

## Higher Education Alternative Programs

	<b>University of Oregon</b>
<b>General Description</b>	<p>This doctoral personnel preparation program is designed to produce a cadre of eight graduates to fulfill personnel leadership roles related to young children with disabilities, particularly those with social-emotional problems, their families, and communities. The program has a cross-disciplinary core faculty that will offer course work and emphasize situated learning in a variety of field experiences. Students will be prepared to be program developers, applied researchers, policy analysts, and instructors. A cross-disciplinary perspective is paramount. The cross-disciplinary training and related field experiences will equip graduates to assume leadership roles in program and policy development for training future personnel and to conduct relevant research focused on diverse groups of children and families being served in early intervention/early childhood special education programs. In addition, an emphasis will be placed on recruiting students into the program who are from diverse backgrounds, particularly students from minority groups and with disabilities. The program of studies is a cohesive set of course work and field experiences that target specific competencies, professional activities, and leadership qualities. The proposed curriculum and pedagogy are research based. A comprehensive evaluation plan is proposed to monitor student progress and program effectiveness.</p>
<b>Contact Information</b>	<p>Jane Squires, Ph.D.,            Early Intervention Program Director/Associate Dean, College of Education            541-346-0807</p>
<b>Entrance Requirements</b>	<p>Applications are accepted from January to May (The admissions process is competitive and selective).            Requirements for admission include:</p> <ol style="list-style-type: none"> <li>1. A Masters degree from an accredited college or university</li> <li>2. Strong evidence of ability to succeed in grad school (MAT/GRE, experience in field)</li> <li>3. Completed application</li> <li>4. Ability to write clearly and cogently as demonstrated by a writing sample.</li> </ol>
<b>Number of Participants</b>	10

<b>Target Participants</b>	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.
<b>Length of Program</b>	3 – 4 years
<b>Graduate/Master’s Program</b>	Preparation of Leadership Personnel (CFDA 84.325D), Early Intervention/Early Childhood Special Education Leadership Program
<b>Undergraduate</b>	All special education programs are at the graduate level.
<b>Courses (List All)</b>	See table 1 – pages 6-7.
<b>Program Content</b>	<p>The program is designed to prepare students to fill the four roles we deem critical to providing leadership for young children with disabilities and their families. Each role is described below.</p> <p><u>Program Developers.</u> To accomplish this objective, students must successfully complete course work requirements including the special cross-disciplinary seminars and field activities that prepare them to develop innovative programs, expand existing programs and provide technical assistance to enhance the effectiveness of existing educational and social services.</p> <p><u>Policy Analysts.</u> If students are to assume leadership roles in policy development/analyses, they must gain knowledge and skills in state-of-the-art concepts and procedures for delivering quality services. Of special importance are the skills needed to coordinate multiple agencies involved in educational and social service delivery. In addition, developing skills to manage public agencies during periods of financial austerity is of importance. Finally, doctoral students are expected to develop skills that are needed to assist in policy development at the state and local level to assure that the mandates of IDEA and other legislation are implemented in a positive and effective manner.</p>

<p><b>Program Content, cont.</b></p>	<p><u>Instructors.</u> If students are to become effective instructors in higher education settings, they need the knowledge and skills to develop high quality courses in EI/ECSE. The preparation and delivery of lectures is considered an important academic skill. Further, students must develop skills to advise and supervise undergraduate and master's level trainees in field-based practicum settings as well as communicate effectively with the professionals conducting business in these settings. Including diversity in the classroom, accommodating diverse students, and emphasizing the diverse needs of children and families will be emphasized.</p> <p><u>Applied Researchers.</u> Students should be both consumers and producers of quality research. Students are expected to acquire basic design and research skills that will allow them to develop quality research proposals and implement applied research strategies. Students must also develop the skills to critically analyze research data and relate its value and relevance to applied settings.</p> <p>An important emphasis of this program is team and agency collaboration; therefore each term students will participate in a Cross-Disciplinary Team Collaboration Seminar. The seminar will be coordinated by the Project Co-Directors and the core faculty will also participate so that the disciplines of school psychology, counseling psychology, communication disorders, marriage and family therapy, and special education will be represented. This core faculty will serve as a model collaborative team and mentor students to develop the necessary information and skills to become effective team members themselves. An associated field experience will focus on young children with social emotional problems and their families and how a team provides comprehensive and effective assessment and intervention services. In addition, this seminar will provide students the opportunity to acquire information and experience related to the roles and responsibilities of medical and other allied health professionals. The State of Oregon's Child Development and Rehabilitation Center (CDRC) will participate, and consequently a variety of medical and allied health professionals are available for this seminar.</p>
<p><b>Field Experiences (i.e. Student Teaching, Internships)</b></p>	<p>Students will have the opportunity to assist the core faculty in a variety of activities that focus on infant, toddler, preschooler, and family intervention programs. The public school system is one of the primary service delivery systems for young children with disabilities; therefore, gaining knowledge of how public schools function is of importance to a future leader in program development. 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.</p> <p>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.</p>

