to Grade 4 Learners Social Studies for All PreK to Grade 4                                     | 3<br>3<br>3<br>15<br>15<br>EADY TAKEN<br>3<br>3<br>3 | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461 EDUC 471 | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching Professional Seminar: Teacher as Researcher | 3<br>3<br>3<br>3<br>3<br>5<br>1<br>16 |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER CENGL 202  SENIOR Semester 7 Blocked EDUC 342 EDEX 469 ECED 310  ECED 411 EDEX 478  | Courses/Non-Cohort Grouped  Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI Science, Health, and Safety for All PreK to Grade 4 Learners Social Studies for All PreK to Grade 4 Education of Persons with MR/DD/PMD | 3<br>3<br>3<br>15<br>15<br>EADY TAKEN<br>3<br>3<br>3 | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461 EDUC 471 | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching Professional Seminar: Teacher as Researcher | 3<br>3<br>3<br>3<br>1<br>16<br>16     |
| ECSP 314 ECSP 340 ECED 250 EDSP 477  SUMMER 0 ENGL 202  SENIOR Semester 7 Blocked EDUC 342 EDEX 469 ECED 310  ECED 411 EDEX 478 | Courses/Non-Cohort Grouped  Literature for the Young Child to Adolescent Creative Experiences and Play Intro to Classroom and Behavior Mgmt Language Development Assessment of Student Learning  COURSES: MUST COMPLETE IF NOT ALRI Research Writing  7 Professional Sequence II 16 credit Courses/Cohort Grouped Pre-Student Teaching II Education of Persons with EBD/LD/TBI Science, Health, and Safety for All PreK to Grade 4 Learners Social Studies for All PreK to Grade 4                                     | 3<br>3<br>3<br>15<br>15<br>EADY TAKEN<br>3<br>3<br>3 | EDEX 435 ELED 313 EDEX 460 PHIL/RLST EDEX 425 EDUC 442  Semester 8 (if all course EDUC 461 EDUC 471 | Methods and Curriculum(Severe/Profound Disabil Teaching Mathematics in the Elem School Family Perspectives on Disability Course from LS List (*) Methods and Curriculum(Mild-Moderate Disabilities School Law  3 credits  12 credits and program requirements have been met) Student Teaching Student Teaching Professional Seminar: Teacher as Researcher | 3<br>3<br>3<br>3<br>1<br>16<br>16     |

## Urban Track Schedule for Academic Year

|           | FALL   | SPRING                                 | SUMMER                       |
|-----------|--|--|------------------------------|
| Freshman  | Same coursework as other ECSP students       | Same coursework as other ECSP students |                              |
| Sophomore | Same coursework as other ECSP students       | FDED 440 PSI with everyone else        | FDED 441<br>Fine Arts course |
| Junior    | Same coursework as other ECSP students       | Semester 7 coursework                  | ENGL 202                     |
| Senior    | PS2 semester 6 courses on-site in Pittsburgh | Student Teaching                       |                              |