

Student Handbook

Inclusive Early Childhood Education: Birth to Age Eight

an Interdepartmental Major
a Teaching Certificate Program

College of Education and Human Sciences

University of Nebraska-Lincoln



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Inclusive Early Childhood Education: Birth to Age Eight

Introduction & Philosophy

Thanks for your interest in the Inclusive Early Childhood Education: Birth to Age Eight (IECE) Program. This handbook will help you understand and negotiate the processes involved in the program. This handbook describes the program, but you should work closely with your advisor and the program faculty members to ensure that you meet all current degree and certification requirements.

The IECE program at UNL is an interdepartmental program housed in the Department of Family and Consumer Sciences. First offered in 2003, the IECE major was developed by a committee involving university and community stake-holders through a 3-year cooperative process. Faculty from the departments of Family & Consumer Sciences (FACS), Teaching Learning, and Teacher Education (TLTE), and Special Education & Communication Disorders (SECD) have been involved from the beginning in discussions.

Graduation from the IECE program leads to teacher certification in *Unified Early Childhood Education* (NDE Rule 24 sec. 006-14) for Nebraska Public Schools. It is intended to prepare educators who work with young children (birth to grade 3) across the full range of abilities and disabilities and their families. It is expected that graduates of the IECE program will become key players in the Nebraska education community and will help meet acute shortages of teacher personnel prepared to work with rising numbers of children with educational and/or socioemotional needs, including children with developmental delays and language differences/delays in community child care, preschool, and primary grade programs. The IECE teacher will be able to address the diverse needs of young children under age 8 and reduce the need for referral and removal to early intervention/special education programs.

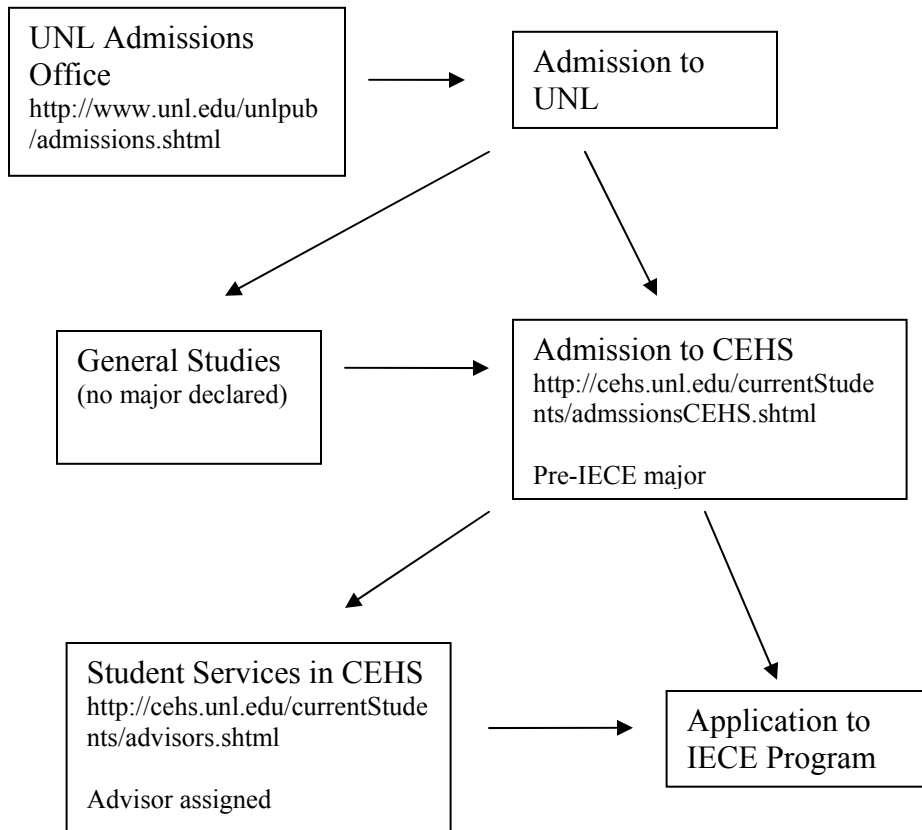
Why this major?

The IECE student develops a different set of competencies from students majoring in any of the related early childhood and education fields -- Elementary Education K-6 (a certification program within TLTE), Child Development/Early Childhood Education (a non-certification program within FACS), and Special Education K-6 (a certification program within SECD). Besides learning in an integrated way about the developmental span of birth to age 8, IECE majors receive preparation in early childhood special education (0-5 years) and elementary education (K-3). The program is based on the guiding theme of *child and parent observation and documentation as a way of working together*, to advance young children's development and early education success.

What kind of jobs can I get?

Graduates can secure jobs in programs in and out of the public schools such as: regular K to 3rd grade, early childhood special education, Title I, Head Start, and Early Head Start. They will be viewed as experts in child development, early childhood curriculum, inclusive practices for children with special needs, early reading instruction, family literacy and parent education.

Admissions and Advising



Prior to admission to UNL, you will work with the UNL Admissions Office (note that transfer students must be admitted to UNL through the regular admission procedures). During the admissions process, you can declare a major and you are then placed into the College of Education and Human Sciences (CEHS) (if GPA is 2.5 or above). You will be assigned an advisor in the Student Services Center (based upon your major). This advisor is critical to helping you plan your courses at UNL. After meeting program pre-admission requirements (see page 6), you will apply to the IECE program.

