

Agendum
Oakland University
Board of Trustees Formal Session
March 30, 2011

EARLY EDUCATION AND INTERVENTION/EDUCATION SPECIALIST DEGREE
A Recommendation

1. **Division and Departments:** Academic Affairs, School of Education and Human Services, Department of Human Development and Child Studies.

2. **Introduction:** The Early Education and Intervention/Education Specialist (EEI) Program will be housed in the School of Education and Human Services (SEHS), and administered by the Department of Human Development and Child Studies (HDCS). Current national and state trends indicate a push towards and incentives for interdisciplinary, collaborative programs that expand upon and blend the fields of early childhood education, special education, and related fields such as infant mental health, social work, counseling and psychology. Family-centered early education and intervention has a direct impact on all developmental domains for children who are at risk socially and academically due to socio-economic disadvantage, family disruption, and/or a diagnosed disability. It is widely accepted that quality experiences significantly impact outcomes in all developmental domains, and the benefits continue into adulthood.

Early Intervention is a progressive field blending early education and special education in interdepartmental and interagency collaborative partnerships that support and promote appropriate practice in the Least Restrictive Environment, model shared responsibility as mandated by the Individuals with Disabilities Education Act (IDEA), and support initiatives of fostering early education, development and intervention. Being the first program of this kind in our state, it will additionally serve as a model for Michigan universities.

To fulfill the requirements for a Specialist Degree in Early Education and Intervention/Education, a student must complete a minimum of 36 post-master's credit hours with additional credits if it is determined that a student needs additional coursework in a specific content area to be successful in the program.

The program is in accord with all University policies. It has been developed in compliance with all departmental, college, and University procedures governing the development of new courses, programs and degree offerings. In preparation for this program, the department has consulted with all other units that may be affected by the development of the EEI Program.

3. **Previous Board Action:** None.

Early Education and Intervention/Education Specialist Degree
Oakland University
Board of Trustees Formal Session
March 30, 2011
Page 2

4. **Budget Implications:** Tuition will be the primary source of support for the EEI Program. Because no other programs in Michigan offer this kind of *blended* early childhood education and special education program, student enrollment is anticipated to be high. Using a cohort model, 15 new students will be enrolled each year. A two-part needs assessment was conducted. First, a survey of graduates of the master's programs in early childhood and special education indicated that students are highly interested in this program. In particular, students are interested in a hybrid program of online and on campus course offerings, based on their locations across the state, and on the fact that most students are in the field working full-time already. Second, interviews with key individuals in school districts, ISD's and local and state agencies indicated that potential employers view that professionals with the EEI education specialist degree would be highly desirable and would extend the potential of their respective programs. Letters of support from community agencies are included in the proposal appendices.

The HDCS department currently has master's degree programs in early childhood and special education. Both of these programs are likely to feed into the EEI Program. Additionally, since HDCS also has a PhD program in early childhood, and is currently considering developing a PhD program in special education, it is also likely that EEI graduates may feed into doctoral programs. On the other end of the academic continuum, TDES and EC faculty are currently collaborating to offer an undergraduate major in early childhood by 2011. EEI graduates are potential instructors for these undergraduate courses. Oakland University has the potential to offer a full range of degree programs for students interested in this cross-disciplinary focus. This continuity and progression is likely to attract students as well as keep them returning to Oakland as both a familiar and innovative setting for their continuing education.

After review by Academic Affairs, HDCS and SEHS modified the original program budget due to budget constraints, and will present the program with a small investment and utilizing existing resources. The modified budget is presented in Attachment B.

5. **Educational Implications:** At present, there are no other Early Education and Intervention Specialist programs in the state of Michigan. While there are master's level programs in either early childhood education or special education, no university offers a program that blends the knowledge of both fields and combines faculty from early childhood and special education.

**Early Education and Intervention/Education Specialist Degree
Oakland University
Board of Trustees Formal Session
March 30, 2011
Page 3**

The EEI Program goals align directly with the principle objective of SEHS to integrate human resource development with counseling and education to prepare collaborative leaders, capable of and committed to, empowering others and promoting an inclusive society. Empowering human potential, the SEHS passion statement, is the essence of Early Education and Intervention as a concept and practice. Overall program design, content in individual courses, and applied research experiences support this endeavor, as well as the following SEHS goals:

- It will provide students with knowledge about leadership and with skills to contribute as leaders in their professions. Create evidence-based, innovative practices in education and human services.
- Develop environments that demonstrate successful models of acceptance and inclusion.
- Refine theory, knowledge, and practice through teaching, research, and service.
- Create new opportunities.

6. Personnel Implications: Due to the current budget constraints, personnel costs are minimal during the early years of implementation. However, if the program is successful a new faculty line may be required. HDCS will make use of existing full-time faculty for teaching courses in this program in the first two years. In order to do this, the schedule of current offerings will be evaluated and reconfigured where possible. When part-time instructors are necessary to cover any remaining master's level courses, the cost incurred will be supported by the Dean's office. Existing personnel will handle clerical demands in the first year. Beginning with year 2, part-time clerical assistance is requested for five (5) hours per week to assist the program coordinator. In year 3, a doctoral level graduate assistant (GA) is requested to assist full-time faculty. The GA will also have the opportunity to be mentored for future teaching in this program.

7. University Reviews/Approvals: The proposal for the Early Education and Intervention/Education Specialist Degree was reviewed and approved by the Human Development and Child Studies Department, the School of Education and Human Services, the Graduate Council, the Senate Budget and Assessment Committees, the Oakland University Senate and the Senior Vice President for Academic Affairs and Provost.

8. Recommendations:

WHEREAS, the Early Education and Intervention/Education Specialist Program is consistent with the objectives contained in Oakland University's 2020 Strategic Plan; and

Early Education and Intervention/Education Specialist Degree
Oakland University
Board of Trustees Formal Session
March 30, 2011
Page 4

WHEREAS, Early Education and Intervention/Education Specialist Program will fulfill the unique need in Michigan; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the Department of Human Development and Child Studies to offer an Early Education and Intervention/Education Specialist Program; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Early Education and Intervention/Education Specialist Program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

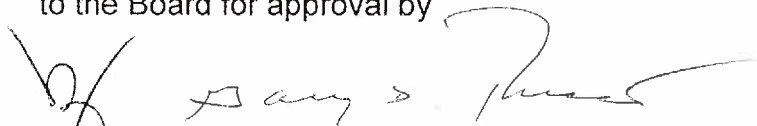
9. **Attachments:** Attachment A – Proposal for a Early Education and Intervention Education Specialist Program
Attachment B – Revised Needs and Cost Summary

Submitted to the President
on 3/25, 2011 by



Virinder K. Moudgil
Senior Vice President for
Academic Affairs and Provost

Recommended on 3/25, 2011
to the Board for approval by



Gary D. Russi
President

New Degree Program
Program Title: Early Education and Intervention
Program Degree: Education Specialist Degree
Requested Program Implementation Term: Fall 2010

School or College Governance

Department: Human Development and Child Studies

Date Submitted: 9/30/09 Date Approved: 10/7/09

Graduate Committee on Instruction

Date Submitted: 10/19/09 Date Approved: 10/26/09

School of Education and Human Services - Dr. William Keane

Date Submitted: 11/9/09 Date Approved: 11/23/09

University Governance

Graduate Council

Date Submitted: 12/21/09 Date Approved: 3/17/10

Senate

Date Submitted: Date Approved:

Board of Trustees

Date Submitted: Date Approved

Presidents Council

Date Submitted: Date Approved:

Program Administration
School: School of Education and Human Services
Department: Human Development and Child Studies
Department Chair: Dr. Carol Swift
Program Coordinator: To be determined

Abstract

Early intervention can “influence the developmental trajectories of children whose life course is threatened by socio-economic disadvantage, family disruption, and diagnosed disabilities” (Shonkoff & Phillips, 2000, p. 398). The Individual with Disabilities Education Improvement Act (IDEA) of 2004 provides the right for children with disabilities to receive an education in natural and least restrictive environments. Integration, mainstreaming and inclusion are terms associated with the process of educating children with disabilities in general education settings. Separate systems of special education and general education are no longer effective (U.S. Department of Education, OSERS, 2002).

Achieving the goals of IDEA is a shared responsibility (U.S. Department of Education Office of Special Education and Rehabilitation Services, 2002) of special education and general education. In 2009, a Joint Position Statement on Inclusion from the National Association for the Education of Young Children (NAEYC) and Division of Early Childhood (DEC), Council for Exceptional Children, included a recommendation to re-examine the competencies needed by professionals from both early childhood and special education. Higher education institutions must develop programs with *blended* preparation, thereby increasing graduates’ ability to assume leadership positions in various settings and to navigate the complexities of the field of early education and intervention.

The Human Development and Child Studies (HDCS) department in SEHS, comprised of faculty with expertise in early childhood education, special education and educational foundations, is proposing a 36-credit Early Education and Intervention (EEI) Education Specialist degree. The comprehensive program has been developed by teams of faculty from different disciplines to include content on theory, child development, curriculum, assessment,

educational practices, collaboration and policy. Ongoing faculty collaboration will enrich course content and serve to model interdisciplinary approaches.

Table of Contents

I. Rationale	
a. Regional and national need for the program	1
b. Promoting the role and Mission of the University	9
c. Goals of the EEI program	9
d. Comparison to similar programs	10
e. Source of students	12
f. Program Unique or Distinctive aspects	13
g. Sources of Advice and Consultation	14
II. Self Study of the Academic Unit	
a. How the goals of the unit are served by the program	14
b. Staffing needs	15
c. Faculty qualifications	16
d. Library holdings/Assessment Lab resources	16
e. Classroom, laboratory and studio space	17
f. Equipment	17
g. Current resources/impact on current programs	18
h. Program Plan	
a. Degree Requirements	18
b. Admission criteria	19
c. Sample Curriculum	19
1. Foundation for the courses	19
2. Cohort Model	20

3. Culminating Applied Research and Leadership	20
4. Course Descriptions	21
5. Typical Plan of Course Work	20
d. New Courses	21
e. Other Unit Required Courses – Consent	22
f. Distance Education Technology	22
g. New Internal Program Administration	23
1. Administrative structure	23
2. Specific responsibilities	23
3. Selection process	23
i. Recruiting plans	23
j. Planned enrollment levels	24
k. Graduation requirements	24
l. Advising students	24
m. Accreditation	25
n. Program evaluation and Assessment of Learning Goals	26
III. Needs and Costs of Program	
a. Faculty positions	26
b. Staff positions	26
c. Library holdings	26
d. Graduate assistants	26
e. Space	27
f. Equipment	27

g. Supplies and services	27
h. How program costs will be met	27
i. Increased support to University	27
IV. Implementation	28
5 year timetable	29
V. Program Assessment Plan	30
VI. References	34
VII. Appendices	
a. Needs and Cost summary	36
Line Item Justifications	37
a.1 Library resources cost list	38
a.2 Assessment Lab cost list	46
b. Support letters	50
c. Detailed course descriptions	54
d. Faculty vitae	100
e. Interview Protocol	127
f. Summary of Interview Responses	128
g. Interest Survey	130
h. Interest Survey Responses	141
i. NAEYC Standards and EEI courses chart	143
j. DEC Standards and EEI courses chart	145

Oakland University School of Education and Human Services
Early Education and Intervention (EEI) Education Specialist Degree

I. Rationale

a. National & Regional Need for the Program

National Need

Fundamental to the principle of early intervention is the proposition that early intervention can “influence the developmental trajectories of children whose life course is threatened by socio-economic disadvantage, family disruption, and diagnosed disabilities” (Shonkoff & Phillips, 2000, p. 398). Compelling research indicates that children who attend quality early childhood programs demonstrate lasting benefits from this experience (Burrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1994; Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Peisner-Feinberg et al., 1999). The Cost, Quality, Outcomes Go To School study (1999), for example, found that “children who attended higher quality child care centers performed better on measures of both cognitive skills (e.g., math and language abilities) and social skills (e.g., interactions with peers, problem behaviors) in child care and through the transition into school” (p.1). This study also determined that the “quality of child care experienced by children before they entered school continued to affect their development at least through kindergarten and in many cases through the end of second grade” (p. 2). Although the benefits of early childhood were greater to those who were considered “at risk,” the quality of an early childhood setting was found to be important for children of all backgrounds. The well-known High/Scope Perry Preschool Project longitudinal data demonstrated that children who had participated in the model preschool program scored higher, compared to a no preschool

control group, on reading, arithmetic, and language achievement tests at all grade levels. An important finding from this study was that compared to children who had not participated in the preschool program these individuals maintained these gains into adulthood (Burrueta-Clement et al., 1994; Campbell et al., 2002). Furthermore, among the program participants, there was a 50% reduction in the need for special education services through the end of high school, and fewer anti-social or delinquent behaviors outside of school. It is widely accepted within the early childhood community of researchers and educators that experiences in the early years of a child's life can have a significant impact on outcomes in all developmental domains, and the benefits continue into adulthood.

Children with Disabilities in Early Childhood Settings

Although the benefits of early intervention are cited to advocate for the participation of all children in preschool programs, parents of children with developmental disabilities are frequently challenged when attempting to enroll their child in early education and care experiences (Booth-LaForce & Kelly, 2004). When exploring early childhood settings for their children, parents of typically developing children search for quality childcare at a low cost, with flexible schedules and a nurturing staff, at a convenient location, in a clean, safe environment. Parents of children with disabilities may experience additional obstacles such as inadequate facilities; lack of staff training; reluctant staff attitudes; fewer childcare options; poor coordination between services; and toileting and safety issues that make accessing and maintaining childcare an overwhelming task (Booth-LaForce & Kelly, 2004; Buysse, Wesley, & Keyes, 1998). This may seem to be a contradiction given laws, such as the Americans with Disabilities Act, that provide protection against discrimination and a guaranteed access to programs for these children

(U.S. Department of Justice, 2005). Though there are clear legal mandates for children with disabilities to be educated in natural and least restrictive environments, there are no clear legal mandates requiring early childhood teachers or administrators to be trained in the theory, methods or best practices for working with children with special needs. Before full inclusive practice can be fully realized educators must make intentional efforts to impact this disconnect between policy and practice.

Blending Early Childhood and Special Education

The Individual with Disabilities Education Improvement Act of 2004 provides the clear legal right for children with disabilities to receive a free and appropriate education in natural environments and least restrictive environments. Prior to the Education for All Handicapped Children Act of 1975 (renamed the Individual with Disabilities Education Act (IDEA) in 1990) children with disabilities were primarily educated in segregated classrooms away from general education programs and their peers. Terms such as integration, mainstreaming and inclusion became familiar words associated with the process of educating children with special needs in general education settings. Although these words were meant to help children access education with their peers, in many ways their use implied that children with special needs were visitors and not true members of the classroom. Children had special education teachers who were trained in special education and provided the general education teacher with the special education knowledge so that the special education child could be included in the general education class.