<p><b>Field Experiences (i.e. Student Teaching, Internships), cont.</b></p>	<p>Opportunities for experiences in social service and allied health programs will also be available to students. Program development in community agencies such as those involved in family counseling, social welfare, and home health care will provide students exposure to interdisciplinary aspects of EI/ECSE as well as coordination of programs across a variety of disciplines.</p> <p>One of the critical skills in program development is evaluation; therefore, practical experience in this area would seem essential. Students will have the opportunity to evaluate EI/ECSE community programs, as well as examining a variety of other early intervention programs located in the region.</p> <p>Once completing their basic course work in policy development and analyses, students will have a variety of opportunities to observe and participate in policy development and implementation at the local, state, and federal level. Core faculty consult with a number of early intervention programs and personnel preparation programs throughout the nation. Using an apprenticeship model, students can join such efforts initially as observers and then as contributors to assist program personnel interpret and implement policy and programs.</p> <p><u>Fieldwork: Research and Evaluation</u></p> <p>The most effective means for acquiring research and evaluation skills is to be actively involved through an apprenticeship model in the design, data collection, subsequent analysis, interpretation of findings, and writing up results. Students will be able to choose to participate in a variety of ongoing research projects. Practicum opportunities in evaluation and research include a variety of ongoing projects directed by core faculty with infants and young children who are at-risk and disabled and their families. Students will be able to pursue a variety of research and evaluation topics and participate in investigations in a variety of areas.</p>
	<p><u>Fieldwork: Instructor</u></p> <p>Using an apprenticeship model, students will initially acquire and refine instructional skills by serving as teaching assistants with the core faculty. In this capacity students initially attend class, do some minimal instruction, and help with the devising and grading of projects and examinations. The second phase of instructional activities focuses on team teaching with core faculty members. In this capacity, students will be responsible for a number of the lectures, supervision of projects, and evaluation of performance. In the third phase, students accept full responsibility for planning and teaching a core course. Another practicum activity for this area is coordination of short-term professional development training workshops. The substantial number of federal-state-level programs for young children and families. Thus, we have established such visits as legitimate training targets and have established a formal procedure for providing such training.</p>

<p><b>Field Experiences (i.e. Student Teaching, Internships), cont.</b></p>	<p>An important element of instruction is supervision; therefore, students are provided opportunity to learn and then refine their supervisory skills. A system for student supervision has been developed for doctoral students to learn and apply in a variety of settings.</p> <p>Again, using an apprenticeship model, students will be provided opportunities to make presentations at local, state, regional, and national meetings. Initially students can assist in developing a presentation/paper but then can accept increased responsibility for presentations at professional conferences such as state Councils for Exceptional Children (CEC), national CEC, Division for Early Childhood (DEC), American Psychological Association (APA), American Speech-Language-Hearing Association (ASHA), and Society for Research in Child Development (SRCD). Core faculty are associated with a variety of demonstration and outreach projects that will offer students an array of opportunities to become effective providers of inservice training focused on improving services to young children with disabilities.</p> <p>A cross-disciplinary perspective and respect for diversity will be integrated into all aspects of our leadership program. Specialized course work and practica related to cultural/ ethnic diversity will be avoided in favor of integrating these positions throughout all courses and field experiences. Students will be exposed to a broad array of people, values, philosophies, and backgrounds with the goal of helping them develop a respect and appreciation for differences and diversity</p>
<p><b>Delivery Models (i.e. Seminar, Face to Face Instruction)</b></p>	<p>Practicum/Field Experience</p>
<p><b>Exit Requirements</b></p>	<p>Program is individualized. Requirements include:</p> <ol style="list-style-type: none"> <li>1. Students must complete all coursework with satisfactory grades.</li> <li>2. Students must pass comprehensive exams</li> <li>3. Students must complete a teaching requirement</li> <li>4. Students must write a dissertation</li> <li>5. Students must hold an oral defense.</li> </ol>
<p><b>Completed cohorts</b></p>	<p>Four students</p>
<p><b>Unique Characteristics of the Program</b></p>	<p>Cross-disciplinary perspective 5-8 students receive tuition waivers and monthly stipend</p>
<p><b>Address Disability Ranges &gt;&gt; Proportion of course work</b></p>	<p>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.</p>