UNL/CEHS Student Advising Partnership

Web address: <http://cehs.unl.edu/currentStudents/advisors.shtml>

Advising Framework

Initial Advising Appointment: You will discuss your degree audit so that you become familiar with program requirements in your endorsement. Your degree audit is also available through the WAM (What About Me) web site. There will be discussion of a long range planning guide, the selective admission process, and tentative courses for the next semester.

Contacts prior to admission to the IECE Program: It is helpful to meet to review the application process several months prior to the time when you plan to submit your materials. This makes certain that all requirements will be met by the application deadline (September 15th or February 1st).

Your academic advisor will need to sign the application, documenting your grade point average and other requirements for admission. Your advisor can do this once grades are posted for the previous semester and you do not need to wait until the week applications are due.

After you have been selectively admitted to the IECE Program: Once you are admitted to the IECE, you will be given the suppressed call numbers each semester during the professional education sequence and student teaching by your advisor. You will receive an official degree audit from Registration and Records after you have earned 80 credit hours.

When you receive your senior official degree audit in the mail, make an appointment with your advisors and you can then review your plans for completing remaining course work and requirements.

During the semester prior to student teaching, you will submit the Student Teaching Application (October 1st, March 1st). Your academic advisor will need to sign a form signifying that you have met program requirements.

Plan an advising appointment each semester (appointments can be made via internet -- <http://cehs.unl.edu/currentStudents/advisors.shtml>).

What courses do I take?

Majors in the IECE program take a variety of courses from FACS, TLTE, and SECD. The courses have been carefully chosen by the faculty to meet state requirements for the Unified Early Childhood Education Teacher Certification (Birth to grade 3) and to ensure that our students are successfully prepared for future positions as an Inclusive Early Childhood Teacher.

Pages 7 to 8 list the required courses for the Bachelor's Degree within the IECE program, however, **each student must consult the undergraduate bulletin to ensure they are meeting program requirements**. Program requirements may change so students must meet regularly with their advisor to ensure they are on-track for graduation.

You must take specific courses before you can be admitted into the program. Until you are officially admitted in the IECE program (after application review by program faculty), you are considered a “pre-IECE major”. Some courses can only be taken after you are officially admitted into the IECE program.

Courses which must be taken before admission:

- TEAC 331: Cultural Foundations of Education OR CEHS 200: Families, Schools, and Communities
- FACS 271/271L: Infancy OR FACS 270/270L: Development of the Preschool Child
- TEAC 297A: Elementary Practicum
- One course in communication studies (See General Studies, Section A)

Other pre-admission requirements:

- Passing scores on the PPST in reading, writing, and math
- Cumulative grade point average of 2.5 or above
- Signatures of two faculty members recommending admission

The chart included on page 9 in this handbook is a suggested sequence only. Your advisor can help you to individualize the program sequence.

Courses which can only be taken after admission:

SPED 362 – Methods in Early Childhood Special Education
 TEAC 416 AB – Unified Methods (6)
 TEAC 416D (3) – Inclusive Math Methods
 FACS 374/374L – Methods in Early Childhood Education

UNL College of Education and Human Sciences
 INCLUSIVE EARLY CHILDHOOD EDUCATION: BIRTH TO GRADE 3
 COURSE REQUIREMENTS 2005-2006

These pages represent the courses required during the 2005-2006 bulletin year for the IECE program. You should consult with your advisor about any changes.

Comprehensive Education Requirements

A. Communications-6 credits

3 cr – Speech - Select from COMM 109, 205, 209, 210, 311, ALEC 102, or 202

3 cr - Composition & Writing - Select from: ENG 150, 150H, 151, 101, 102, 254, JGEN 120, JGEN 200

B. Mathematics & Statistics-6 credits

3 cr - MATH 200 Math Elementary Teachers

3 cr - Select from MATH 203, STAT 218, EDPS 459, ECON 215

C. Human Behavior, Culture, Social Organization-6 credits

3 cr - NUTR 100 Nutrition, Exercise & Health

3 cr – any course from Area C

D. Science & Technology - 4 credits

4 cr - Select one course in biological or physical sciences with lab

E. Historical Studies -3 credits

3 cr - Select one course in Area E

F. Humanities - 3 credits

3 cr - Select one course in Area F

G. Arts - 3 credits

3 cr - Select one course in Area G

H. Race, Ethnicity, and Gender - 3 credits

3 cr - Select one course in Area H

I. Information Retrieval-1 credit

1 cr-- LIBR 110 Introduction to Library Research

Education & Human Sciences College

Core - 6 credits

3 cr -FACS 170 Intro to Early Care and Education

3 cr-FACS 280 Family Science

Pre-Professional Requirements - 13

Credits

3 cr – Select from: FACS 160, EDPS 250, or PSY 289

3 cr - TEAC 330 Multicultural Education

3 cr –TEAC 331 Cultural Foundations of Education OR CEHS 200 Family, School, & Community

3 cr - TEAC 259 Instructional Technology

1 cr – TEAC 297A School Age Practicum

Cont'd next page

Content Area Requirements - 49 credits

3 cr - FACS 270/270L Development of the
Preschool Child/Prepracticum
4 cr – FACS 271/271L
Infancy/Prepracticum
4 cr - FACS 374/374L Curriculum Planning
in Early Childhood Education
3 cr - FACS 474 Assessment in Early
Childhood
3 cr - SLPA 251 Normal Language
Development
3 cr - SPED201 Introduction to Special
Education
3 cr - SPED 303 Behavior Management
3 cr - SPED 362 EC Special Education
1 cr - SPED 496Y Practicum
4 cr - SPED 415/415A Literacy Instruction
for Elementary Students with Diverse Needs