Unintentionally, although perhaps with the best of intentions, two separate educational systems evolved both in the public schools and in higher education.

The need for collaboration. This history of special education as a separate system from general education is no longer effective when working with young children with disabilities and their families (U.S. Department of Education Office of Special Education and Rehabilitation Services, 2002). In 2005, approximately 34% of preschool children ages 3-5 with disabilities nationally were served in early childhood environments (U.S. Office of Special Education Programs; Individual with Disabilities Education Act [IDEA] Data, 2006). New federal requirements associated with IDEA 2004 will require states to improve that percentage significantly by the year 2010 (Michigan Department of Education, Michigan Part B: State Performance Plan, 2005). As the number of children with special needs in general education and preschool settings increases, early childhood practitioners and leaders need to be adequately prepared with the knowledge required to effectively assist young children and their families. Of equal, if not greater, importance to having the knowledge in special education is the ability for all individuals working with children with disabilities and their families to collaborate (Lieber et al., 2000; Odom et al., 2004). Research indicates that collaborative relationships among staff as well as administrative support are key to a child's full participation in natural environments (Lieber et al., 1997).

A partnership for all children. In 1987, the National Association for the Education of Young Children (NAEYC), the largest professional organization for early childhood educators, published a set of standards to guide early childhood educators in their work with young children. Known as Developmentally Appropriate Practices (DAP), these standards, in the eyes of many early childhood special educators, did not meet the unique needs of young children with disabilities. What resulted was the first of many collaborative

efforts between NAEYC and the Division of Early Childhood (DEC), the largest professional organization for early childhood special educators (Bredekamp, 1993; Cavallaro, Haney, & Cabello, 1993). In 1997, the original DAP document was revised with input from DEC to address the needs of all children in inclusive environments. In 1991 DEC developed a set of recommended practices for early intervention and early childhood special education. The latest revision of the DEC document in 2005 outlines individualized strategies and supports for children with disabilities and their families. These practices are most effective within the context of a high-quality early childhood environment. Developmentally Appropriate Practice describes this high quality foundation. These two professional organizations, NAEYC and DEC, are leading the way for a blended practice at the national level through research, policies, and joint position statements. On October 28, 2008 a draft joint position statement on inclusion was disseminated to the members of both organizations to elicit input. One clear recommendation is a reexamination of the standards and competencies needed by professionals who work with young children and their families. This joint statement highlights the contemporary and immediate need for trained leaders with knowledge in both early childhood and early childhood special education who will guide educators in their efforts to put these new policies into practice.

The need for leadership. Many professionals working in the field of early childhood have bachelor's degrees and/or master's degrees in early education or special education. However, a degree program with course content that draws from both areas (special education and early childhood) and in addition provides training in research, administration, collaboration, and policy development would enhance the leadership

potential of individuals working in the field. Since the Education for All Handicapped Children Act of 1975 was enacted, there has been tremendous progress in early childhood special education. Children are identified earlier and appropriate programs and services are more readily available to children and families. However, a myriad of critical issues relating to the implementation of inclusive programs continues to exist. Leadership in early education and intervention will be needed to navigate the complexities of the current and continually changing issues in the field of early education and intervention including:

- Supporting and promoting appropriate practice in Least Restrictive Environments and Natural Environments
- Reconceptualizing special education as a service not a place.
- Developing higher education programs that reflect and model a shared responsibility between early childhood and special education for the education of all children as mandated in IDEA.
- Tackling the philosophical, professional and practical debates related to maintenance of children vs. fostering early education, development and intervention.
- Fostering interagency collaboration and addressing the challenges of different funding streams to meet the needs of children and their families
- Reducing the national preschool expulsion rate by addressing the mental health needs of young children through mental health consultation and direct support to providers

Regional Need

The regional need for the Early Education and Intervention Specialist degree was explored through a needs assessment undertaken in two phases. The first phase of the assessment sought to determine, from the perspective of key individuals in the areas of special education and early childhood, the need for this type of degree program. The second

phase of the assessment sought to examine both the interest in the EEI degree and the educational needs of potential students.

Interviews

Telephone and face-to-face interviews were conducted with key leaders in Michigan representing a variety of agencies in early childhood, special education, and related fields. The interviewees were selected based on their positions as decision makers who would have the “big picture” of policy and practice in their areas of service, and on their potential role as future employers of graduates with the newly proposed EEIS degree. The interview protocol is included in Appendix E and a summary of responses is included in Appendix F.

Survey

The EEI development team constructed an electronic survey (Appendix G). This survey was sent to alumni of Oakland University who graduated with a master’s degree in either early childhood or special education between January 2001 and June 2007. The Oakland University Alumni database provided the email addresses. A total of 478 emails were sent. One hundred and three emails were returned as undeliverable. Alumni completed 75 surveys. The responses are included in Appendix H.

Other

Two members of the development team also distributed fliers with the survey information at local conferences and meetings attended by early childhood and special education practitioners, administrators and higher education faculty. These included the Early On Center for Higher Education Colloquium, Early On Annual

Conference, Great Start Collaborative Committee meetings, Michigan 4C meetings, the Metro Detroit AEYC Conference, and the Michigan Association of Administrators of Special Education (MAASE).

Additionally, OU is represented on the newly developed state-wide “Expanding Opportunities Inclusion Initiative” which held its first meeting in June, 2009.

Leaders from early childhood and special education programs met, working with consultants from the National Early Childhood Technical Assistance Center (NECTAC) to begin developing an agenda for change in Michigan around the issue of early childhood inclusion and collaboration between early childhood and special education professionals.

A Unified Advanced Degree Proposal

The commitment to achieving the goals of the Individuals with Disabilities Education Act is a shared responsibility (U.S. Department of Education Office of Special Education and Rehabilitation Services, 2002). This responsibility requires collaborative efforts between both special education and general education. Higher education, the institutions responsible for preparing practitioners and leaders in the field of education and human services, must take the lead. The School of Education and Human Services at Oakland University is therefore proposing an Early Education and Intervention Specialist degree. The coursework, seminars, and field projects will be comprehensive, including theory, development, curriculum, assessment, educational practices and policies from the fields of both early childhood education and special education. The Human Development and Child Studies (HDCS) department is uniquely positioned for this challenge because it includes faculty with expertise in early childhood education, special education and

educational foundations. To demonstrate the importance of collaboration between early childhood education and special education, all EEI courses have been developed by teams of early childhood education and special education faculty. Ongoing collaboration, consultation, and shared lectures between early childhood education and special education faculty will continue to enrich course content.

Students in the PhD program in Early Childhood Education often have a prior educational and professional background in early childhood education and/or special education. Whenever possible, these students will have opportunities to teach with faculty members, thereby establishing a mentoring relationship between faculty and doctoral students focused on pedagogy in higher education, and a demonstration of how professionals from different fields address common issues. Graduates from both the doctoral and EEI education specialist programs will also provide a cadre of potential instructors for the courses required for the early childhood undergraduate major, being proposed for the 2011-2012 academic year. In the current state teaching standards, both for K-12 and early childhood endorsement, there is an emphasis on meeting the needs of all children and providing inclusive environments.

b. Promoting the Role and Mission of the University

The goals of the Early Education and Intervention Program are consistent with the goals expressed in Oakland University's Vision 2020, most directly, "*Oakland University will be graduate-intensive, with expanding graduate programs to meet market demands*" and "*Oakland will be known for its expertise in applied research that impacts the people of Michigan and beyond.*"

c. Goals of the EEI Program

The post-master's EEI program will prepare current or future leaders in early childhood, special education, or related fields to:

- Assume leadership positions in a variety of settings such as early childhood settings, public and private schools, higher education, hospitals, and community agencies
- Function as collaborators with professionals in these agencies to develop programs, services, and policies on behalf of children, families, educators, and human services personnel in the areas of early education and intervention.

d. Comparison to Similar Programs

The needs assessment to determine the viability of offering the EEIS degree at OU included several components and phases. First, college programs in our consumer service area were identified to determine where other programs of a similar type were being offered. The information is included in Table 1. At present, there are no other Early Education and Intervention Specialist programs in the state of Michigan. While there are master's level programs in either early childhood education or special education, no university offers a program that blends the knowledge of both fields and combines faculty from early childhood and special education. Grand Valley State University, for example, offers an advanced degree in special education with an emphasis on early childhood developmental delay. The University of Michigan Dearborn offers an Inclusion Certificate program to students who have earned a master's degree in early childhood. The lack of programs similar to the proposed design of the Early Education and Intervention degree in

Michigan gives Oakland University a unique opportunity to develop a model program of this type in the state.

The Early Education and Intervention Specialist degree does not conflict with other degree programs in the School of Education and Human Services at Oakland University.

The SEHS currently offers one education specialist degree through the Department of Educational Leadership.

Table 1: Michigan Graduate Programs in Early Childhood and/or Special Education

Institute of Higher Education	Program Type
Central Michigan University	MAT Early Childhood MAT Special Education MA Human Development and Family Studies
Eastern Michigan University	MAT Early Childhood Education MAT Special Education
Grand Valley State University	M.Ed Special Education with an Emphasis in Early Childhood Developmental Delay M.Ed General Education with an Emphasis in Early Childhood Education
Michigan State University	M.A. Child Development M.A. Special Education Ph.D Special Education Ph.D Family and Child Ecology
Oakland University	M.Ed Early Childhood PhD Early Childhood M.Ed Special Education
Saginaw Valley State University	MAT Early Childhood MAT Special Education Ed.S. Early Childhood Administration Ed.S Special Education Administration
University of Michigan - Ann Arbor	M.A. Early Childhood PhD Early Childhood (<i>this program is indefinitely on hold. Presently OU has the only PhD program in MI in early childhood education</i>)
University of Michigan – Dearborn	M.A. Early Childhood M.Ed Special Education Early Childhood Inclusion Certificate *must have early childhood endorsement
University of Michigan – Flint	M.A. Early Childhood M.Ed Special Education
Wayne State University	M.Ed Early Childhood MAT Special Education M.Ed Special Education PhD Special Education Graduate Certificate in Infant Mental Health
Western Michigan University	MA Special Education MA Special Education Administration Ed.D Special Education Master of Arts in the Practice of Teaching (Early Childhood option)*new

e. Source of Students

Based on the interviews with key leaders in early childhood and special education, an electronic survey was developed that was distributed to a larger audience of agency leaders, supervisors, and practitioners, and potential consumers including Oakland University alumni with Early Childhood and Special Education master's degrees. The final page of the survey allowed the respondents to leave contact information if they were interested in the program as a potential student. At this time the development team has a list of more than 40 interested applicants.

In addition, interviewees from the first set of telephone interviews were asked to suggest ways that they felt the degree should be marketed and if they would be interested in helping to market the degree to potential students. Several interviewees, such as those associated with the Intermediate School Districts, Great Start, Michigan 4C and Head Start said that they would be willing to provide information regarding the degree to their clients. They suggested using fliers and electronic brochures.

It is anticipated that the primary source of students for the EEI program will be early childhood and special education master's program graduates from OU and other colleges. However, based on informal feedback during meetings and conferences, as well as interview data, this degree appears to be of interest to practitioners and leaders from additional fields such as mental health, infant programs, occupational therapy, physical therapy counseling, and social work. Survey responses confirm this: While the majority of respondents held BA and MA degrees in education, special education, and early childhood, other respondents had degrees in criminal justice, music, psychology, reading, curriculum

and instruction, educational leadership, administration and English. We have also received feedback from community college faculty, most of whom hold a master's degree, that they are interested in this post-master's program.

f. Programs Unique or Distinctive Aspects

Research findings identify collaboration between general education and special professionals as a critical element for successful inclusion of young children with special needs in general education settings. The Early Education and Intervention Educational Specialist degree, a collaborative effort between early childhood and special education faculty in the Human Development and Child Studies department, will mirror and model to its students current best practice in education of young children. The distinctive and unique features of this program lie in its development and implementation. First, the program courses were conceived and developed by a team of faculty from both early childhood and special education. Second, responsibility for program courses will be shared by early childhood and special education faculty, with models of collaboration depending on the course content, course delivery model (e.g., on site or online) and course schedule. Ongoing collaboration, consultation, and shared lectures between early childhood education and special education faculty will continue to enrich course content.

Additionally, doctoral students who have an educational and/or professional background in early childhood education and/or special education will have opportunities to teach with faculty members, thereby establishing a mentoring relationship between faculty and doctoral students focused on pedagogy in higher education, and a demonstration of how professionals from different fields address common issues.

Graduates from both the doctoral and EEI education specialist programs will also provide

a cadre of potential instructors for the courses required for the early childhood undergraduate major, being proposed for the 2011-2012 academic year. In the current state teaching standards, both for K-12 and early childhood endorsement, there is an emphasis on meeting the needs of all children and providing inclusive environments.

g. Advice and Consultation

Both internal and external advice and consultation have been sought by the EEI development team as work on the proposal has progressed. Conversations about this degree program began several years ago in the HDCS department meetings. Beginning fall, 2006, a portion of departmental and area meeting time has been devoted first, to the conceptual development of the program and second, to the specifics of interdisciplinary team collaboration and course development to reflect NAEYC and DEC standards for teacher preparation. Faculty in HDCS have had opportunities to provide feedback at regular intervals during proposal development. A Moodle site was created for faculty to access resources (such as a bibliography of references), which are directly linked to PDF versions of articles, course syllabi, and links to web-based and print information relevant to each course. External advice and consultation has been sought via the interviews with key leaders described above, as well as dialogue with faculty from other higher education institutions who are involved in the Michigan Association for Early Childhood Teacher Educators (MiAECTE) and the Early On Center for Higher Education.

II. Self–Study of the Academic Unit

a. How goals of the unit are served

The EEI program goals align directly with the principle objective of SEHS to *integrate human resource development with counseling and education to prepare collaborative leaders, capable of and committed to, empowering others and*

promoting an inclusive society. Empowering human potential, the SEHS passion statement, is the essence of Early Education and Intervention as a concept and practice. Overall program design, content in individual courses, and applied research experiences support this endeavor, as well as the following SEHS goals:

- Provide students with knowledge about leadership and with skills to contribute as leaders in their professions
- Create evidence-based, innovative practices in education and human services
- Develop environments that demonstrate successful models of acceptance and inclusion

b. Staffing needs

At present, the Human Development and Child Studies department has 14 full time faculty members, 6 in early childhood education, 6 in special education, and 2 in foundations of education. Additionally, part-time faculty (including recent doctoral program graduates holding positions in school districts, ISDs, or human service agencies) in both early childhood education and special education have expertise in the area of early education and intervention. Recently, one special education faculty member retired, and one special education faculty moved. A visiting professor position in special education was approved for the 2009-2010 school year. The Early Education and Intervention Education Specialist program would require the addition of one tenure track faculty member with experience in both early childhood education and special education. Additional part-time instructors will be recruited to teach the master's level courses, releasing faculty to teach courses in the EEI program. Part-time instructors (many of whom are graduates of the ECE doctoral program) will also be identified based on their backgrounds in the field of early intervention, and may teach or co-teach EEI courses. Also, current doctoral students with a background in early

education and/or special education will be asked to co-teach courses with full-time faculty, thereby mentoring these students as potential faculty at OU or elsewhere.

c. Faculty qualifications

The HDCS faculty members bring a rich blend of experiences to the development and implementation of the EEI program. Their teaching, research and service activities demonstrate a wide range of interests that encompass the EEI course content. They have been involved in diverse activities that bridge early childhood and special education. Many of the faculty demonstrate an interest in and ability to collaborate across these disciplines. They are involved in advocacy work as leaders of college and community groups and advisory boards; this work provides models for students who are developing and honing their leadership skills. HDCS faculty use both quantitative and qualitative methodology in their research, enabling them to guide students in their Applied Research and Leadership projects.

