

Higher Education Alternative Programs

| University of Oregon | |
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| General Description | The Early Intervention Program at the University of Oregon is training EI personnel who can deliver effective, comprehensive, family-determined services. EI personnel and specialists who work with infants and toddlers with low incidence disabilities - infants and toddlers who receive EI services because of visual, language, hearing, cognitive, motor, or developmental delays - are the target of this proposed personnel training project. The Infant-Family Specialist Personnel (IFSP) Project is assisting 14 on campus and 2 rural students with tuition waivers. |
| Contact Information | Jane Squires, Ph.D., Early Intervention Program, Co Director 541-346-0807 |
| Entrance Requirements | Applications are accepted from January to May (The admissions process is competitive and selective). Requirements for admission include: <ol style="list-style-type: none"> 1. A bachelors degree from an accredited college or university 2. Strong evidence of ability to succeed in grad school (MAT/GRE, experience in field) 3. Completed application 4. Ability to write clearly and cogently as demonstrated by a writing sample. |
| Number of Participants | 20 |
| Target Participants | Preference will be given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must. |
| Length of Program | 1 year (4 terms) |
| Graduate/Master's Program | Masters |
| Undergraduate | All special education programs are at the graduate level. |
| Courses (List All) | See table – page 3 |

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| Program Content | Master's/licensure trainees will be prepared to fill five infant/toddler specialist roles: 1) direct interventionist; 2) consultant; 3) service coordinator, family-liaison; 4) specialist/team member; 5) program supervisor/coordinator. The direct interventionist role is designed for trainees who wish to work directly with infants and toddlers with low incidence disabilities and are seeking additional expertise, including a graduate degree and teaching license. The consultant role is designed for trainees who wish to work in inclusive community-based settings, providing support to early childhood and day care personnel who work with infant/toddlers with disabilities. The family-liaison, service coordinator role is designed for trainees who wish to work as advocates and liaisons with families, assisting families in determining services and programs to best fit family needs. The fourth role, specialist team member, is designed for related service personnel such as OTs, PTs, SLPs who seek an infant/toddler specialty. The program supervisor/coordinator role is designed for trainees with intervention experience who aspire to coordination or supervision positions and a master's degree. All roles are centered around providing effective team-based services in inclusive environments. Trainees may be prepared for more than one role, depending on interest and skill level. |
| Field Experiences (i.e. Student Teaching, Internships) | The University of Oregon, local public schools, and State Department of Education have established an effective working relationship which includes the placement of students for practicum experience at all levels of involvement. In the local area, the major publicly supported county-wide, community-based EI/ECSE program, Early Childhood CARES, will provide students a rich resource for improving their program development skills. This program provides services to 600 children and families from diverse economic and cultural backgrounds in an extensive variety of inclusive settings. |
| Delivery Models (i.e. Seminar, Face to Face Instruction) | Practicum/Field experience, face to face instruction |
| Exit Requirements | Program is individualized. Requirements include: <ol style="list-style-type: none"> 1. Students must complete all coursework with satisfactory grades. 2. Students must pass comprehensive exams 3. Students must complete a teaching requirement 4. Students must write a dissertation 5. Students must hold an oral defense. |
| Completed cohorts | This is the third year of this grant. |
| Unique Characteristics of the Program | Cross-disciplinary perspective 2/3 of students receive tuition waivers and monthly stipend |
| Address Disability Ranges >> Proportion of course work | Mild – Moderate – severe. 85% of courses specifically address disability issues. The EIP leadership program is designed to train students to become leaders and researchers in the development and delivery of educational, medical, and therapeutic services for young children who are at risk and disabled. |

Table 1. Early Intervention Program Course Schedule

Time schedules are provided for fall and winter term only. Schedules for spring and summer will be provided before each term. Please note: Times listed in the UO Time Schedule may be incorrect.

| Fall 2002 | Winter 2003 | Spring 2003 | Summer 2003 |
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| Required Courses | | | |
| SPED 526 Behav & Classrm Management 4:00 – 5:50 T/H 4 credits | EINT 681 Family-Guided Early Intervention 1:00 – 3:50 H 3 credits | EDLD 607 Law and Governance 4:00-7:50 M 4 credits | EINT 683 Curriculum in Early Chldhd & Early Intervention 3 credits |
| EINT 680 Foundations in Early Chldhd & Early Intervention 1:00 – 3:50 W 3 credits | EINT 682 Assessment and Evaluation 1:00 – 3:50 W 3 credits | EINT 625 Final Supervised Field Experience (Licensure) 8:00 – 4:00 M-F 9 credits | SPED 512 Foundations of Disability II 3 credits |
| EINT 607 Application of Linked System I 1:00-2:50 M 2 credits | EINT 607 Application of Linked System II 1:00-1:50 M 1 credit | | |
| EINT 687 Early Intervention Methods I 3:00-3:50 M 1 credit | EINT 688 Early Intervention Methods II 2:00-3:50 M 2 credits | EINT 689 Early Intervention Methods III 2 credits | EINT 690 Early Intervention Methods IV 1-2 credits |
| SPSY 617 Tests and Measures in Education 12:00 – 1:20 T/H 3 credits | | | SPED 607 Research Methods (May take in place of Test and Measures) 3 credits |
| EINT 609 Early Intervention Practicum 3 credits | EINT 609 Early Intervention Practicum 3 credits | EINT 609 Early Intervention Practicum (Master's Degree Only) 3 credits | EINT 609 Early Intervention Practicum 2-3 credits |
| Additional Required Courses (Select only 1) | | | |
| EDLD 637 Diversity in Educ 6:00 – 8:50 M 3 credits | SPED 580 Student Supports 3 credits | | SPED 580 Student Supports 2-3 credits |
| SPED 521 Spec. Ed. Reading Instruction 4:00 - 5:50 MW 4 credits | SPED 536 Adv. Behav. Management 3 credits | | EDLD 637 Diversity in Educ 3 credits |
| Credits Per Term | | | |
| Fall 16 credits | Winter 15 credits | Spring 15 credits | Summer 12 credits Maximum |

(* Requirements vary for students with previous licensures.)