3 cr - TEAC 302 OR ENG 216A
3 cr - MUED 370 OR TEAC 306
3 cr - TEAC 416A Literacy for Primary
Grades K-3
3 cr – TEC 416B Social Studies/Science for
Primary Grades K-3
3 cr - TEAC 416D Math for Primary
Grades K-3
3 cr - TEAC397D Professional Practicum
Experience III: Unified Primary K-3

Professional Courses - 19 credits

9 cr – TEAC 497A Student Teaching in
Elementary
1 cr – TEAC 497Y
1 cr – TEAC 497Z
1 cr – TEAC 403A
7 cr---FACS 497A Student Teaching in
Early Childhood

These pairs of courses should be taken together:

TEAC 297A – Prepracticum in elementary
SPED 303 – Behavior management

TEAC 416AB – Unified methods
TEAC 397D - Practicum

TEAC 416D – Inclusive Math Methods
MATH 200 – Math for Elementary Teachers

SPED 362 – Methods in EC Special Education
SPED 496Y – Practicum in Special Education

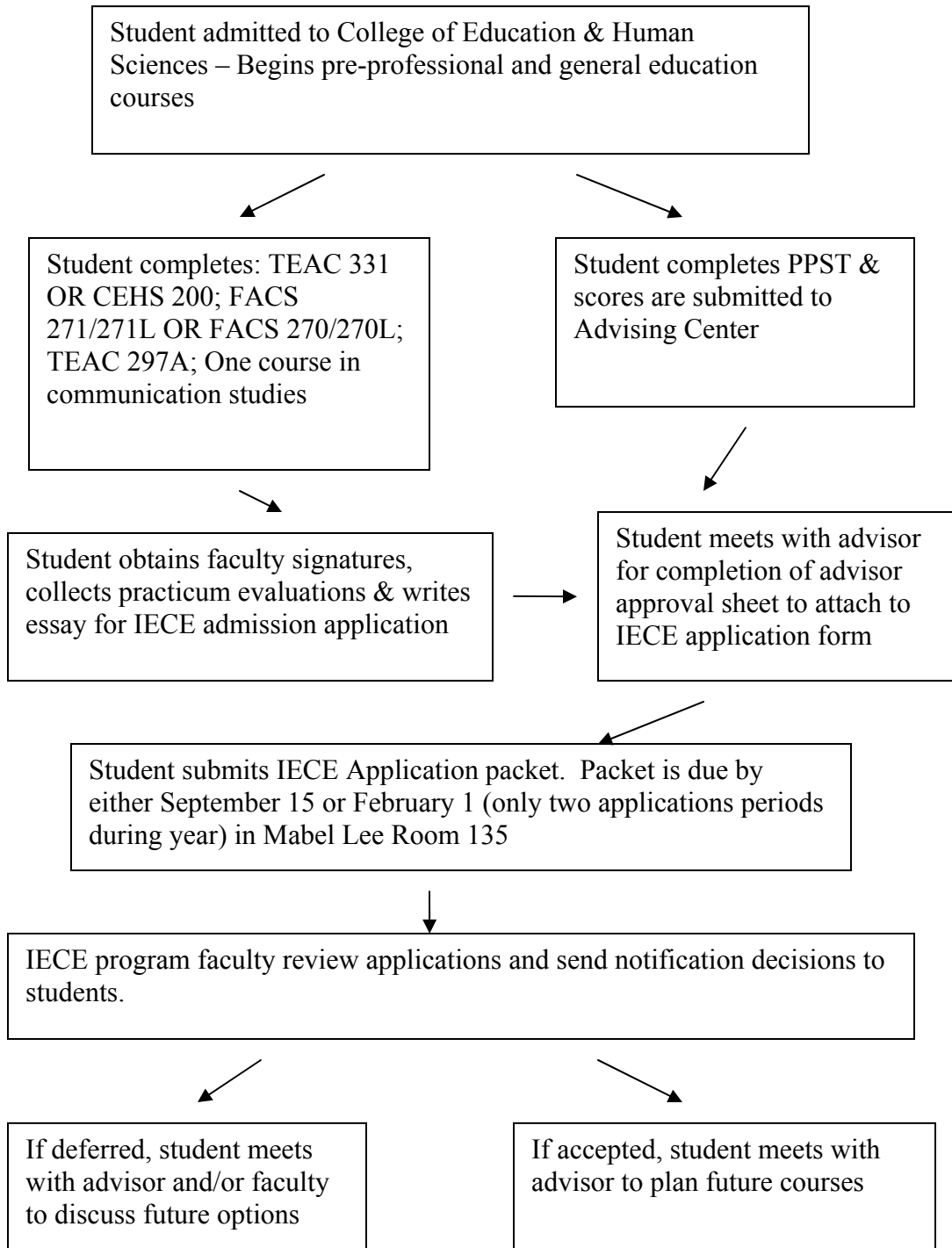
IECE Recommended Professional Course Sequence

This is a suggested outline for successful completion of the program, however, it **does not** ensure availability of classes or acceptance into the program. Your general education courses must also be incorporated into this schedule.