Appendix D contains faculty qualification information for the HDCS faculty members.

d. Library holdings/Assessment Lab resources

Library holdings:

A library collection evaluation was completed. It is included in Appendix A-1

Assessment Lab resources:

An inventory of the current HDCS Assessment Lab materials (housed in the counseling center area on the 2nd floor) was conducted. These screening and

diagnostic tools **are** primarily used by students in the Special Education Masters programs. Most of the tools in the assessment lab are designed for use with elementary-age children. Using the National Early Childhood Technical Assistance (NECTAC) Publication *Developmental Screening and Assessment Instruments for Young Children Birth through Five* and a list of assessments used for child outcomes reporting in Early Childhood Special Education (ECSE) programs in Oakland County, a list of assessment instruments appropriate for children birth through age 8 was compiled. These instruments include general assessments that include all developmental domains, assessments focused on specific domains, and environmental assessments. These tools can be used across classes in the EEI program (see appendix A2).

e. Classroom, Laboratory and Studio Space

This program does not require any additional classroom, laboratories or studio space. Courses and seminars will be held in held in rooms designated for use by the department.

During the Applied Research and Leadership course, students in the EEI program will also have access to the Lowry Center for Early Education and approved practicum sites in Macomb county (developed for expansion of the Early Childhood Masters program to Macomb), as well as other school settings, agencies and institutions in local or remote communities, as approved by HDCS faculty.

f. Equipment

Laptop computers will be needed for the project assistant (yr 1) and new faculty (yr2)

g. Current resources/impact on current programs

It is anticipated that the impact on existing programs of offering the EEI education specialist degree at OU is primarily positive. Specifically, many of the current ECE and Special Education master's degree students have indicated an interest in this post-masters program. Furthermore, two courses from the EEI education specialist degree are proposed to be cross-listed with two of the required ECE PhD program courses. Additionally, credits from the EEI degree courses may be used as a cognate for continuing into the ECE PhD program. Also, preliminary work is being started on a PhD program in Special Education, so it is feasible that credits from the EEI education specialist degree would also be considered as a cognate for that doctoral program. Another positive outcome of offering the EEI program is that these graduates will be a potential pool of instructors to teach courses for the undergraduate major in Early Childhood Education, currently being developed in collaboration with TDES, and projected to be offered in 2011. The revised state-approved teaching standards for the Early Childhood Endorsement have a substantial focus on early childhood inclusion and early childhood special education.

III. Program Plan

a. Degree requirements

The proposed program would require a minimum of 36 post-master's credit hours. Additional credits may be required if it is determined that a student needs additional coursework in a specific content area to be successful in the program. A cohort model will be used, with students beginning in the Fall semester. Students will take courses in sequence, with some flexibility for electives.

b. Admission criteria

To be admitted to the EEI education specialist program, students must hold a masters degree in Early Childhood Education, Child Development, Special Education, or a related area such as Social Work, Counseling, Psychology, Infant Mental Health, or Family Development. Applicants must have a GPA of 3.5 or higher in their masters-level coursework. Applicants will interview with the EEI coordinator and will submit an admission packet that includes 3 letters of recommendation, a vitae, and a writing sample focusing on a personal or professional experience that generated an interest in pursuing the education specialist degree in Early Education and Intervention. Unless the applicant has been out of school for more than five years, at least one of the letters of recommendation should be from a faculty member who is able to judge the applicant's preparation and ability to undertake graduate study. Additional prerequisite coursework may be required if it is determined that the student needs additional coursework or field experiences to adequately prepare them to be successful in the Early Education and Intervention program.

c. Sample Curriculum**1. Foundation for the courses**

The two largest professional organizations for early childhood educations and early childhood special educations, the National Association for the Education of Young Children and the Division of Early Childhood (a division of the Council on Exceptional Children), have identified standards for professional preparation. Universities applying for accreditation from the National Council for the Accreditation of Teacher Education for a blended program in Early Childhood

and Early Childhood Special Education must demonstrate that standards from both organizations are included in their curriculum content. These standards provide the foundation for the Early Education and Intervention Program and guide the content of the proposed new courses. Two charts comparing the current NAEYC and DEC recommended program content for degree programs and the proposed course content for the Early Education and Intervention degree are located in Appendices J and K.

2. Cohort model

A cohort model will be implemented, with students entering the program during the fall semester and taking most courses in sequence. A cohort model provides academic, professional, and social supports for students.

3. Culminating Applied Research and Leadership course

Since a significant emphasis of the EEI education specialist program is to nurture leaders who can develop programs, guide policy, and work collaboratively across disciplines and institutions with diverse stakeholders, the culminating experience in this education specialist program will be to design and implement an applied research study. Since we anticipate that many of the students will be working professionals, they will be encouraged throughout their program to consider how they can apply the knowledge, skills and strategies they are developing to their work as change agents in their institutions and/or communities.

4. Course descriptions

A detailed description of each course is located in Appendix C.

5. Typical plan of course work

The table below identifies the eight courses required for the Early Education and Intervention education specialist degree, including an elective or independent study course. Courses marked

with an asterisk can be used for a cognate in the EC PhD Program (20 credits or more).

Additional prerequisite coursework may be required if it is determined that the student needs additional coursework or field experiences to adequately prepare them to be successful in the EEI program. This program does not lead to any teacher certifications or teaching endorsements.

Courses	Credits	Semester
ECSE 700 Ecological Foundations of Early Education and Intervention	4	Fall
ECSE 701 Child Development 1	4	Winter
ECSE 702 Child Development 2	4	Summer 01
ECSE 704 Law, Policy and Practice in the Education of Young Children with Special Needs*	4	Summer 02
ECSE 703 Collaboration and Consultation in Early Intervention *	4	Fall
ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to Five Programs*	4	Winter
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs*	4	Summer 01
ECSE 708 Elective and ECSE 750 Independent Study *	4	Summer 02
ECSE 707 Applied Research and Leadership in Early Education and Intervention	4	Fall
TOTAL	36	

d. New Courses

Although all of the courses for the EEI education specialist degree are *new* courses, there is a solid existing framework for many of the proposed courses in *current* ECE and SPED master's and doctoral degree courses. For example, current courses in ECE address theories of child development, curriculum, family involvement, assessment and advocacy. Current courses in SPED include law and policy, collaboration and consultation, and intervention strategies. Courses proposed for the EEI program will build upon and expand the content of the master's level courses and two of the doctoral courses in early childhood education to include additional information about theories of development, assessment, intervention strategies, models of inclusion, collaboration, and policy specific to children birth to age 8 in diverse settings and programs.

e. Other Unit Required Courses – Consent

Early childhood education and special education are both programs in the Human Development and Child Studies department. This education specialist degree is being jointly proposed by these two programs, along with the support and participation of faculty who teach foundations classes within HDCS. Additionally, since students take their elective course near the end of the program sequence, ECE and SPED advisors will help students explore what courses in other SEHS departments or outside SEHS may enrich and expand their knowledge as they begin to conceptualize their applied research project for the final capstone course (ECSE 707).

f. Distance Education Technology

Hybrid model Online/Face to Face

The majority of survey respondents indicated a preference for course delivery that was online (33%) or combined online and on campus (69%). This is not surprising since 96% of the survey respondents were employed. In order to acknowledge this preference for at least partly-online course delivery, the Early Childhood and Special Education faculty will continue to use the Moodle online learning environment and offer each course as a hybrid model, with both online and face-to-face class sessions. Of survey respondents, 51.8% live in Oakland County, 19.6% live in Macomb, 21.4% live in Wayne, and 7.1% live in Genessee. However, at state-wide meetings, when HDCS faculty have gathered input from participants, there has been interest widely across the state, especially if there is a substantial online component to the courses. Given this, depending on the geographic range of where students reside, HDCS faculty will evaluate whether the face-to-face component of the courses may be offered in regional hubs.

g. New Internal Program Administration

1. Administrative structure

A coordinator for the EEI education specialist program will be designated from within existing or newly hired faculty in the Early Childhood or Special Education programs.

2. Specific responsibilities

The coordinator of the EEI education specialist program will be responsible for recruiting students, assigning student advisors from HDCS faculty, scheduling faculty and graduate (doctoral) assistants to teach courses, and facilitating ongoing collaboration between early childhood and special education faculty and graduate students.

3. Selection process

The coordinator for the EEI program will be appointed by the chair of the HDCS department, which comprises both early childhood and special education programs.

h. Recruiting plans

Individual survey respondents who indicated an interest in the program will be contacted via email and postcard when the program is available for enrollment. Emails will also be sent to early childhood education and special education masters degree graduates.

Additionally, as mentioned above, key personnel from agencies and programs in early childhood education and special education have indicated that they are interested in helping to market the degree program to their staff and/or clients via list-serves, mailings, newsletters, and dialogue at professional meetings. Faculty who participate in off-campus professional committees and advisory boards will also provide information for colleagues and potential students about the program.

i. Planned enrollment levels

The EEI education specialist program is planned as a cohort model. Each year, 15 students will be accepted into the program to start in Fall semester. Students taking 16 credits in an academic year (Fall, Winter, Summer 1 & Summer 2) will complete the sequence of courses in 2 years, followed by one semester (fall) during which they will complete their applied research and leadership project. If 15 students enroll each year, the cohort model would support the following enrollment levels (C=cohort1 C2= cohort 2, etc.) of 15 the first year, 30 the second year, and 45 in subsequent years.

Year 1 15 students (C1)	Year 2 15 (C1) +15 (C2)	Year 3 15 (C1)+15(C2)+ 15 (C3)	Year 4 15 (C2 +15(C3) +15 (C4)	Year 5 15(C3)+15(C4)=15(C5)
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j. Graduation requirements

Students must complete all courses with a GPA of 3.5. They must successfully plan and implement a research project as a culmination of the education specialist program.

k. Advising students

The EEI program coordinator will conduct the initial interview with program applicants, in order to determine if the applicant has enough prerequisite experience and/or course work in the area of early education and intervention to be successful in the program. Once accepted into the program, each student will be assigned to an individual advisor who can assist them in understanding the course sequence and related program experiences. The advisor will help students who elect to take the elective identify a course based on their specific interests or needs, which may also enrich the applied research experience. Students will select a faculty member to mentor them on the applied research project. Students must complete all courses with a

GPA of 3.5. They must successfully plan and implement a research project as a culmination of the education specialist programs.

l. Accreditation

Universities applying for accreditation from the National Council for the Accreditation of Teacher Education (NCATE) for a blended program in Early Childhood and Early Childhood Special Education must demonstrate that standards for professional preparation from both the National Association for the Education of Young Children and the Division of Early Childhood are included in their curriculum content. These standards provide the foundation for the Early Education and Intervention Program and guide the content of the proposed new courses. Two charts comparing the current NAEYC and DEC recommended program content for degree programs and the proposed course content for the Early Education and Intervention degree are located in Appendices J and K. At this time there are no plans to seek accreditation from NCATE.

m. Program Evaluation and Assessment of Learning Goals

The program will be evaluated formatively, paying attention to the degree to which goals are met. Direct and indirect measures of student learning will be included. Consistent with the current annual process of planning and evaluation required in SEHS, evaluation of the EEI program will include gathering input from students about their experiences in each class and conducting exit interviews with students who complete the program.

Capstone projects are designed to effectively assess program goals for student learning. A rubric and a process for scoring projects will be developed. Exit interviews will aim to determine students' perceptions of 1) the extent to which the course content and experiences increased their ability to perform in their professional roles and 2) the extent

to which they feel ready to acquire additional or new roles. Students will also be contacted a year following completion of the program to determine the impact of having the education specialist degree on their professional activities. An advisory group consisting of key individuals from agencies representing early childhood, special education, and related fields will convene annually to discuss the input from students, as well as their own experiences with professionals who earned this degree.

IV. Needs and Costs of the Program

- a. **Faculty positions** – HDCS will be seeking one full-time, tenure-track faculty position beginning in the second year of the program. It is important that to the extent possible, that this faculty member would have or has a strong teaching and/or research interest in Early Intervention. Part-time instructors will be hired to teach 3 master's-level courses each semester (in ECE and SPED) in order to release faculty to teach courses in the EEI education specialist program. Both ECE and SPED have a group of part-time instructors who have been mentored and observed by faculty and have experience teaching courses at OU.
- b. **Staff positions** – a project assistant will be hired on a part-time basis to assist with marketing, recruitment activities, coordination of faculty and doctoral teaching assistant schedules, and program evaluation activities (interviews, surveys, advisory board meetings, etc.).
- c. **Library holdings and Assessment Lab** – see Appendices A1 & A2.
- d. **Graduate assistants** – one full-time doctoral teaching assistant will be hired to teach 2 courses per academic year. Doctoral students who have professional experiences and/or degrees specifically related to the EEI program (e.g., early childhood special education,

early intervention, collaboration and consultation) will be sought. Doctoral students will co-teach courses with HDCS faculty, who will be responsible for mentoring them and for their supervision and performance reviews. Doctoral students will collaborate with the faculty member(s) to develop course activities, assignments, and grading rubrics.

Students will receive full graduate assistant stipends (\$7000 fall and \$7000 winter) as well as tuition support of 8 credits fall and 8 credits winter.

e. Space

No additional space is necessary

f. Equipment

A laptop computer for the project assistant (year 1) and for the new faculty (year 2)

g. Supplies and services

Costs for marketing the program and recruiting students are projected to be higher the initial year. Brochures of the EEI program will be developed and distributed to the SEHS master's degree classes. Brochures will also be distributed to community agencies who have staff who may be interested in and qualified to apply for this program. Travel costs will be provided for faculty and doctoral students who attend professional meetings where the information may be distributed.

h. How the costs of the program will be met

Tuition will be the primary source of support for the EEI education specialist program.

i. Increased support to University

The Early Education and Intervention Education Specialist program is anticipated to support Oakland University in several ways. As indicated by Table 1, there are currently

no other programs in Michigan that offer this kind of *blended* early childhood education and special education program. The HDCS department currently has master's degree programs in early childhood and special education. Both of these programs are likely to feed into the EEI education specialist program. Additionally, since HDCS also has a PhD program in early childhood, and is currently considering developing a PhD program in Special Education, it is also likely that EEI graduates may feed into doctoral programs. On the other end of the academic continuum, TDES and EC faculty are currently collaborating to offer an undergraduate major in early childhood by 2011. EEI graduates are potential instructors for these undergraduate courses. Oakland University has the potential to offer a full range of degree programs for students interested in this cross-disciplinary focus. This continuity and progression is likely to attract students as well as keep them returning to Oakland as both a familiar and innovative setting for their continuing education.