**Early Intervention/Early Childhood Special Education Leadership Program Core and Complementary Course Work and Practica Organized by Competencies**

**Core courses appear in boldface type. Complementary courses appear in italic.**

<b>1. Knowledge of EI/ECSE</b>	<b>2. Knowledge of Social Emotional Development &amp; Disability</b>	<b>3. Team Collaboration</b>	<b>4. Assessment/Evaluation</b>	<b>5. Supervision</b>	<b>6. Clinical Intervention</b>
<i>CDS 650 Early Language Disorders</i>	<b>EINT 607 Social Emotional Developmt, Disability, &amp; Interven</b>	<i>CPSY 611 Basic Counsel Procedures</i>	<i>CPSY 621 Appraisal in Counseling</i>	<i>CPSY 575 Superv Human Serv</i>	<i>CSPY 615 Counseling Diverse Populations</i>
<i>CDS 552 Language Disorders in Child</i>	EINT 607 Sem Cross-Disciplinary Team Collaboration	EINT 607 Sem Cross-Disciplinary Team Collaboration	<b>EINT 682 Assessment/Evaluation in EI/ECSE</b>	<i>EDLD 619 Adult Learning</i>	EINT 688 Early Intervention Methods II
<i>EMS 638 Motor Development</i>	<i>SPED 662 Adv Psychology of Disabilities</i>	EINT 609 Prac: Cross-Disciplinary Teams	EINT 609 Prac: Assessment/Evaluation	EINT 609 Prac: Supervision	EINT 609 Prac: Intervention
<b>EINT 680 Foundations in EI/ECSE</b>		<i>SPSY 682 Behav Consult</i>	<i>SPSY 691 Behavior Assessment</i>	<i>SPSY 681 Instructional Consultation</i>	<i>SPED 526 Behavior /Classroom Management</i>
<b>EINT 683 Curriculum in EI/EC</b>			<i>SPSY 672 Psychoeducational Assessment</i>		<i>SPED 527 Adv Behavior/Classroom Management</i>
<b>EINT 681 Family-Guided EI/ECSE</b>					
<i>SPSY 607 Sem: Psychology of Child</i>					

**Table 1, continued**

<b>7. Program Development</b>	<b>8. Policy Development &amp; Analysis</b>	<b>9. Instruction</b>	<b>10. Research/Evaluation</b>	<b>11. Writing/Dissemination</b>
<i>CDS 607 Sem: College Instruction</i>	<i>EDLD 622 Policy Research/Analysis</i>	EINT 684 Issues in Early Intervention	EINT 607 Sem: Research Issues	<i>EINT 605 Reading</i>
EINT 609 Prac: College Instruction	<i>EDLD 640 Management &amp; Organization</i>	EINT 609 Prac: Program Development	EINT 603 Dissertation	<i>EINT 601 Research</i>
<i>SPED 607 Sem: College Instruction</i>	<i>EDLD 609 Prac: Policy Development</i>	<i>SPED 646 Prog Mgmt</i>	<i>SPSY 661 Educational Statistics I</i>	<i>SPED 617 Grant Writing</i>
		<i>SPED 687 Prog &amp; Instr</i>	<i>SPSY 662 Educational Statistics II</i>	<i>SPED 661 Research Writing</i>
			<i>SPED 611 Program Evaluation I</i>	
			<i>SPED 610 Program Evaluation II</i>	
			<i>SPED 666 Qualitative Research in Education II</i>	
			<i>SPED 668 Single Subject Research Methods II</i>	

CDS=Communication Disorders & Sciences; CPSY=Counseling Psychology; EDLD=Educational Leadership; ; EINT=Early Intervention; EMS=Exercise, Movement Sciences; SPED=Special Education; SPSY=School Psychology

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minority groups and with disabilities. The program of studies is a cohesive set of course work and field experiences that target specific competencies, professional activities, and leadership qualities. The proposed curriculum and pedagogy are research based. A comprehensive evaluation plan is proposed to monitor student progress and program effectiveness. More information can be found at <http://eip.uoregon.edu>.