Year	Fall Semester	Spring Semester	Summer
1	COMM 109 – Fundamentals of Human Comm (3) FACS 170 – Introduction to ECE (3) [F] FACS 270/270L – Dev of Preschool Child (3) [F,S]	SPED 201 – Intro to Special Education (3) CEHS 200 or TEAC 331 (3) FACS 271/271L – Infancy (4) [S,M]	
2	FACS 160 or EDPS 250 or PSY 289 – Human Development (3) [F,S] TEAC 297A - Prepracticum in Elementary (1) [F,S] SPED 303 - Behavior Management (3) [F,S] FACS 280 - Family Science (3) [F,S,M]	SLPA 251 – Normal Language Development (3) [F,S] TEAC 259 – Instructional Technology (3) [F,S,M] FACS 374/374L - Methods in Early Childhood (4) [F,S,M] Application to IECE Program	
3	TEAC 302 or ENG 216A – Children’s Literature (3) [F,S] TEAC 306 [F,S] or MUED 370 [F,S] or TEAC 305 [F,S] (3) FACS 474 -- Assessment of the young child (3) [F,S] SPED 362 – Methods for Early childhood, SPED (3) [F] SPED 496Y – Directed Field Exp. (1) [F]	TEAC 416A -- Literacy for Primary Grades K-3 (3) [S] TEAC 416B -- Soc St/Sci for Primary Grades K-3 (3)[S] TEAC 397D Practicum (3) [S]	
4	TEAC 330 –Multicultural education (3) [F,S,M] TEAC 416 D – Math for Primary Grades K-3 (3) [F] MATH 200 -- Math for Elementary Teachers (3) [F]	SPED 415/415A – Literacy Instruction (4) [S] FACS 497A -- Student Teaching in ECE (7) [F,S,M]	
5	TEAC 497A, Y, Z (11) - Student Teaching [F,S] TEAC 403 (1) – Seminar for Student Teaching		

Revised 9/12/06

UNL Inclusive Early Childhood Education Selective Admission Process



State Testing Requirements

The state of Nebraska requires two standardized tests for certified teachers.

The **PPST** must be completed prior to your admission to a teacher certification program (i.e., the IECE program). This is the reading, writing, and mathematics portion of the Pre-Professional Skills Test published by the Educational Testing Service. Minimum scores of 170 on Reading, 172 on Writing, and 171 on Mathematics are required before admission into the IECE program. The Registration Bulletin and other materials regarding the PPST are located on the wall of Henzlak Hall, just outside the door to room 105. Please also see: <http://cehs.unl.edu/currentStudents/testingCenter.shtml>

All students completing a program leading to teaching certificate with an endorsement in elementary grades (i.e., Grades K-6) will be required to take the **EECIA – 0011** version of PRAXIS II before graduation. A score of 159 on this test is required in order for teachers to be considered highly qualified under No Child Left Behind. Requirements for elementary schools require that newly hired teachers be highly qualified.

Becoming a Reflective IECE Educator

In the Inclusive Early Childhood Education (IECE) program you are going to learn to be a *scholar practitioner*, which means becoming a reflective educator who does theoretical and practical inquiry into teaching, children’s development, and academic subject matter. You will learn to ask and pursue your own questions as well as the questions of others, based on course readings, activities, and field experiences. The IECE program is intended to help you develop the skills to become a life-long learner and data-based decision-maker long after your official coursework is complete.

As part of becoming a reflective educator, you are going to learn a new tool called *documentation*. Documentation is a process for “making learning visible” so that together with others you can study the evidence of children’s efforts and their learning. You will learn to collect and organize concrete evidence in many forms, including audio/video recordings, digital photos, text, observational field notes and samples of children’s work. The documentation process is more than gathering observations, it also includes reflecting, collaborating, planning, and communicating.

The documentation process is part of a *cycle of inquiry* (see figure 1). The cycle begins with the task of framing questions that guide the pursuit of information. The cycle proceeds through the collection of observations and other artifacts into planning action steps. The initial questions guide tentative interpretations and lead to revised questions to explore. This cycle continues around as you repeatedly reflect on your own growth and that of the children, refine your own philosophy, and adjust ongoing programming for children.

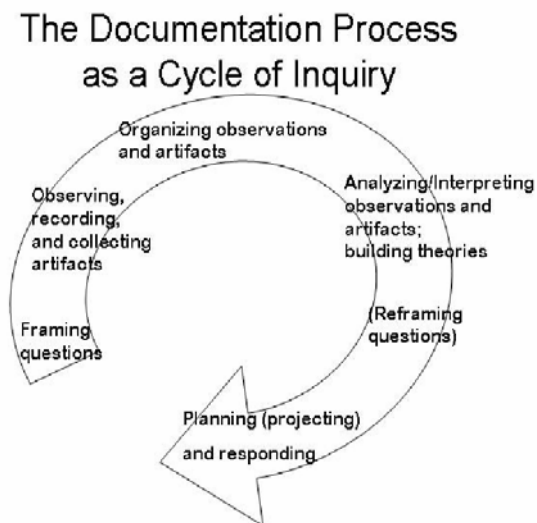


Figure 1

Courses throughout the IECE program will lead you to learn about documentation by skill level, skill area, who and what the documentation focuses on, its audiences, and the products of documentation. Courses offer students opportunities to work at the skill levels of *novice* (beginner), *apprentice* (intermediate) and *practitioner* (working to expertise).

The IECE student will learn skills in the areas of framing questions, observing and organizing data, reflecting and interpreting data, and then planning, making decisions, and solving problems. Your focus will sometimes be narrow (a single child, teacher, classroom area, or subject area) and at other times broad (whole classroom environment, group learning, or a child across time). You will learn how to communicate through documentation with different audiences, including children, parents, yourself, colleagues, instructors, and interdisciplinary teams, and in this way build classroom community and relationships with colleagues.

Finally, you will learn how to produce many kinds of documentation products, such as portfolios, memory books, posters, graphs, charts, power point presentations, journals, project narratives, and panel displays. These products can be beautiful and impressive and thereby inform and educate the public about the importance of the teaching and learning that goes on in early childhood settings. This learning process is outlined in the Table on pages 13-14 entitled: *The Skills of Documentation*.