V. Implementation

5- Year Timeline (see table below)

As indicated in the Needs and Cost Summary (Appendix A), this program can begin as soon as it is approved. A coordinator from the HDCS faculty will be designated during year one, so that there is a procedure for advising students, supervising doctoral teaching assistants, and facilitating collaboration among faculty. During the first and subsequent years, part-time faculty will assume responsibility for teaching some of the master's level classes so that full time faculty can work with the doctoral teaching assistant to teach the EEI classes. Also during the first year, a doctoral graduate teaching assistant will be hired. The TA will co-teach classes with faculty.

The project assistant will also be hired during the first year to assist with program procedures as they relate to students, courses, and faculty needs.

Year 1	Year 2	Year 3	Year 4	Year 5
Designate EEI Coordinator (HDCS)	*Doctoral TA (co-teach/mentor)	*Doctoral TA (co-teach /mentor)	*Doctoral TA (co-teach/mentor)	*Doctoral TA (co-teach/mentor)
Hire Doctoral TA (Co-teach w/ faculty 2 classes)	New Faculty hired			
Hire project assistant	Purchase laptop #2			
Purchase laptop #1				
Search for New Faculty				
Purchase Assessment Lab materials	Review assessment lab materials and purchase	Review assessment lab materials and purchase	Review assessment lab materials and purchase	Review assessment lab materials and purchase
Recruitment	Recruitment	Recruitment	Recruitment	Recruitment

Year 1	Year 2	Year 3	Year 4	Year 5
Course offerings	Course offerings	Course offerings	Course offerings	Course offerings
Fall 700	Fall 700, 703	Fall 700, 703, 707	Fall 700, 703, 707	Fall 700, 703, 707
Winter 701	Winter 701, 705	Winter 701, 705	Winter 701, 705	Winter 701, 705
Summ 01 702	Sum 01 702, 706	Sum 01 702, 706	Sum 01 702, 706	Sum 01 702, 706
Sum 02 704	Sum 02 704, 708	Sum 02 704, 708	Sum 02 704, 708	Sum 02 704, 708
Year 1	Year 2	Year 3	Year 4	Year 5
15 students (C1)**	15 (C1) +15 (C2)	15 (C1)+15(C2)+ 15 (C3)	15 (C2 +15(C3) +15 (C4)	15(C3)+15(C4)=15(C5)

**if the graduate teaching assistant changes, the new assistant will co-teach prior to teaching independently*

*** C1=Cohort 1, C2=Cohort 3, etc.*

VI. Program Assessment Plan

Initial Program Assessment Plan

1. The EEI program will assess the following student learning outcomes:
 - Assume leadership positions in a variety of settings such as early childhood settings, public and private schools, higher education, hospitals, and community agencies
 - Function as collaborators with professionals in these agencies to develop programs, services, and policies on behalf of children, families, educators, and human services personnel in the areas of early education and intervention.
2. The post-master's EEI program will prepare current or future leaders in early childhood, special education, or related fields to meet the student outcomes stated above.
3. The assessment plan flows from the following relevant passage of Oakland University's

Role and Mission statement:

"Oakland University provides rigorous educational programs. A strong core of the liberal arts is the basis on which undergraduates develop, the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.... In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of the research and scholarship are integrated into related courses of instruction."

The goals of the Early Education and Intervention Program are consistent with the goals expressed in Oakland University's Vision 2020, most directly, "*Oakland University will be graduate-intensive, with expanding graduate programs to meet market demands*" and

“Oakland will be known for its expertise in applied research that impacts the people of Michigan and beyond.”

4. The assessment plan also flows from an academic unit's mission and goals.

The EEI program goals align directly with the principle objective of SEHS to integrate human resource development with counseling and education to prepare collaborative leaders, capable of and committed to, empowering others and promoting an inclusive society. Empowering human potential, the SEHS passion statement, is the essence of Early Education and Intervention as a concept and practice. Overall program design, content in individual courses, and applied research experiences support this endeavor, as well as the following SEHS goals:

- Provide students with knowledge about leadership and with skills to contribute as leaders in their professions
- Create evidence-based, innovative practices in education and human services
- Develop environments that demonstrate successful models of acceptance and inclusion
- Refine theory, knowledge, and practice through teaching, research, and service.
- create opportunities

5. The assessment plan is comprehensive and involves at least two measures (quantitative and/or qualitative), at least one of which is a direct measure. The program will be evaluated formatively, paying attention to the degree to which goals are met. Direct and indirect measures of student learning will be included. Consistent with the current annual process of planning and evaluation required in SEHS, evaluation of the EEI program will

include gathering input from students about their experiences in each class and conducting exit interviews with students who complete the program.

Capstone projects are designed to effectively assess program goals for student learning. A rubric and a process for scoring projects will be developed. Exit interviews will aim to determine students' perceptions of 1) the extent to which the course content and experiences increased their ability to perform in their professional roles and 2) the extent to which they feel ready to acquire additional or new roles. Students will also be contacted a year following completion of the program to determine the impact of having the education specialist degree on their professional activities. An advisory group consisting of key individuals from agencies representing early childhood, special education, and related fields will convene annually to discuss the input from students, as well as their own experiences with professionals who earned this degree.

6. An assessment plan will be a collaborative effort by the faculty, coordinated by a program head or an individual delegated to undertake this task. The program coordinator will work with a subcommittee of the HDCS department to plan and report on assessment findings, while the entire department will play a role in overall planning, implementing, collecting data
7. The development of an assessment plan is a continuous process of refinement. Analyses of findings discussed each year to inform changes in curriculum, instruction, and/or assessment at a department meeting and an action plan developed and reported.

Early Education and Intervention - Education Specialist Degree

Assessment Plan

Goal Cited in OU Mission	<i>“Oakland University will be graduate-intensive, with expanding graduate programs to meet market demands” and “Oakland will be known for its expertise in applied research that impacts the people of Michigan and beyond.”</i>
Relevant Goal of Unit	<p>The EEI program goals align directly with the principle objective of SEHS to integrate human resource development with counseling and education to prepare collaborative leaders, capable of and committed to, empowering others and promoting an inclusive society. Empowering human potential, the SEHS passion statement, is the essence of Early Education and Intervention as a concept and practice. Overall program design, content in individual courses, and applied research experiences support this endeavor, as well as the following SEHS goals:</p> <ul style="list-style-type: none"> -Provide students with knowledge about leadership and with skills to contribute as leaders in their professions -Create evidence-based, innovative practices in education and human services -Develop environments that demonstrate successful models of acceptance and inclusion -Refine theory, knowledge, and practice through teaching, research, and service. -Create opportunities for integrating teaching, research, and service.
Student Learning Outcomes	<p>Assume leadership positions in a variety of settings such as early childhood settings, public and private schools, higher education, hospitals, and community agencies Function as collaborators with professionals in these agencies to develop programs, services, and policies on behalf of children, families, educators, and human services personnel in the areas of early education and intervention.</p>
Methods of Assessment	<p>Direct measure: Scoring of rubric for capstone project. Indirect measure: Exit surveys One-year follow-up survey Advisory group focus group interview</p>
Individual(s) Responsible for Assessment Activities	<p>Program Coordinator will take responsibility. Sub-committee of HDCS, and the entire department will actively participate</p>
Procedures for Using Assessment Results to Improve Program	<p>Analyses of findings discussed each year to inform changes in curriculum, instruction, and/or assessment at a department meeting and an action plan developed and reported.</p>

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Appendix A Needs and Cost Summary

	Budget 2010-2011	Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Budget 2014-2015
Revenue Variables					
Headcount	15	30	45	45	45
Total credit hours in program	240	480	540	540	540
Tuition Rate per credit hour	511	511	511	511	511
Revenue	122,640	245,280	275,940	275,940	275,940
Tuition					
Total Revenue	122,640	245,280	275,940	275,940	275,940
Expenses					
Salaries/Wages					
Faculty Inload					
Faculty Salaries		62,000	62,000	62,000	62,000
Faculty Overload	9,000	9,000	9,000	9,000	9,000
Part-time Faculty	32,400	32,400	32,400	32,400	32,400
Visiting Faculty					
Administrative					
Administrative-IC					
Project Assistant	13,680	13,680	13,680	13,680	13,680
Wages					
Student					
Grad. Asst. (stipend)	14,000	14,000	14,000	14,000	14,000
Out of Classification					
Overtime					
Total Salary Expenses	69,080	131,080	131,080	131,080	131,080
Fringe Benefits	4,554.90	30,160.90	30,160.90	30,160.90	30,160.90
Total Salary & Fringe Benefits	73,634.90	161,240.90	161,240.90	161,240.90	161,240.90
Operating Expenses					
Supplies & Services					
1. Marketing	2,000	500	500	500	500
2. Assessment Lab	4,976	1,500	1,500	1,000	1,000
Graduate Assistant					
Tuition	8,176	8,176	8,176	8,176	8,176
Travel	1,500	500	500	500	500
Telephone	400	400	400	400	400
Equipment	2,500	2,500			
Library	3,700	2,320	2,502	2,700	2,915
Total Operating Costs	23,252	15,896	13,578	13,276	13,491
Total Expenses	96,886.90	177,136.90	174,818.90	174,516.90	174,731.90
Net Income/Loss	25,753.10	68,143.10	101,121.10	101,423.10	101,208.10

Line Item Justifications

Revenue Variables (Cohorts of 15)

Year 1	Year 2	Year 3	Year 4	Year 5
15 students (C1)	15 (C1) + 15 (C2)	15(C1) +15(C2) +15 (C3)	15 (C2) +15 (C3)=15 (C4)	15 (C3)+15 (C4) +15(C5)
16 credits 4 fall, 4 winter, 4 S01, 4 S02 =240credits x\$511/cr =\$122,640	16 cr + 16 cr (240 cr) =(240cr) =480 credits x\$511/cr = \$245,280	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$511/cr =\$275,940	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$511/cr =\$275,940	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$511/cr =\$275,940

Expenses

Salary Expenses	Fringe Benefits
Faculty Salary \$62,000 (years 2-5)	Fringe current rate: 41.3% \$25,606 (years 2-5)
Faculty overload \$9000 (Summer 01 or Summer 02 or Summer 03)	Fringe current rate: 2.45% \$220.50
PT faculties @ rate of \$3600 per course x 9 courses total Fall through Summer \$32,400	Fringe current rate 10% \$3240.00
Project Assistant (PT casual) \$15/hour/(19hr/week)=\$13,680	Fringe current rate: 8% = \$1094.40
Graduate Assistant (Doctoral TA) Stipend \$14,000 ((\$7000 Fall, \$7000 Winter)	Fringe current rate: NONE
Total Salary Expenses: Year 1 \$69,080 Years 2-5 \$131,080	Total Fringe Year 1 \$4554.90 Years 2-5 \$30,160.90

Operating Expenses

Supplies and Services

- Marketing \$2000 first year, \$500 each year after (Brochures, mailings, etc.)
- Assessment Lab \$4976.00 first year (See appendix A2 for list of assessment tools), \$1500 yrs 2-3, \$1000 years 4-5 (maintenance of tools)

Graduate Assistant Tuition 8 credits (fall) x \$511/cr.= \$4088 + 8 credits (winter)x \$511/cr.= \$4088 = \$8176

Travel \$1500 first year (marketing/recruitment activities), \$500 each year after

Phone \$400

Equipment laptop project assistant (year 1) \$2500

Laptop faculty (year 2) \$2500

Library \$2000 first year (see appendix A1 – resource book list), \$1000 each year after - additional books and new journals



Kresge Library
Rochester, Michigan
*A teaching library with an outstanding student-centered
information literacy program*

MEMORANDUM

To: Carol Swift, Chair, Department of Human Development and Child Studies, School of Education and Human Services

From: Shawn Lombardo, Coordinator of Collection Development, Kresge Library

Re: Library collection evaluation for proposed Education Specialist degree in Early Education and Intervention

Date: March 9, 2010

In order to complete this library collection evaluation for the proposed Education Specialist (Ed. Sp.) degree in early education and intervention, we reviewed the draft program proposal in relation to the library's current resources in early childhood education, child development and special education, and consulted *Magazines for Libraries* and the holdings of other Michigan academic libraries to develop a list of core journal titles in the discipline. In addition, we reviewed the recommended title list for library purchases as well as the recommended reading lists on the syllabi of proposed courses, which also were included in the proposal. The following is an assessment of the library's ability to support the proposed new program.

Reference Sources and Periodical Indexes

Kresge Library maintains access to the most important reference sources relevant to the proposed graphic design program. These include, in print, *Early Childhood Education: An International*

Encyclopedia, *Encyclopedia of Early Childhood Education*, *Encyclopedia of Education and Human Development*, *Encyclopedia of Educational Research*, *Handbook of Child Psychology*, *Handbook of Research on Teaching*; *Mental Measurements Yearbook* and *Tests in Print* are available online. Within the *Credo Reference* online collection of reference sources is the *Handbook of Research on the Education of Young Children*, *Key Concepts in Early Childhood Education and Care* and the *Encyclopedia of Special Education*. One title which the library should obtain is the *Handbook of Psychological and Educational Assessment of Children*, which was noted on one of the syllabi included in the program proposal for the Ed. Sp. degree.

Kresge Library also maintains subscriptions to the most significant journal indexes in the field of early childhood and special education, including *ERIC*, *Education Abstracts*, *PsycInfo*, *Social Sciences Citation Index* (via *Web of Science*), and *Educator's Reference Complete*. Other relevant databases include *Linguistics and Language Behavior Abstracts* and *Sociological Abstracts*. With the exception of *Educator's Reference Complete*, none of these databases provide the full-text to the periodical literature; however, the library's openURL article linker (i.e., the *Get It* links found in the article databases) provides access to the online version of articles where they are available in other library resources, such as the publisher journal packages to which the library subscribes (see below). Generally, then, the library's reference and online periodical indexes are sufficient to support the proposed program.

Monographs and DVDs

A brief analysis of the library's monograph collection found that, overall, the library has a good collection. For example, the library has purchased more than 100 books in the last five years on early childhood and special education. However, there are gaps in the collection, as evidenced by the recommended titles lists in the proposal, which include titles that the library does not own. It

should be noted, too, that a few of the titles on these lists seem to be textbooks, which the library generally does not purchase for the collection. Funding to purchase approximately twenty monographs each year, in addition to the funds already allocated for the School of Education and Human Services, has been built into the library budget (Appendix D), with additional funds added in year one for retrospective collection building.

There are a few instructional DVDs that might be suitable purchases for the library's collection. Select titles could be purchased using the funds designated for monographs in the library budget.

Journals

The library's journal collection is fairly strong in early childhood, developmental psychology and special education. Appendix A lists the major journals and professional magazines in these fields to which Kresge Library currently has access; this list is by no means exhaustive and, for example, does not include the library's other education and psychology journals that also would be relevant to the program. Most of the titles are available online through the library's general interest periodical databases (*Academic OneFile*, etc.) and journal publisher packages such as the Wiley-Blackwell and Sage packages. In fact, the Sage publisher journal package, composed of more than 500 journals covering primarily the social sciences, is the most important journal collection for this program and is critical to the research needs of students and faculty in the proposed program. Also important is the *PsycArticles* full-text collection of American Psychological Association journals.

In comparing the library's journal holdings with other universities with similar programs, as well as to *Magazines for Libraries*, which provides a list of core titles in early childhood, special education and related fields, it is apparent that the library should supplement its current journal subscriptions with a few additional titles; one of these was also listed in a course syllabi included

in the program proposal. Appendix B identifies the titles that the library should add to its collection to support the program adequately, and identifies the databases in which the periodicals are indexed. One title that is not included on this recommended subscription list is *Early Childhood Development and Care*, published by Taylor & Francis (Appendix C).

Although this title is an extremely important journal that is indexed in both *ERIC* and *Education Abstracts*, its current annual subscription price of \$3,797 makes it cost prohibitive. The *Journal of Intellectual and Developmental Disability*, another important title, likewise is very expensive (\$690 per year), but the library does have online access through the *CINAHL* nursing full-text database, although the current year is not available.

Support for Current Library Resources

As noted above, Kresge Library already subscribes to a number of online resources that will support an Education Specialist degree in early education and intervention. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the library be given \$500 per year (with inflationary increases in each year) to assist us in funding these resources, especially the Sage journal package, that are critical to this program, as well as to the broader curriculum of the School of Education and Human Services.

C: Julie Voelck, Dean of the Library

Anne Switzer, Library Liaison to SEHS and Library Representative to the University
Senate

Millie Merz, Library Representative, Graduate Council

Appendix A
Current OU Journals Supporting Early Education and Intervention Ed. Specialist Degree

Title	Publisher	Access
<i>American Educational Research Journal</i>	Sage	JSTOR (1964-2006); Sage (1964-present)
<i>American Journal of Intellectual and Developmental Disabilities</i>	American Association on Intellectual and Developmental	Publisher access (1997-present)
<i>Assessment for Effective Intervention</i>	Sage	Sage (1999-present)
<i>Australian Journal of Early Childhood</i>	Early Childhood Australia Inc.	Educator's Reference Complete (1999-present)
<i>Autism: The International of Research and Practice</i>	Sage	Sage (1997-present)
<i>Child & Youth Care Forum</i>	Springer	SpringerLink Contemporary (1998-present)
<i>Child Development</i>	Wiley-Blackwell	JSTOR (1930-2004); Wiley-Blackwell (1997-present)
<i>Childhood Education</i>	Association for Childhood Education International	Print; Academic OneFile (1993-present); Educator's Reference Complete (1993-present)
<i>Developmental Psychology</i>	American Psychological Association	APA PsycArticles (1969-present)
<i>Early Childhood Education Journal</i>	Springer	SpringerLink Contemporary (1997-present)
<i>Early Childhood Research and Practice</i>	ECAP Collaborative	Directory of Open Access Journals (1999-present); Educator's Reference Complete (2001-present); Academic OneFile(2001-present)
<i>Early Childhood Research Quarterly</i>	Pergamon	Elsevier - Science Direct (1986-present)
<i>Early Education and Development</i>	Routledge/Taylor & Francis	InformaWorld (1997-present) & print (2001-present)
<i>Education and Training in Developmental Disabilities</i> (and former titles)	Council for Exceptional Children	Print (1980-present) & Wilson Select Plus (1997-present)
<i>Education and Treatment of Children</i>	West Virginia University Press	Wilson Select Plus (1996-present); Educator's Reference Complete (1999-present); Project MUSE (2007-present)
<i>Education Next</i>	Hoover Institution	Directory of Open Access Journals (2001-present); Educator's Reference Complete (2001-present)
<i>Educational Evaluation and Policy Analysis</i>	Sage	JSTOR (1979-2006); Sage (1979-present)
<i>Exceptional Children</i>	Council for Exceptional Children	Print (1951-present)
<i>Focus on Autism and Other Developmental Disabilities</i>	Sage	Sage (1996-present)
<i>Infants and Young Children</i>	Lippincott Williams & Wilkins	CINAHL Plus (1999-2007); Ovid LWW Nursing and Health Profession Premier Collection (2002-present)
<i>International Journal of Early Childhood</i>	Springer	print (1985-present)
<i>Intervention in School and Clinic</i>	Sage	Sage (1999-present); Wilson Select Plus (1996-2007)
<i>Journal of Abnormal Child Psychology</i>	Springer	SpringerLink Contemporary (1997-present)
<i>Journal of Autism and Developmental Disorders</i>	Springer	CINAHL Health Plus (1993-1 year ago); SpringerLink Contemporary (1997-present)
<i>Journal of Child and Family Studies</i>	Springer	SpringerLink Contemporary (1997-present)
<i>Journal of Child Psychology and Psychiatry</i>	Wiley-Blackwell	Wiley-Blackwell (1960-present)
<i>Journal of Early Childhood Literacy</i>	Sage	Sage (2001-present)
<i>Journal of Early Childhood Research</i>	Sage	Sage (2003-present)
<i>Journal of Early Intervention</i>	Sage	Sage (1999-present)
<i>Journal of Learning Disabilities</i>	Sage	Sage (1999-present)
<i>Journal of Research in Special Education Needs</i>	Wiley-Blackwell	Wiley-Blackwell (2001-present)
<i>Journal of Special Education Technology</i>	Council for Exceptional Children	Wilson Select Plus (1996-present)
<i>Monographs of the Society for Research in Child Development</i>	Society for Research in Child Development	JSTOR (1936-2004); Wiley-Blackwell (1997-present)
<i>National Forum of Special Education Journal</i>	National Forum Journals	Open Access (1997-present)

Appendix B
Recommended Journals for the Proposed Ed. Specialist Degree

Title	Publisher	Annual Cost	Notes
<i>Applied Measurement in Education</i>	Routledge	\$ 626	Indexed in <i>ERIC</i> , <i>PsycInfo</i> , <i>Social Science Citation Index</i>
<i>Journal of Early Childhood Teacher Education</i>	Taylor & Francis	\$ 474	Indexed in <i>ERIC</i>
<i>Zero to Three</i>	Nat'l Center for Infants, Toddlers & Families	\$ 78	Noted on one syllabi; indexed in <i>ERIC</i> , <i>EdAbs</i> , <i>CINAHL</i>
		<u>\$ 1,178</u>	

Appendix C
Other Journals for Consideration

Title	Publisher	Annual Cost	Notes
<i>Applied Developmental Science</i>	Taylor & Francis	\$491	Indexed in <i>PsycInfo</i> , <i>Social Sciences Citation Index</i> ; cited in proposal
<i>Early Child Development and Care</i>	Taylor & Francis	\$3,797	Indexed in <i>ERIC</i> , <i>EdAbs</i> , <i>PsycInfo</i>
<i>Journal of Intellectual and Developmental Disability</i>	Informa Healthcare	\$690	Indexed in <i>Eric</i> , <i>LLBA</i> , <i>PsycInfo</i> , <i>Medline</i> ; Access in <i>CINAHL</i> with 1 year embargo

Appendix D
Proposed Five-Year Budget for Library Materials
to Support Proposed Ed. Specialist Degree in Early Education and Intervention

	Year 1	Year 2	Year 3	Year 4	Year 5
Reference books/Monographs/DVDs ¹	\$ 2,000	\$ 1,000	\$ 1,050	\$ 1,103	\$ 1,158
Journals ²	\$ 1,200	\$ 1,320	\$ 1,452	\$ 1,597	\$ 1,757
Support for current library resources ²	\$ 500	\$ 550	\$ 605	\$ 666	\$ 732
Total	\$ 3,700	\$ 2,320	\$ 2,502	\$ 2,700	\$ 2,915

¹Reflects a 5 percent annual inflationary increase in years 3-5.

²Reflects a 10 percent annual inflationary increase in years 2-5.

Appendix A-2

Assessment Lab Materials & Costs

Test	Description	Ages	Publisher	Cost
ASG-3	Developmental Screening	1-66 months	Brookes Publishing Co. PO Box 10624 Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm	\$249.95
ASQ - SE (Ages and Stages Social Emotional)	ASQ:SE screening tool of social/emotional dev. to determine Further eval/referral	6-6 months	Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm	\$194.95
Battelle Developmental Inventory, Second Edition BDI-2	Screening, diagnosis, evaluation of early development.	Birth -7y 11m	Riverside Publishing, 2005 http://www.riverpub.com/products/clinical/bdi2/home.html	\$411.00
Brigance Early Childhood Developmental Inventory (2009)	Identifies instructional needs, ongoing assessment in early learning	0-6	Curriculum Associates, Inc. Corporate Headquarters P.O. Box 2001 North Billerica, MA 01862-9914	\$1400.00 for all of the kits
Brigance Early Childhood Screens (2009)	Screens to identify learning delays, giftedness, strengths and weaknesses across domains	0-35mth 3-5 years K-1	Curriculum Associates, Inc. Corporate Headquarters P.O. Box 2001 North Billerica, MA 01862-9914	\$500.00 for all of the screens
(AEPS®) Assessment, Evaluation, and Programming System for Infants and Children, Second Edition	Curriculum-embedded assessment system curriculum-based, criterion-referenced tool that links assessment, intervention, and evaluation.	Birth to six years who have disabilities or are at risk for developmental delays	Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm	\$239.00

Appendix A-2 (continued)

<p>The Carolina Curriculum includes: Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), 3rd Ed. Carolina Curriculum for Preschoolers with Special Needs (CCPSN), 2nd Ed.</p>	<p>An assessment and intervention criterion-referenced system that links assessment with intervention</p>	<p>Birth to five with mild or moderate disabilities</p>	<p>Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm</p>	<p>\$87.95</p>
<p>Classroom Assessment Scoring System (CLASS) Pre-K</p>	<p>System for observing and assessing the quality of interactions between teachers and students in classrooms. Measures instructional and social interactions</p>	<p>Program Quality</p>	<p>Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm</p>	<p>\$49.95</p>
<p>Classroom Assessment Scoring System (CLASS) K-Grade 3</p>	<p>System for observing and assessing the quality of interactions between teachers and students in classrooms. Measures instructional and social interactions</p>	<p>Program Quality</p>	<p>Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 http://www.pbrookes.com/store/earlychildhooded.htm</p>	<p>\$49.95</p>
<p>The Creative Curriculum® for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit</p>	<p>Ongoing, authentic assessment system is based on The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos. 21 objectives in 4 dev. areas</p>	<p>Birth - 2yr. 11 months</p>	<p>Teaching Strategies 7101 Wisconsin Avenue Suite 700 Bethesda, MD 20814 http://www.teachingstrategies.com</p>	<p>\$139.95</p>
<p>The Creative Curriculum® Developmental Continuum Assessment Toolkit for Ages 3-5</p>	<p>Complete Assessment System correlated to goals and objectives of The Creative Curriculum.</p>	<p>Ages 3-5</p>	<p>Teaching Strategies 7101 Wisconsin Avenue Suite 700 Bethesda, MD 20814 http://www.teachingstrategies.com/page/system.cfm</p>	<p>\$114.95</p>
<p>Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T)</p>	<p>Standardized, norm-referenced, strength based assessment of assesses protective factors and social and emotional risks in very young children.</p>	<p>4 weeks - 36 months</p>	<p>Kaplan P.O. Box 609 1310 Lewisville-Clemmons Road Lewisville, NC 27023-0609 www.kaplan.com</p>	<p>\$199.95</p>

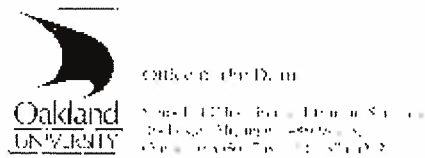
Appendix A-2 (continued)

Devereux Early Childhood Assessment (DECA)	Standardized, strength-based assessment of within-child protective factors and screener for behavior concerns	2years - 5 years	Kaplan P.O. Box 609 1310 Lewisville- Clemmons Road Lewisville, NC 27023- 0609 http://www.kaplanco.com/curriculum/deca_index.asp	\$199.95
ECERS-R Early Childhood Environment Rating Scale	Program quality assessment instrument for classrooms serving children 2 1/2 -5 yrs	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$19.95
ECERS-R (DVD) Video Observations	A multimedia package demonstrates how to use the ECERS-R.	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$59.00
FDCRS-R Family Day Care Rating Scale	Program quality assessment instrument designed for use in family child care programs.	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$19.00
FCCERS-R (DVD) Video Observations	A multimedia package demonstrates how to use the FCCERS	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$59.00
ITERS-R Infant/Toddler Environment Rating Scale	Program quality assessment for use in center-based child care programs for infants and toddlers up to 30 months of age.	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$19.95
Video Observations for the ITERS-R (DVD)	A multimedia package demonstrates how to use the ITERS-R.	Program Quality	Teachers College Press P.O. Box 20 Williston, VT 05495- 0020 http://www.tcpres.com/ers.html	\$59.00

Appendix A-2 (continued)

Infant Toddler COR Child Observation Record (COR) CD-ROM Kit	An observation based assessment for children ages 6 weeks to 3 years	6 weeks-3yrs	HighScope Press 600 North River St Ypsilanti, MI 48198-2898 http://secure.highscope.org/productcart/pc/viewCategories.asp?	\$199.99
Preschool Child Observation Record (COR) Child Observation Record (COR) CD-ROM Kit	An observation-based assessment for children 2 ½ -6	2 ½ -6	HighScope Press 600 North River St Ypsilanti, MI 48198-2898 http://secure.highscope.org/productcart/pc/viewCategories.asp?	\$199.95
Learning Accomplishment Profile - Third Edition (LAP-3)	A criterion-referenced assessment measuring development across domains.	36-72 mos	Kaplan Early Learning Company 1310 Lewisville-Clemmons Road Lewisville, North Carolina 27023 http://www.kaplanco.com/curriculum/LAP3_index.asp	\$474.95
Preschool Program Quality Assessment (PQA) Starter Pak, Second Edition	Rating instrument to evaluate quality of early childhood programs and identify staff training needs.	Program Quality	HighScope Press 600 North River St Ypsilanti, MI 48198-2898 http://secure.highscope.org/productcart/pc/viewCategories.asp?	\$27.95
				Total \$4976.29

Appendix B
Support Letters



March 17, 2010

TO: Susan Awbrey, Chair
Graduate Council
FROM: Bill Keane, Interim Dean 
SEIS
SUB: Approval for implementation for Education Specialist Program

There seems to be some uncertainty as to whether my office sent forward a letter of support for the projected Education Specialist Program in Early Education Intervention. I thought I did but perhaps my memory fails me.