In your major IECE courses, you will be introduced to the Cycle of Inquiry and to documentation processes specific to that course. The IECE instructors will highlight specific framing questions and observational activities and guide you in appropriate analyses for reframing questions and designing curriculum. These course-specific inquiries and documentation processes reflect increasing sophistication and skill. Each IECE course is designed to help you gain skills for reflecting on the quality of early childhood education and care programs and your own teaching effectiveness for children and families, regardless of the individual children's abilities and needs.

THE SKILLS OF DOCUMENTATION:

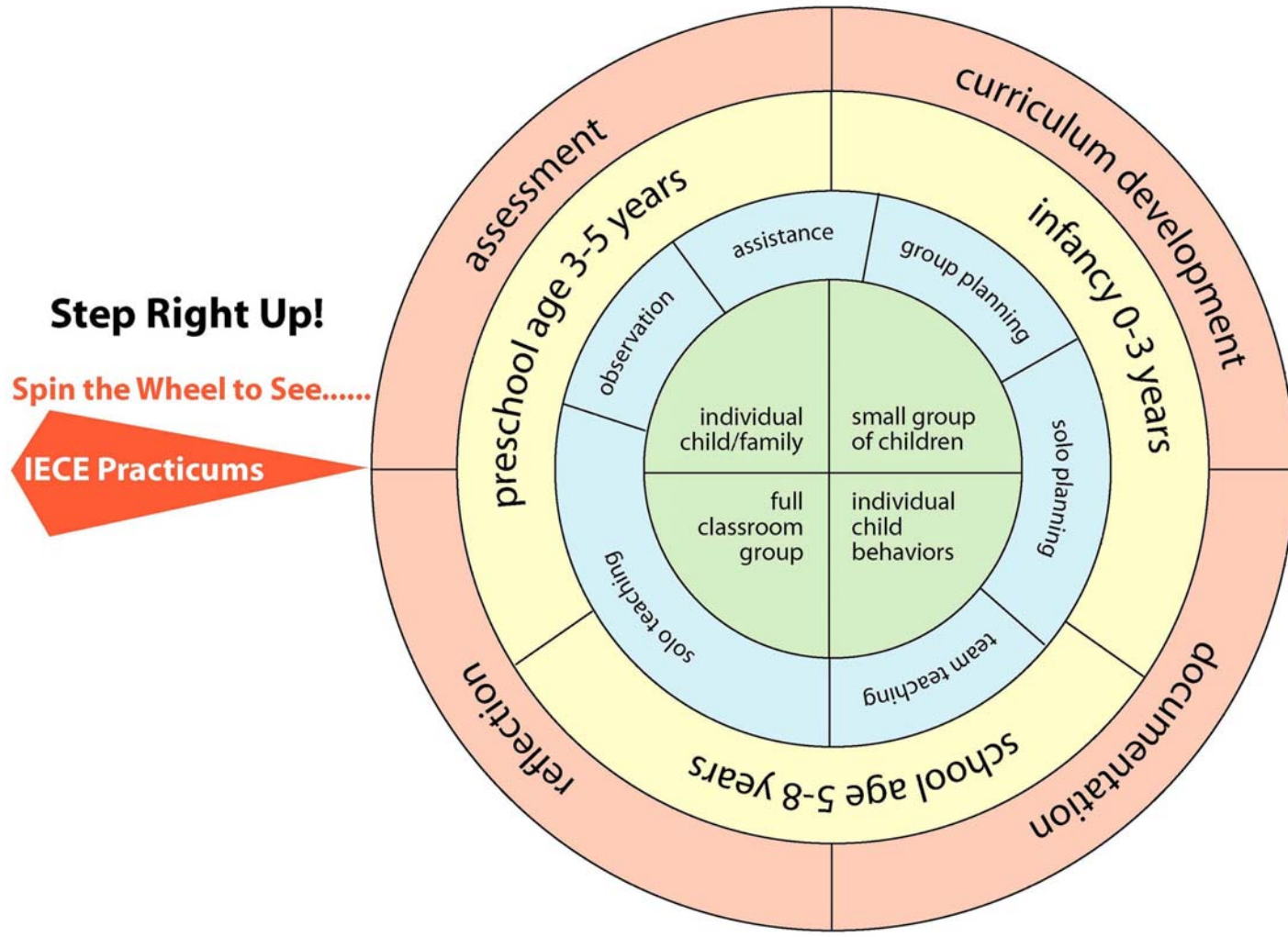
What Students Learn to Do in the IECE Program

IECE COURSES:	Frame Questions	Observe; Gather Data & Artifacts	Select & Organize Observations, Data, & Artifacts	Reflect; Interpret Observations, Data, & Artifacts	Plan and Project; Make Decisions	Communicate Artistically and Professionally
FACS 170 Introduction to Early Care & Education	What do I believe about teaching young children?	Answer guided questions about teaching beliefs and draw image of self as a teacher.	Consider own teaching beliefs in comparison with others'.	At end of course, reexamine philosophy statement and drawing.	Revise philosophy statement and drawing at end of course.	Philosophy statement. Drawing of image of self as future teacher.
FACS 270 Development of the Preschool Child	What do I need to know about the child & family to meet the child's needs? What makes a quality preschool program?	Interview parents & gather information. Observe a program using an observation tool.	Organize information gathered in order to write a summary.	Identify child strengths and interests. Find at least one area of program strength & an area in need of improvement	Plan interactions with the child. Think about program improvement	Scrapbook page to introduce child to the class
FACS 270L Development of the Preschool Child Lab	What do children demonstrate about their stages of development as they play?	Observe & photograph child, record actions & words. Collect, copy, or photograph child's work samples	Organize photos, descriptions, & work samples	Analyze data & write an interpretation describing why the documented experience is meaningful	Suggest strategies to follow the children's interests & support & extend child's inquiries	Child portfolio pages
FACS 271/271L Infancy/ Infancy Lab	What can I learn about the child through observation?	Make anecdotal records on child.	Organize information gathered in order to write a summary.	Identify child strengths and interests.	Plan interactions with the child.	Child narrative
FACS 374/374L Curriculum Planning in Early Childhood Education	How can I plan & implement developmentally appropriate activities to create optimal learning experiences and environments for young children?	Use activity checklist and curriculum skills inventory	Focus on learning in different curriculum domains: aesthetic, affective, cognitive (science, math), language, physical-motor, and social.	Reflect on the ways that instruction, instructional strategies, and learning climate can be evaluated and the results used.	Implement and re-implement activities in each curriculum domain	Curriculum activity plans

SPED 362 Methods in Early Childhood Special Education	How does the child access and engage in classroom activities?	Observe child and classroom environment; interview classroom teacher	Organize observations and interview results	Identify priority behavior targets	Write instruction and activity plans to facilitate greater access and engagement for this child in classroom activities	Activity plan. Poster with graphics
SPED 303 Behavior Management	How can I increase the occurrence of desirable academic or social behavior?	Conduct live on-site observation of child	Plot observational baseline data on graph	Select behavioral target; monitor data trends over time	Design intervention plan; make needed adjustments in response to data trends	Graphs. Final narrative report.
TEAC 308 Teaching Mathematics in the Elementary School	How are young children mathematical learners?	Videotape a teacher working with a child, take written notes and photographs, collect child's work	Analyze videotape and compare with other children and other UNL students	Reflect on child's work on the problem and self's work with the child	Plan and support child in learning mathematics.	Narrative and oral presentation to classmates
TEAC 416 AB Unified Primary Schooling: Curriculum, Interdisciplinary Planning, Teaching K-3	How can I teach K-3 children in an interdisciplinary, constructivist way?	Conduct child interview and discussions with cooperating teacher	Consider what is going on with children and teaching in the classroom	Analyze what concepts are being taught and how these children are learning them. Consider how teacher is approaching teaching	Plan and conduct interdisciplinary curriculum projects	Literacy case study
FACS 474 Assessment of the Young Child	How can formal and informal assessments help me to understand young children?	Conduct norm and criterion referenced assessments, parent interviews	Combine results of assessments	Interpret results, consider issues of reliability and validity	Consider what results indicate about supporting child's functioning	Formal clinical report (child study)
FACS 497A Practicum in Early Childhood Education	How can children show us what they know about their world?	Use observation sheets, videos, digital photos	Weekly reflection meetings	Use reflection sheets to analyze group learning	Find the thread to create long-term projects	Child portfolio pages. Project panel. Parent-teacher conferences.

Practicum Experiences in IECE Program

Course/ Practicum	Age Level & Focus	Placement & Initial Meeting	Approximate total clock hours required
TEAC 297A	Elementary (K-6) Focus: Observation/assistance of small and full group classroom instruction	Public Schools; assigned during first meeting on campus	75
FACS 271L	Infants Focus: Independent observation of adult-child interactions/activities/routine	Lincoln or Omaha Community Child Care; assigned during first meeting of FACS 271L	35
FACS 270L	Preschoolers Focus: Observing, planning & implementing classroom group activities and routines with partners	Lincoln Community Child Care; assigned during first meeting of FACS 270L	60
FACS 374L	Preschoolers Focus: Curriculum Development and implementation for groups of children	Ruth Staples Child Development Lab	45
SPED 303	Elementary (K-6) Focus: Individual child behavior/guidance in classroom	Public Schools; assigned during first meeting of SPED 303; (best taken concurrently with TEAC 297A)	40
SPED 496Y	Preschool Focus: Classroom, and instructional adaptations for individual child with disability	Public Schools; assigned during first meeting with SPED 362	45
SPED 415A	Elementary (K-3) Focus: Individual tutoring, assessment and reading instruction	UNL Reading Center Home Economics Building	24
TEAC 397D	Elementary (K-3) Focus: Small and full group curriculum development and implementation	Public Schools; assigned during first meeting with TEAC 416D	280



Student Teaching in IECE

Student teaching is an opportunity for IECE student to integrate and perfect their skills. Students are fortunate to have two student teaching opportunities – one in early childhood settings and one in elementary settings. Each of these settings provides unique experiences for the future teacher and will be completed over an entire semester. **Before you begin student teaching, you must have earned a C+ or above in all of your practica and methods courses.**

Applications for student teaching must be completed the semester before you plan to student teach and returned to the appropriate office (by March 1 or October 1).

- Early childhood student teaching applications (FACS 497A) can be obtained from the secretary in the Ruth Staples Child Development Laboratory and should be returned to the same office.
- Applications for elementary student teaching applications (TEAC 497A) can be obtained from Henzlik 105 or on the web at <http://cehs.unl.edu/currentStudents/studentTeaching.shtml>.

Suggested Books for Your Professional Library

Many of these books will be used as textbooks in your classes.