I have been discussing the progress of this program with the department chair since I was installed as interim dean in June 1, 2008. I completely support this program since it meets a need of students on its own merits and will be a perfect complement to the Ph.D. program in Early Childhood Education.

Please advise if you or other members of the Graduate Council have any further questions.


Clinton County RESA Office of Innovative Projects

 13109 Schavay Rd. Suite 4 • DeWitt, MI 48820 • Toll Free: (866) 334-5437 • Fax: (517) 668-0446
 www.delta.ccresta.org • www.1800EarlyOn.org • www.ProjectFindMichigan.org • www.EarlyOnCenter.org

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 Associate Superintendent
 Cynthia O. Shinsky

 Business Manager
 Lee Kleinjans

 Innovative Projects Director
 Christine M. Callahan

 Associate Superintendent – Educational Services
 David E. Schulte

 Career Education Director
 Patricia K. Jackson

October 13, 2009

Dear Committee Members,

I am pleased to encourage Oakland University College of Education to adopt the proposed Early Education and Intervention (EEI) Program at the post-masters level.

Clinton County RESA houses two initiatives funded by the Michigan Department of Education, to provide statewide support to personnel who work in *Early On*® Michigan, the state's early intervention system of services for families of infants and toddlers, birth to age three, who have disabilities or delays. One of our Innovative Projects, *Early On*® **Training & Technical Assistance (EOT&TA)**, is responsible for in-service personnel development for *Early On*®, as outlined in the federal regulations of the Individuals with Disabilities Education Act, Part C. Another project, the *Early On*® **Center for Higher Education (EOC)**, responsible for pre-service, works with faculty at two- and four-year colleges to support the preparation of future early intervention professionals, so that graduates may better understand the philosophy, tenets, and requirements of *Early On*. The proposed EEI program will complement our work and offer highly needed personnel development for *Early On*.

The contents of the EEI curriculum reflect many of the key competencies that we have identified as essential for both in-service and pre-service personnel preparation. While early intervention demands a thorough understanding of child development, family ecology and diverse special needs, at this time, there is a scarcity of university programs that target the preparation of personnel from the combined perspectives of early childhood *and* special education. With the advent of the blended standards for teacher preparation, the EEI is a timely and much needed hybrid. The addition of this program may provide a helpful model for other Michigan institutions.

Graduates of such a program will be well prepared for work in Michigan's early intervention system, which requires collaboration across disciplines, the ability to work side by side with families in their homes to maximize each child's potential, and adherence to the regulations governing programs. Oakland University graduates will have an advantage in applying for positions within *Early On* and early childhood special education, and will be able to offer leadership in the complex and rapidly growing field of early intervention.

I look forward to continued collaboration with Oakland faculty as we work with colleagues throughout Michigan to consider and address the pre-service needs of Michigan's early intervention personnel.

Sincerely,

Christine M. Callahan, Director

cc: Julie Ricks Doneen

It is the policy of the Clinton County Regional Educational Service Agency (RESA) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Associate Superintendent for Special Education, 1013 South US-27, St. Johns, MI 48879, or call 989-224-6831.

*Equity and
Excellence in
Education*



2111 Plover Lake Road
Westfield, MA 01086-2706
Telephone: 248.209.2000
Facsimile: 248.209.2021
<http://www.oakland.k12.ma.us>

October 13, 2009

To Whom It May Concern:

The purpose of this letter is to provide support for the development of the Early Education and Intervention post-masters program. The proposed structure of this program would provide graduates with much needed skills to meet the changing demands of Early Childhood Education, Early Childhood Special Education, and Early Intervention. Specifically, the graduates of this program would be prepared to work with systems on providing high quality inclusive education for young children. Research supports the effectiveness of inclusive programs for young children. However, the research also clearly demonstrates the need for specialized instruction in order for children to obtain positive outcomes. I believe that this program will give graduates the competencies needed to meet the needs of programs, systems, and the young children they serve.

Sincerely,

Lydia Moore
Early Childhood Special Education Consultant
Oakland Schools

Appendix C

Detailed Course Descriptions

Early Education and Intervention Education Specialist Program

Please note: The faculty members listed for each course include those who participated in the course development team, as well as other faculty who have come to OU since then and/or have a particular area of expertise related to course content. Additional faculty may teach each course.

OAKLAND UNIVERSITY

SCHOOL OF EDUCATION AND HUMAN SERVICES

HUMAN DEVELOPMENT AND CHILD STUDIES

EARLY EDUCATION AND INTERVENTION – EDUCATION SPECIALIST DEGREE

Program Admission requirements:

- Completion of Admission Packet for the Early Education and Intervention Education Specialist Program
- A masters degree in Early Childhood Education, Child Development, Special Education, or a related area (Social Work, Counseling, Psychology, etc.)
- Additional prerequisites may be required if it is determined that the student needs additional course work or field experiences to adequately prepare them to be successful in the Early Education and Intervention program.

COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX.****1. COURSE: ECSE 700 Ecological Foundations of Early Intervention – 4 credits**

NOTE: MOODLE, Oakland University's Online Learning Environment, may be used to post course materials and assignments, and to facilitate communication, announcements, and class discussions among instructor and students. Students are expected to become familiar with MOODLE and to check the MOODLE site for this course regularly. An overview and orientation to MOODLE may be found on the Information and Technology section of Oakland University's home web page.

2. CATALOGUE DESCRIPTION:

This course compares, analyzes and synthesizes the different philosophical and psychological theories that form the foundation of early intervention programs and practices. It also studies the historical events that influenced the direction and nature of early intervention programs. This course will provide an investigation of the interrelated effects of culture and society, including family, neighborhood, school, community, and public institutions such as health care systems and child care on the development of young children. Views from multiple disciplines, including education, psychology, sociology, political science, economics, and public health will be considered with regards to issues of risk, resilience, prevention and intervention.

3. INSTRUCTORS:**Swartz, Gunsberg, Pipan, Alber, Oden****NAME:**

OFFICE:

OFFICE HOURS:

PHONE:

EMAIL:

NAME:

OFFICE:

OFFICE HOURS:

PHONE:

EMAIL:

4. COURSE PREREQUISITES:

NONE (*Students must have met admission requirements for the Early Education and Intervention Education Specialist Program*)

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will demonstrate an understanding of how ecological factors such as cultural and historical factors influence the interpretation and valuing of human variability and family, community and societal systems.	Course readings and reflective journal Presentations of readings Literature review
Students will demonstrate an understanding of how environmental, socioeconomic, political and cultural conditions contribute to or adversely affect children's growth and development.	Course readings and reflective journal Presentations of readings Literature review
Students will gain awareness of relevant theory and research on the development of children from several disciplines – education, psychology, sociology, political science, economics, pediatrics and nursing, and public health	Course readings and reflective journal Presentations of readings Literature review
Students will be knowledgeable of factors influencing the evolution of public policy on early intervention	Course readings and reflective journal Presentations of readings Literature review
Students will analyze and synthesize information about prevention and intervention approaches in early childhood care and education that seek to help children, families, and communities that face detriments to their well being such as poverty, divorce, abuse, violence or challenges from chronic illness or disability.	Course readings and reflective journal Presentations of readings Literature review
Students will demonstrate an understanding of factors contributing to the development, implementation and expansion of an early intervention program, and evaluate the effectiveness of specific types of programs and practices from an ecological perspective.	Documentation of Practice Project

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Keating, D.P. & Hertzman, C. (Eds.). (1999). *Developmental health and the wealth of nations: Social, biological, and educational dynamics*. NY: Guilford

Supplemental Materials

Aries, P. (1962). *Centuries of childhood: A social history of family life*. New York: Random House.

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon, & R. M. Lerner (Eds.). *Handbook of child psychology: Theoretical models of human development*, (5th ed., No. 1, pp. 993-1028). NY: Wiley.

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72 (1), 187-206.

Coles, G. (1987). *The learning mystique: A critical look at "learning disabilities"*. New York: Random House.

Children's Defense Fund (2008). www.childrensdefensefund.org. Washington, D.C.

Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000, February). Contemporary research on parenting. The case for nature and nurture. *American Psychologist*, 55 (2), 218-232.

Cuffaro, H. (1995). *Experimenting with the world: John Dewey and the early classroom*. New York: Teachers College Press.

Dewey, J. (1990). *The school and society; the child and the curriculum*. Chicago: The University of Chicago Press.

Donaldson, M. (1978). *Children's minds*. New York: W.W. Norton & Company.

Elder, G. H. Jr. (1998). The life course as developmental theory. *Child Development*, 69 (1), 1-12.

Elkind, D. (1987). *Miseducation: Preschoolers at risk*. New York: Alfred A. Knopf Publishers.

Erikson, E. (1950). *Childhood and society*. New York: W.W. Norton & Company.

Epps, S., & Jackson, B. J. (2000). *Empowered families, successful children. Early intervention programs that work*. Washington, DC: American Psychological Association.

Hareven, T. (1985). Historical changes in the family and the life course: Implications for child development. (pp. 8-23). In A. B. Smuts & J. W. Hagen (Eds.). (1985). History and research in child development. *Monographs of the Society for Research in Child Development*, 50 (4-5, Serial No. 211).

Keating, D. P., & Hertzman, C. (Eds.). (1999). *Developmental health and the wealth of nations. Social, biological, and educational dynamics*. NY: Guilford.

Marenholtz-Bulow, B. (2007). *How kindergarten came to America: Friedrich Froebel's radical vision of early childhood education*. New York: The New Press.

- Moran, G., F., & Vinovskis, M. A. (1985). The great care of godly parents: Early childhood in puritan New England. In A. B. Smuts & J. W. Hagen (Eds.). (1985). History and research (4-5, Serial No. 211).
- Smuts, A. B., & Hagen, J. W. (1985). History of the family and of childhood: Introduction to Part 1. (pp. 1-7). In A. B. Smuts & J. W. Hagen (Eds.). (1985). History and research in child development. *Monographs of the Society for Research in Child Development*, 50 (4-5, Serial No. 211).
- Taylor, R. D., & Wang, M. C. (Eds.) (2000). *Resilience across contexts. Family, work, culture, and community*. Mahwah, NJ: Lawrence Erlbaum.
- Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Weber, E. (1984). *Ideas influencing early childhood education. A theoretical analysis*. NY: Teachers College Press.
- Zigler, E. & Muenchow, S. (1992). *Head start: The inside story of america's most successful educational experiment*. New York: Basic Books.
- Zigler, E., & Styfco, S. J. (2004). (Eds.). *Head Start debates*. Baltimore: Paul Brookes.

Recommended Journals and Periodicals

7. COURSE TOPICS:

- The History of Concepts of Childhood: Premodern, Modern, Postmodern
- Nature and Nurture: Biophysical and Sociocultural Determinations of Child Development
- Bioecological Models of Human Development
- Population Health and Human Development
- Normative Considerations of Human Variability
- The Extended Family Issues and Problems
- Parental Knowledge and Expectations of Child Development
- Theoretical Bases of Early Intervention Programs
- From Closet to Clinic: "Treatment" of Child Development Disorders
- Characteristics of Effective Intervention Programs: What Works
- The Future of Early Intervention: Emerging Challenges, Promising Findings
- The Serendipitous: Contemporary Child Development-Related Current Events

8. METHODS OF INSTRUCTION:

- Lecture
- Discussion
- Small Group Work
- Field Based Observations and Interviews

9. COURSE REQUIREMENTS AND GRADING:

- Reflective Journal on Course readings
- Presentations of readings
- Literature review
- Documentation of Practice Project: Site Visits, Interviews, Focus Groups
See the Course Assignment Guide for specific details about these assignments and the scoring rubrics associated with each assignment

GRADING SCALE

<u>Grade %</u>	<u>Grade %</u>	<u>Grade %</u>
4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To \leq 74

10. COURSE EVALUATIONS:

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11. ADDITIONAL STUDENT INFORMATION AND RESOURCES

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OAKLAND UNIVERSITY

SCHOOL OF EDUCATION AND HUMAN SERVICES

HUMAN DEVELOPMENT AND CHILD STUDIES

EARLY EDUCATION AND INTERVENTION – EDUCATION SPECIALIST DEGREE

Program Admission requirements:

- Completion of Admission Packet for the Early Education and Intervention Education Specialist Program
- A masters degree in Early Childhood Education, Child Development, Special Education, or a related area (Social Work, Counseling, Psychology, etc.)
- Additional prerequisites may be required if it is determined that the student needs additional course work or field experiences to adequately prepare them to be successful in the Early Education and Intervention program.

COURSE SYLLABUS – Semester/Year

NOTE: The last day to drop this course for 100% refund is XX/XX/XX.

COURSE: ECSE 701 Child Development 1 (4 credit hours)

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2. CATALOGUE DESCRIPTION:

This course addresses theories and principles of motor, adaptive and socio-emotional development in young children. The course reviews stages of development, variability in special needs and implications for the child, family, community and curriculum.

3. INSTRUCTORS: Bhargava, Ruegg, Alber, Ricks-Doneen

NAME:	NAME:
OFFICE:	OFFICE:
OFFICE HOURS:	OFFICE HOURS:
PHONE:	PHONE:
EMAIL:	EMAIL:

4. COURSE PREREQUISITES:

ECSE 700, Foundations of Intervention in Early Education

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will demonstrate understanding of theories and principles of motor, adaptive and socio-emotional development.	Course readings and reflective summaries
Students will demonstrate knowledge of stages of motor, adaptive and socio-emotional development.	Course readings and reflective summaries
Students will demonstrate understanding of the implications of individual differences in relation to motor, adaptive and socio-emotional development.	Motor Development: Observation, Assessment, Implications, Adaptations Social-Emotional Development: Observation, Assessment, Implications, Adaptations
Students will demonstrate understanding of developmental variability in these areas and implications for the child, family, community and curriculum.	Motor Development: Observation, Assessment, Implications, Adaptations Social-Emotional Development: Observation, Assessment, Implications, Adaptations

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Lerner, J., Lowenthal, B., & Egan, R. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd ed). Boston: Allyn & Bacon.

Supplemental Materials

McDevitt, T. M. & Ormrod, J. E. (2004). *Child development: Educating and working with children and adolescents* (2nd ed.). Columbus: Pearson /Merrill Prentice Hall.

Hooper, S., & Umansky, W. (2004). *Young children with special needs* (4th ed.). , Columbus: Pearson /Merrill Prentice Hall.