- Allen, K., & Marotz, L. (2003). *Developmental profiles: Pre-birth through twelve*. Clifton Park, NJ: Thompson Delmar Learning. ISBN: 0766837653
- Baptiste, N.E. & Reyes, L. (2005). *Understanding ethics in early care and education*. New Jersey: Prentice Hall. 0131120557
- Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs, Revised edition*. Washington, DC: NAEYC. ISBN: 093598979X
- Carlsson-Paige, N. & Levin, D.E. (1990). *Who's calling the shots? How to respond effectively to children's fascination with war play and war toys*. Gabriola Island, Canada: New Society Publishers. ISBN: 0865711658
- Cohen, Dorothy, H., Stern, Virginia, & Balaban, Nancy. (1997). *Observing and recording the behavior of young children*. New York: Teachers College Press. 0-807735752
- DeLoache, J., & Gottlieb, A. (2000). *A world of babies: Imagined childcare guides for seven societies*. New York: Cambridge University Press. ISBN: 0-521-66475-6
- Edwards, C. (2001). *Bambini: The Italian approach to infant/toddler care*. New York: Teachers College Press. ISBN: 0521664756
- Evans, B. (2002). *You can't come to my birthday party! Conflict resolution with young children*. Ypsilanti, MI: High/Scope Press. ISBN: 1573791598
- Frost, J.L., Wortham, S., & Reifel, S. (2001). *Play and child development*. New Jersey: Merrill Prentice Hall.
- Gandini, L., Edwards, C., & Forman, G. (Eds). (1988). *The hundred languages of children: The Reggio Emilia approach, Advanced Reflections*. Greenwich, CT: Ablex. ISBN: 156750311X
- Gould, P. & Sullivan, J. (1999). *The inclusive early childhood classroom*. Gryphon House.
- Guralnick, M.J. (2001). *Early childhood inclusion: Focus on change*. Baltimore: Brookes Publishing. ISBN: 1557664911
- Harms, T., Clifford, R., & Cryer, D. (1998). *Early Childhood Environment Rating Scale Revised*. New York: Teachers College Press. ISBN: 0-8077-4549-9
- Harms, T., Cryer, D., & Clifford, R.M. (1990). *Infant/Toddler Environment Rating Scale*. New York: Teachers College Press. ISBN: 0-8077-3010-6
- Katz, L., & Chard, S. (1989). *Engaging children's minds: The project approach*. Norwood, NJ: Ablex. ISBN: 1567505015
- Klaus, M.H., & Klaus, P.H. (1998). *Your amazing newborn*. Cambridge, Massachusetts: Perseus Books. ISBN: 0-7382-0188-X
- Kostelnik, M.J., Whiren, A.P., Soderman, A., Stein, L., & Gregory, K. (2002). *Guiding children's social development: Theory to practice*. Albany: Delmar. ISBN: 0766842924
- Kostelnik, M.J., Soderman, A., & Whiren, A.P. *Developmentally appropriate curriculum: Best practices in early childhood*. New Jersey: Prentice Hall. ISBN: 0130496588

- Kostelnik, M.J., Onaga, E., Rohde, B., & Whiren A., (2002). *Children with special needs: Lessons for early childhood professionals*. New York: Teachers College Press. ISBN: 0807741590
- Krechevsky, Mara (1998). *Project spectrum: Preschool assessment handbook*. New York: Teachers College Press. 0-8077-3768-2
- Martin, D.J. (2001). *Constructing early childhood science*. Thomson Delmar Learning. ISBN: 0766813193
- Morrison, G.S. (2004). *Early childhood education today, 9th edition*. Columbus: OH: Merrill Prentice Hall.
- Paley, V. G. (1984). *Boys & girls: Superheroes in the doll corner*. Chicago: University of Chicago Press. ISBN: 0-226-64492-8
- Paley, V. G. (1991). *Bad guys don't have birthdays: Fantasy play at four*. Chicago: University of Chicago Press. ISBN: 0-226-64496-0
- Paley, V.G. (1998). *The girl with the brown crayon*. Harvard University Press. ISBN: 0674354427
- Paynter, D., Bodrovo, E., Doty, J.K., & Duke, N.K. (2005). *For the love of words: Vocabulary instruction that works*. Jossey-Bass. ISBN: 0787977845
- Raikes, H.H., & Whitmer, J.M. (2005). *Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers*. Baltimore: Brookes Publishing. ISBN: 1557668205
- Rivkin, M. S. (1995). *The Great outdoors: Restoring children's right to play outside*. Washington, DC: National Association for the Education of Young Children. ISBN: 0-935989-71-4
- Seefeldt, C. (2005). *Social studies for the preschool/primary child*. New Jersey: Merrill Prentice Hall. ISBN: 0131408127
- Singer, D., & Singer, J. (Eds.) (2002). *Handbook of children and the media*. Thousand Oaks, CA: Sage Publications.
- Spandel, V., & Lane, B. (2004). *Creating young writers: Using the six traits to enrich writing process in primary classrooms*. Allyn & Bacon. ISBN: 0205379532
- Taylor, M. (1999). *Imaginary companions and the children who create them*. New York: Oxford University Press. ISBN: 0-19-514629-8
- Tompkins, G. (2003). *Literacy for the 21st century, 3rd edition*. New Jersey: Merrill Prentice-Hall. ISBN: 0131190768
- Tompkins, G. (2006). *Language Arts Essentials*. New Jersey: Merrill Prentice-Hall. ISBN: 0131720066
- Trawick-Smith, J. (2003). *Early childhood development: A multicultural perspective*. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-046576-3
- York, S. (2003) *Roots and Wings: Affirming culture in early childhood programs*. Redleaf Press. ISBN: 1929610327
- Wortham, S.C. (2005). *Assessment in early childhood education, 4th edition*. New Jersey: Prentice Hall. ISBN: 0-13-14-194-7

Professional Student Organizations in CEHS

Council for Exceptional Children (CEC): Division for Early Childhood (DEC)

The professional organization for special education teachers and personnel; joining as a preservice teacher provides opportunities to further develop knowledge and professional skills related to special education. This is a forum for the discussion and interests of exceptional children to enhance your professional interests and skills related to working with students with disabilities.