Recommended Journals and Periodicals:

7. COURSE TOPICS:

1. Introduction - Social systems and impact
2. Motor Development:
 - Theories & principles
 - Developmental Progression
 - Brain Development
 - Variability and special needs

- Implications for the child, family, community & curriculum

3. Adaptive

- Theories & principles
- Developmental Progression
- Brain Development
- Variability and special needs
- Implications for the child, family, community & curriculum

4. Social and Emotional Development

- Theories & principles
- Developmental Progression
- Brain Development
- Variability and special needs
- Implications for the child, family, community & curriculum

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-

8. METHODS OF INSTRUCTION:

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration
- Laboratory/field experiences
- Media presentations
- Small and large group discussions
- Cooperative learning experiences

9. COURSE REQUIREMENTS AND GRADING:

See the Course Assignment Guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Reading summaries and reflections

Complete brief reflective papers on selected readings from texts

Motor Development: Observation, Assessment, Implications, Adaptations

Select a child between the ages of two & five and conduct a detailed observation of his/her motor development; conduct an informal assessment of motor development and record responses; compare your data to

Social-Emotional Development: Observation, Assessment, Implications, Adaptations

Select a child between the ages of two & five and conduct a detailed observation of adaptive & socio-emotional responses; conduct an informal assessment and record responses; compare the responses to age level expectations; discuss possible implications and adaptations.

GRADING SCALE

Grade % Grade % Grade %

4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To \leq 74

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COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX.****COURSE: ECSE 702 Child Development 2 (4 credit hours)**

NOTE: MOODLE, Oakland University's Online Learning Environment, may be used to post course materials and assignments, and to facilitate communication, announcement, and class discussions among instructor and students. Students are expected to become familiar with MOODLE and to check the MOODLE site for this course regularly. An overview and orientation to MOODLE may be found on the Information and Technology section of Oakland University's home web page.

2. CATALOGUE DESCRIPTION:

This course addresses theories and principles of cognitive and language development in young children. The course reviews stages of development, variability in special needs and implications for the child, family, community and curriculum.

3. INSTRUCTORS: Barghava, Ruegg, Alber, Ricks-Doneen**NAME:****NAME:**

OFFICE:

OFFICE:

OFFICE HOURS:

OFFICE HOURS:

PHONE:

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EMAIL:

EMAIL:

4. COURSE PREREQUISITES:

ECSE 700, Foundations of Intervention in Early Education

ECSE 701, Child Development 1

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will demonstrate understanding of theories and principles of cognitive and language development.	Course readings and reflective summaries
Students will demonstrate knowledge of stages of cognitive and language development.	Course readings and reflective summaries
Students will demonstrate understanding of the implications of individual differences in relation to cognitive and language development.	Applied Research project
Students will demonstrate understanding of developmental variability in these areas and implications for the child, family, community and curriculum.	Applied Research project

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Lerner, J., Lowenthal, B., & Egan, R. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd ed). Boston: Allyn & Bacon.

Supplemental Materials

McDevitt, T. M. & Ormrod, J. E. (2004). *Child development: Educating and working with children and adolescents* (2nd ed.). Columbus: Pearson /Merrill Prentice Hall.

Hooper, S., & Umansky, W. (2004). *Young children with special needs* (4th ed.). , Columbus: Pearson /Merrill Prentice Hall.

Recommended Journals and Periodicals

7. COURSE TOPICS:

1. Cognitive Development:

- Theories & principles
- Developmental Progression
- Brain Development
- Variability and special needs
- Implications for the child, family, community & curriculum

2. Language Development

- Theories & principles
- Developmental Progression
- Brain Development
- Variability and special needs
- Implications for the child, family, community & curriculum

8. METHODS OF INSTRUCTION:

This course requires active participation of students. Methods of instruction include:

- Lecture/demonstration
- Laboratory/field experiences
- Media Presentations
- Small and Large group discussions
- Cooperative learning experiences

9. COURSE REQUIREMENTS AND GRADING:

See the Course Assignment Guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Reading summaries and reflections

Complete brief reflective papers on selected readings from texts

Applied Research Project

- Select a child between the ages of two & five who has a known impairment or delayed development in cognition or speech/language.
- Describe the child's developmental level in each area of development (motor, cognitive, speech/language, adaptive, personal-social) citing specific examples of observed behaviors and test results.
- Discuss family, environmental and physical factors which may have had an impact on the child's development.
- Describe in detail the effects of the major area of delay on each of the other areas of the child's development.
- What types of interventions should be included in the child's program?
- The project must reflect application of knowledge gained in the course to teaching practice.

GRADING SCALE

<u>Grade %</u>	<u>Grade %</u>	<u>Grade %</u>
4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
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- Additional prerequisites may be required if it is determined that the student needs additional course work or field experiences to adequately prepare them to be successful in the Early Education and Intervention program.

COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX****1. COURSE: ECSE 703 Collaboration and Consultation in Early Intervention (4 credits)**

NOTE: MOODLE, Oakland University's Online Learning Environment, may be used to post course materials and assignments, and to facilitate communication, announcement, and class discussions among instructor and students. Students are expected to become familiar with MOODLE and to check the MOODLE site for this course regularly. An overview and orientation to MOODLE may be found on the Information and Technology section of Oakland University's home web page.

2. CATALOGUE DESCRIPTION:

This course is designed to develop communicative, interactive, and collaborative problem-solving skills of teachers of early childhood students with disabilities working with families, school personnel, and community agencies. The course blends theory, research, and practice. The course focuses on 1) the meaning of collaboration, 2) the process of forming partnerships with families, schools and community agencies 3) the unique needs of early childhood professionals supporting children with disabilities in inclusive settings, 4) the models of consultation in early childhood, and 5) the knowledge and skills of the consultation process.

3. INSTRUCTORS: Graetz, Ricks-Doneen**NAME:****NAME:**

OFFICE:

OFFICE:

OFFICE HOURS:

OFFICE HOURS:

PHONE:

PHONE:

EMAIL:

EMAIL:

4. COURSE PREREQUISITES:

ECSE 700 Ecological Foundations of Early Interventions (4 credits)

ECSE 701 Child Development 1 (4 credits)

ECSE 702 Child Development 2 (4 credits)

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives /Learning Goals	Assignments/Assessment of Outcomes
Students will understand the history of Least Restrictive Environment and Natural Environments in relationship to legislation and classroom practices.	Course readings and reflective journal
Students will learn about the major models of consultation that are used in schools and other educational settings.	Course readings and reflective journal
Students will develop understanding for ethical, legal and cultural issues in the consultation process.	Course readings and reflective journal Case studies analysis – Ethical dilemmas
Students will learn a consultation framework to engage families and professionals in the problem solving process.	Course readings and reflective journal Interview/Shadow a collaborative team
Students will learn strategies for initiating and creating collaboration across agencies serving children and families.	Course readings and reflective journal Interview/Shadow a collaborative team
Students will learn specific problem solving strategies to guide the consultation process.	Course readings and reflective journal Interview/Shadow a collaborative team
Students will identify barriers and strategies to involving families and early childhood educators in the collaborative process.	Course readings and reflective journal Interview/Shadow a collaborative team

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Buyssee, V. & Wesley, P. W. (2005). *Consultation in early childhood settings*. Brookes Publishing: Baltimore.

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006) *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust* (5th edition). Columbus, OH: Pearson.

McWilliam, P. J. (2000). *Lives in progress*. Baltimore: Brookes.

Fialka, J., & Mikus, K.C. (1999). *Do you Hear What I Hear?* Ann Arbor, MI: Proctor Publications.

Supplemental Materials

Hanft, B. E., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood*. Baltimore: Brookes.

Sandall, S. Mclean, M., & Smith, B. (EDS.) (2000). *DEC recommended practices in early intervention/early childhood special education*. Sopris West.

Additional readings will be provided as PDF documents on the Moodle website. Students will also be directed to various agency and/or government websites to access additional readings for the course.

Recommended Journals and Periodicals

Journal of Early Intervention

Young Exceptional Children

Topics in Early Childhood Special Education

Teaching Exceptional Children

Exceptional Children

National Forum of Special Education Journal

Education and Training in Developmental Disabilities

7. COURSE TOPICS:

- IDEA legislation – language, definitions, practice
 - Least restrictive environments
 - Natural environments
- Models of consultation and collaboration
- Ethical, legal and cultural issues and considerations in collaboration and consultation practices
- Collaboration and consultation issue and strategies involving diverse stakeholders
 - Families
 - Inter-agency
 - Across professions/disciplines

8. METHODS OF INSTRUCTION:

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration
- Laboratory/field experiences
- Media presentations
- Small and large group discussions
- Cooperative learning experiences
- Web-based discussion
- Case study

9. COURSE REQUIREMENTS AND GRADING:

See the course assignment guide for specific details about these assignments and the scoring rubrics associated with each assignment

Reflective Journal

Case Studies analysis – ethical dilemmas

Interview/Shadow of a collaborative team

GRADING SCALE

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4.0 99-100	3.5 89-90	3.0 79-80

3.9 97-98	3.4 87-88	2.9 77-78
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HUMAN DEVELOPMENT AND CHILD STUDIES

EARLY EDUCATION AND INTERVENTION – EDUCATION SPECIALIST DEGREE

Program Admission requirements:

- Completion of Admission Packet for the Early Education and Intervention Education Specialist Program
- A masters degree in Early Childhood Education, Child Development, Special Education, or a related area (Social Work, Counseling, Psychology, etc.)
- Additional prerequisites may be required if it is determined that the student needs additional course work or field experiences to adequately prepare them to be successful in the Early Education and Intervention program.

COURSE SYLLABUS – Semester/Year

NOTE: The last day to drop this course for 100% refund is XX/XX/XX.

1. COURSE: ECSE 704 Law, Policy and Practice Issues in the Education of Young Children with Special Needs (4 credits)

NOTE: MOODLE, Oakland University's Online Learning Environment, may be used to post course materials and assignments, and to facilitate communication, announcement, and class discussions among instructor and students. Students are expected to become familiar with MOODLE and to check the MOODLE site for this course regularly. An overview and orientation to MOODLE may be found on the Information and Technology section of Oakland University's home web page.

2. CATALOGUE DESCRIPTION:

In this course, students will explore the interplay among law, policy and practice in the context of early childhood education (EC) and special education (SE) programs. Students will review special education law and processes, examine current standards for EC/SE programs and teachers, and explore the range of EC/SE programs and practices.

3. INSTRUCTORS: Ricks-Doneen, Groomes, Oden

NAME:

NAME:

OFFICE:

OFFICE:

OFFICE HOURS:

OFFICE HOURS:

PHONE:

PHONE:

EMAIL:

EMAIL:

4. COURSE PREREQUISITES:

ECSE 700 Foundations of Intervention in Early Education

ECSE 701 Child Development 1

ECSE 702, Child Development 2

ECSE 703, Ecology of Intervention in Early Education

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will be knowledgeable about special education laws which affect young children with special needs	Course discussions, assigned readings Action research project/examination of policy
Students will understand current early childhood education positions/guidelines regarding children with special needs	Action research project/examination of policy
Students will understand current special education positions/guidelines regarding young children	Action research project/examination of policy
Students will be knowledgeable of the range of program settings available to young children, including those with special needs.	Action research project/Observation of education setting
Students will understand the dynamics of the <u>interplay among law, policy and practice</u>	Action research project/Documents, interviews, surveys

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)**Required Materials**

A bound course packet will be available at the OU Book store

Supplemental Materials

Position statements available on organizational websites:

National Association for the Education of Young Children (NAEYC)

Division of Early Childhood (DEC)

Wright's Law

National Early Childhood Technical Assistance Center (NECTAC)

Michigan Department of Education (MDE)

Head Start Association

Recommended Journals and Periodicals

Journal of Early Intervention

Young Exceptional Children

Topics in Early Childhood Special Education

Teaching Exceptional Children

Exceptional Children

National Forum of Special Education Journal

Education and Training in Developmental Disabilities

7. COURSE TOPICS:

1. Law

- Orientation to IDEA and Michigan Special Education laws
LRE/Mainstreaming/Inclusion

Applications to range of Early Childhood settings

- Special Education Process
Referral, MET, IEPT, etc.

The Early Childhood provider in this process

- Parents' rights
Advocacy roles of stakeholders

- Part C of IDEA—Early On and its variations

2. Standards

- Program standards
MDE (MSRP)

Licensing

Accreditation (NAEYC, NAFCCA, School age)

Other (Head Start, Early Start, Even Start)

- Teacher Certification
MDE
Licensing
Other
- Position Statements/Guidelines
NAEYC
CEC

3. Practice

- Application of rules and policies to the range of early childhood settings
(family day care, child care centers, early childhood education centers, Head Start, etc.)

4. Dynamic relations among law, policy and practice

- Law & Policy
- Policy & Practice
- Law & Practice
-

8. METHODS OF INSTRUCTION:

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration
- Laboratory/field experiences
- Media Presentations
- Small and large group discussions
- Cooperative learning experiences

9. COURSE REQUIREMENTS AND GRADING:

Students will complete an action research project in an early childhood or early childhood special education setting to examine the interplay among law, policy and practice.

Components of the project will include:

- Examination of policy (documents or stated)
- Observation of classroom or school-level practices
- Analysis of application of law and policy

Methods may include:

- Document collection
- Interview
- Observation
- Survey /Questionnaire

Project will culminate in the student developing a policy statement that reflects law and currently accepted guidelines, and that takes into consideration practical considerations of the particular EC/SE setting.

GRADING SCALE

<u>Grade %</u>	<u>Grade %</u>	<u>Grade %</u>
4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To ≤74

10. COURSE EVALUATIONS:

Course evaluations are available approximately 2 weeks prior to the final day of classes. Please take the time to complete your course evaluation as this information is important to instructors and to the overall teacher education program.

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11. ADDITIONAL STUDENT INFORMATION AND RESOURCES

Students are encouraged to read the Graduate Catalog, available at the bookstore or online at www.oakland.edu. Some sections of particular relevance include:

Oakland University Email (p. XX Graduate catalog)

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Disability Support Services (p. XX Graduate catalog)

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Academic Conduct of graduate students (p. XX Graduate catalog)

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COURSE SYLLABUS – Semester/Year

NOTE: The last day to drop this course for 100% refund is XX/XX/XX.

COURSE: ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 years (4 credits)

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2. CATALOGUE DESCRIPTION:

In this course, students will examine contemporary practices in programs for children birth to age 5. Students will investigate screening and assessment tools, with a focus on using information to support children in early childhood settings. Students will explore strategies for implementing interventions for children with disabilities in the home, community, special education and general education settings. Features of the physical, temporal and interpersonal environments in early childhood settings will be studied with an emphasis on providing appropriate inclusive experiences for all children and families in a range of settings.