Open to graduates or undergraduates seeking teacher certification related to special education.

Meetings are typically held monthly at a time set each semester based on students' and supervising faculty schedules.

Contact: Dr. Joan Erickson, 472-5481, jerickson2@unl.edu

Website: <http://www.dec-sped.org>

Future Educators of Color (FEC)

This organization assists in the mentoring, recruiting, and retention of students of color in the College.

Open to any student of the College.

As members of this organization, students have the opportunity to meet with students of color, find a mentor, and assist with the recruitment and retention of students of color.

Contact: Dr. Eric Lee, 472-2027, elee1@unl.edu

Nebraska Students for Young Children (NSYC)

Provides networking, leadership, service, and career information for students who have interests in young children.. NSYC encourages its members to join the National Association for the Education of Young Children (NAEYC).

Open to all students in early childhood education.

Contact: Julie Jones-Branch, 472-7216, jjonesbr@unlnotes.unl.edu

Student Education Association (SEA)

A pre-professional organization for future teachers: intended to better the quality of tomorrow's teachers. UNL-SEA is a chapter of the Student Education Association of Nebraska (SEAN). Group meets bi-monthly with guest speakers, programs, fund-raising activities, and community service projects.

Open to all students pursuing teacher certification. Freshman and sophomores are encouraged to join.

You will receive professional publications; be able to build a network of future educators; improve your knowledge and understanding of K-12 schools; eligible to receive Occupational Liability Coverage which covers all practicum and student teaching experiences; opportunity to expand on your commitment to education through community involvement.

Join early in the fall semester. No applications accepted after December 31st.

Applications available in Henzlik Hall 61.

Contact: Dr. Bill Lopez, 472-2158, wlopez2@unl.edu

Where can I find People/Paperwork?

CEHS Student Services Center

(402) 472-8624

<http://cehs.unl.edu/currentStudents/advisors.shtml>

Advisor:

Susan Goodrich

105 Henzlik, Student Services Center

sgoodrich2@unl.edu

Phone: (402) 472-3385

For information regarding the PPST:

www.ets.org/praxis

IECE admission applications:

135 Mabel Lee Hall

University of Nebraska-Lincoln

Lincoln NE 68588

Phone: (402) 472-2957

Elementary student teaching applications (TEAC 497A):

Can be sent online at <http://cehs.unl.edu> or

Susan Kreiter

105 Henz

mkreiter1@unl.edu

Phone: (402) 472-8620

Early childhood student teaching applications (FACS 497A):

Michelle Rupiper, PhD

Senior Lecturer

Ruth Staples Child Development Laboratory

mrupiper1@unl.edu

Phone: (402) 472-1672

Faculty & Staff Contacts

FACS Department Secretary (forms, etc)

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Department Secretary
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Chair, Inclusive Early Childhood Program Committee

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Other IECE faculty

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Helen Raikes, PhD
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Phone: (402) 472-9147

Dr. Pauline Zeece, PhD
Professor
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pzeecel@unl.edu
Phone: (402) 472-0419

Glossary of Commonly Used Terms and Abbreviations

Advisor – A primary resource for you. She/he will help you plan your course sequence and your application process. Talk with your advisor on a regular basis.

CBT – Computerized version of the PPST (see PPST entry below)

CDL – Ruth Staples Child Development Laboratory

Certification – authorization issued by the Commissioner of Education to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law

Documentation -- Documentation is a process for “making learning visible” so that together with others you can study the evidence of children’s efforts and their learning.

ECSE – Early childhood special education

Endorsement – A certification area mandated by the state (e.g., Unified, Elementary, Early Childhood)

FACS – Department of Family & Consumer Sciences

IECE – Inclusive Early Childhood Education Program: Birth to Grade 3

IEP – Individualized Education Plan

IFSP – Individualized Family Support Plan

Program committee – The IECE program committee consists from faculty from FACS, SECD, and TLTE. This committee reviews applications and reviews courses required to fulfill endorsement requirements.

Practicum – A setting usually connected with a course in which you have hands-on experience with children.

Prerequisites – Requirements which must be fulfilled prior to entering a course or program.

PPST – The reading, writing, and mathematics portion of the Pre-Professional Skills Test published by the Educational Testing Service. Minimum scores are required on each section of this test before admission into the IECE program.

PRAXIS II (EECIA 0011) – A standardized test required to be considered “highly qualified” in the State of Nebraska.

Rule 11 – Nebraska “Regulations for Early Childhood Programs”

Rule 21 – “Issuance of Certifications and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools” – This document is approved by the NE legislature and provides the issuance of teaching certification requirements within the state.

Rule 24 – Nebraska “Regulations for Certificate Endorsements”

Rule 51 – Nebraska “Regulations and Standards of Special Education Programs”

SECD – Department of Special Education and Communication Disorders

SPED – Special education

Student Services Center – Located in Henzlik 105, this center houses advisors and support staff to help students throughout their college career.

Teacher Certification/Education Program – An educational program within the College of Education and Human Sciences that leads to certification as a teacher in a particular endorsement area.

TLTE – Department of Teaching, Learning, and Teacher Education

Unified endorsement – Teaching endorsement in the state of Nebraska; IECE program leads to this certification.

My Projected Schedule of Classes

Year	Fall Semester	Spring Semester	Summer Sessions

Important Phone Numbers & Addresses

Notes