3. INSTRUCTORS: Ricks-Doneen, McNair

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4. COURSE PREREQUISITES:

- ECSE 700 Foundations of Intervention in Early Education
- ECSE 701 Child Development 1
- ECSE 702, Child Development 2
- ECSE 703, Ecology of Intervention in Early Education
- ECSE 704 Law, Policy and Practice Issues in the Education of Young Children with Special Needs

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will be knowledgeable of the range of contemporary programs available for children birth to 5 years	In-class discussion and written reflections Inclusion Practices Position Paper
Students will demonstrate understanding of and ability to use environmental assessment tools	Environmental Assessment Tool
Students will demonstrate understanding of and ability to use child screening and assessment tools	Child Assessment Tool
Students will demonstrate understanding of the relationship between assessment and intervention/curriculum planning	Functional Intervention using Child learning goals (IFSP & IEP goals)
Students will demonstrate an understanding of the supports for and barriers to inclusive practices for families, elementary teachers, and special education teachers.	Inclusion Practices Position Paper

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Noonan, M.J. & McCormick, L. (2006). Young children with disabilities in natural environments: Methods and procedures. Brookes Publishing

Supplemental Materials

Additional readings will be provided as PDF documents on the Moodle website

Recommended Journals and Periodicals

Topics in Early Childhood Special Education

Teaching Exceptional Children

Exceptional Children

National Forum of Special Education Journal

Education and Training in Developmental Disabilities

7. COURSE TOPICS:

Overview of Programs and Settings for Children Birth to 5 years

Current Trends and Models of Early Education and Intervention

Classroom/Program/Setting Assessment Tools (e.g., ECERS, ITERS, PQA, Routines-Based Family Interviews)

Evaluating features of the child's setting(s)

Physical Environment

Temporal Environment

Interpersonal Environment

parent/child

child/child

teacher/child

Instructional Environment

Planning to meet individual needs

Planning to meet group needs

Child Assessment

Child Find and Screening

Informal Assessment – formative and summative

Formal Assessment – standardized assessment and diagnostic tools

Individual Family Service Plans, Individual Education Plans

Curriculum

Linking Assessment and curriculum planning

Services and Service Models – Home and Group-based settings

Inclusive Practices

Naturalistic curriculum

Activity-based intervention

Environmental supports

8. **METHODS OF INSTRUCTION:**

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration

- Laboratory/field experiences
- Media presentations
- Small and large group discussions
- Cooperative learning experiences

9. COURSE REQUIREMENTS AND GRADING:

See the course assignment guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Reflections on Course readings

Environmental Assessment Tool

Child Assessment Tool

Functional Intervention using IFSP & IEP Goals

Inclusion Practices Position Paper

GRADING SCALE

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OAKLAND UNIVERSITY

SCHOOL OF EDUCATION AND HUMAN SERVICES

HUMAN DEVELOPMENT AND CHILD STUDIES

EARLY EDUCATION AND INTERVENTION – EDUCATION SPECIALIST DEGREE

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COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX.****1. COURSE: ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 years (4 credits)**

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2. CATALOGUE DESCRIPTION:

In this course, students will examine contemporary practices in programs for children birth to age 5. Students will investigate screening and assessment tools, with a focus on using information to support children in early childhood settings. Students will explore strategies for implementing interventions for children with disabilities in the home, community, special education and general education settings. Features of the physical, temporal and interpersonal environments in early childhood settings will be studied with an emphasis on providing appropriate inclusive experiences for all children and families in a range of settings.

3. INSTRUCTORS: Ricks-Doneen, McNair**NAME:****NAME:**

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4. COURSE PREREQUISITES:

- ECSE 700 Foundations of Intervention in Early Education
- ECSE 701 Child Development 1
- ECSE 702, Child Development 2
- ECSE 703, Ecology of Intervention in Early Education
- ECSE 704 Law, Policy and Practice Issues in the Education of Young Children with Special Needs

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will be knowledgeable of the range of contemporary programs available for children birth to 5 years	In-class discussion and written reflections Inclusion Practices Position Paper
Students will demonstrate understanding of and ability to use environmental assessment tools	Environmental Assessment Tool
Students will demonstrate understanding of and ability to use child screening and assessment tools	Child Assessment Tool
Students will demonstrate understanding of the relationship between assessment and intervention/curriculum planning	Functional Intervention using Child learning goals (IFSP & IEP goals)
Students will demonstrate an understanding of the supports for and barriers to inclusive practices for families, elementary teachers, and special education teachers.	Inclusion Practices Position Paper

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Noonan, M.J. & McCormick, L. (2006). Young children with disabilities in natural environments: Methods and procedures.
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7. COURSE TOPICS:

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Classroom/Program/Setting Assessment Tools (e.g., ECERS, ITERS, PQA, Routines-Based Family Interviews)

Evaluating features of the child's setting(s)

Physical Environment

Temporal Environment

Interpersonal Environment

parent/child

child/child

teacher/child

Instructional Environment

Planning to meet individual needs

Planning to meet group needs

Child Assessment

Child Find and Screening

Informal Assessment – formative and summative

Formal Assessment – standardized assessment and diagnostic tools

Individual Family Service Plans, Individual Education Plans

Curriculum

Linking Assessment and curriculum planning

Services and Service Models – Home and Group-based settings

Inclusive Practices

Naturalistic curriculum

Activity-based intervention

Environmental supports

8. **METHODS OF INSTRUCTION:**

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration
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9. **COURSE REQUIREMENTS AND GRADING:**

See the course assignment guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Reflections on Course readings

Environmental Assessment Tool

Child Assessment Tool

Functional Intervention using IFSP & IEP Goals

Inclusion Practices Position Paper

GRADING SCALE

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COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX.****1. COURSE: ECSE 706 Intervention Strategies and Inclusion Practices 1, Early Elementary Programs (4 credits)**

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2. CATALOGUE DESCRIPTION:

In this course, students will examine contemporary practices in elementary school settings. Students will investigate how student achievement is evaluated, and how students with special needs are identified in elementary settings. Students will explore strategies for implementing interventions for children with disabilities in the home, community and in elementary special education and general education settings. Features of the physical, temporal and interpersonal environments in these settings will be studied with an emphasis on providing appropriate inclusive experiences for all students and their families.

3. INSTRUCTORS: Ricks-Doneen, McNair**NAME:****NAME:**

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4. COURSE PREREQUISITES:

- ECSE 700 Foundations of Intervention in Early Education
- ECSE 701 Child Development 1
- ECSE 702, Child Development 2
- ECSE 703, Ecology of Intervention in Early Education
- ECSE 704 Law, Policy and Practice Issues in the Education of Young Children with Special Needs

Note: ECSE 706 may be taken simultaneously with or prior to ECSE 705, Intervention Strategies and Inclusive Practices, Birth to 5 programs

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives/Learning Goals	Assignments/Assessment of Outcomes
Students will be knowledgeable of the ways in which students in early elementary programs are assessed, receive services, and placed in programs in the school setting.	In-class discussion and written reflections Inclusion Practices Position Paper Interview with a teacher
Students will demonstrate the ability to use environmental features to evaluate an elementary classroom	Environmental Assessment Observation
Students will demonstrate understanding of the relationship between assessment and intervention/curriculum planning	Functional Intervention using Child learning goals (IEP or alternative)
Students will demonstrate an understanding of the supports for and barriers to inclusive practices for families, elementary teachers, and special education teachers.	Inclusion Practices Position Paper

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Lewis, A. & Brahm, N. (2004). *Special teaching for special children: A pedagogy for inclusion?* Berkshire, UK: Open University Press.

Cohen, L. G. & Spenciner, L.J. (2006). *Assessment of children and youth with special needs.* Up Saddle River, NJ: Allyn and Bacon

Supplemental Materials

Additional readings will be provided as PDF documents on the Moodle website

Recommended Journals and Periodicals

Topics in Early Childhood Special Education

Teaching Exceptional Children

Exceptional Children

National Forum of Special Education Journal

Education and Training in Developmental Disabilities

7. COURSE TOPICS:

Overview of Elementary Programs - Current Trends and Models of Special Education and Inclusion

Classroom/Program/Setting Assessment Tools

Evaluating features of the child's setting(s)

Physical Environment

Temporal Environment

Interpersonal Environment

parent/child

child/child

teacher/child

Instructional Environment

Planning to meet individual needs

Planning to meet group needs

Child Assessment

Identification and Assessment

Informal Assessment – formative and summative

Formal Assessment – standardized assessment and diagnostic tools

Individual Education Plans

School evaluation teams

Curriculum

Linking Assessment and curriculum planning

Services and Service Models in the Elementary school

Inclusive Practices

Naturalistic curriculum

Activity-based intervention

Environmental supports

8. METHODS OF INSTRUCTION:

This course requires the active participation of students. Methods of instruction include:

- Lecture/demonstration
- Laboratory/field experiences
- Media presentations

- Small and large group discussions
- Cooperative learning experiences

9. COURSE REQUIREMENTS AND GRADING:

See the course assignment guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Reflections on Course Readings

Environmental Assessment Observation

Interview with a Teacher

Functional Intervention using Child Learning Goals (IEP or alternative)

Inclusion Practices Position Paper

GRADING SCALE

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COURSE SYLLABUS – Semester/Year**NOTE: The last day to drop this course for 100% refund is XX/XX/XX.**

COURSE: ECSE 707– Applied Research and Leadership in Early Education and Intervention
– 4 credits

NOTE: MOODLE, Oakland University's Online Learning Environment, may be used to post course materials and assignments, and to facilitate communication, announcement, and class discussions among instructor and students. Students are expected to become familiar with MOODLE and to check the MOODLE site for this course regularly. An overview and orientation to MOODLE may be found on the Information and Technology section of Oakland University's home web page.

2. CATALOGUE DESCRIPTION:

This course provides students with the opportunity to demonstrate leadership in planning, implementing, and evaluating an action research project in early education and intervention. Projects may focus on a wide range of topics and can be implemented in a variety of educational settings with diverse constituents.

3. INSTRUCTORS: Oden, Alber, Ricks-Doneen, Gunsberg**NAME:****NAME:**

OFFICE:

OFFICE:

OFFICE HOURS:

OFFICE HOURS:

PHONE:

PHONE:

EMAIL:

EMAIL:

4. COURSE PREREQUISITES:

ECSE 700, 701, 702, 703, 704, 705, 706 and ECSE 708 (if applicable) and/or any required prerequisite courses as determined through program advising.

5. COURSE OBJECTIVES/ASSESSMENT OF OUTCOMES

Course Objectives /Learning Goals	Assignments/Assessment of Outcomes
Students learn to define and research an area of curricular or program need in early childhood education and intervention	Course readings and discussions Project proposal (literature review)
Students conceptualize and propose a project of limited scope that: <ul style="list-style-type: none"> • builds on previous course work • is based on interests and issues relevant to student's current or projected professional context • is based on identified needs in a context or setting or with a specific population 	Project proposal/implementation plan
Students acquire planning and implementation skills necessary for carrying out a project in a leadership role in collaboration with other educational professionals.	Project proposal/implementation plan Project data collection/documentation
Students acquire evaluation skills necessary for assessing a project's impact on early learning.	Project evaluation/reflection
Students develop and present project findings to a group of early childhood professionals.	Presentation
Students become knowledgeable in methods of documenting, analyzing, and presenting results of action research.	Project data collection/documentation Project evaluation/reflection Presentation
Students acquire knowledge and skills in a team or collaborative setting for the project work	Project implementation plan Project data collection/documentation

6. REQUIRED/RECOMMENDED COURSE MATERIALS (Textbooks, readings, web-based sources)

Required Materials

Students will generate a bibliography for their literature review on a topic relevant to their individual applied research and leadership project.

Students will be provided with access to a **resource guide** that includes suggested journals, websites, monographs, research handbooks, and other publications. Sample resources are included below:

Journals/Periodicals:

American Educational Research Journal
Child Development
Childhood Education
Child Study Journal
Contemporary Issues in Early Childhood
Early Childhood Education Journal
Early Childhood Research & Practice (ECRP) (also refers to many electronic serials)
Early Childhood Research Quarterly
Early Education and Development

Education and Training in Developmental Disabilities
Exceptional Children
Journal of Early Childhood Education
Journal of Early Intervention
Monographs of the Society for Research in Child Development
National Forum of Special Education Journal
Social Policy Report of the Society for Research in Child Development
Teaching Exceptional Children
Topics in Early Childhood Special Education
Young Exceptional Children
Zero to Three

Selected Series:

Encyclopedia of Educational Research
Encyclopedia of Human Development and Education
Handbook of Child Psychology
Handbook of Psychological and Educational Assessment of Children
Handbook of Research on Teaching
Mental Measurements Yearbook & Tests in Print (Buros Institute of Mental Measurement)

Selected Professional Organizations (See web pages for reports, publications, links.):

American Educational Research Association
American Psychological Association
Association for Childhood Education International
Center for the Improvement of Early Reading Achievement
The Council for Exceptional Children
National Association for Education of Young Children (NAEYC)
National Head Start Association
Society for Research in Child Development
Zero to Three

Research Institutes/Foundations/Corporations:

Carnegie Foundation
Children's Defense Fund
Foundation for Child Development
Frank Graham Porter Child Development Institute
High/Scope Educational Research Foundation
Kellogg Foundation
Packard Foundation
Rockefeller Foundation
Skillman Foundation
Spencer Foundation

WestEd

National Studies:

Early Childhood Longitudinal Study (ECLS)

Family and Child Experiences Survey (FACES)

National Institute Child Health and Human Development (NICHD)

7. COURSE TOPICS:

Early childhood education and intervention - curriculum and program development issues

Collaborative action research: selected topics in the literature.

Action research problem definition

Development of implementation plan and timeline

Formative and summative evaluation methods

Fieldwork

Methods of documentation, project progress, and results

Methods of analysis, summary, and presentation of project

Examination and critique of project work.

Implications and generalization of findings to the world of early childhood educational and intervention practice

Summary issues: Collaborative action research and educational innovation and change.

8. METHODS OF INSTRUCTION:

Small group discussions and seminars selected case studies

Project fieldwork and reporting

Lectures and visiting speakers

Individual conferences

Workshops on planning problems and research techniques

9. COURSE REQUIREMENTS AND GRADING:

See the course assignment guide for specific details about these assignments and the scoring rubrics associated with each assignment.

Completion of assigned readings

Participation in course discussions and group exercises

Completion of project proposal and implementation plan (including literature review)

Completion of final project paper including summary, reflection, data analysis and project evaluation components.

Presentation of major course paper on field project

GRADING SCALE

<u>Grade %</u>	<u>Grade %</u>	<u>Grade %</u>
4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To \leq 74

10. COURSE EVALUATIONS:

Course evaluations are available approximately 2 weeks prior to the final day of classes. Please take the time to complete your course evaluation as this information is important to instructors and to the overall teacher education program.

Evaluations can be completed confidentially by going to <https://www2.oakland.edu/secure/evals/student/> and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

11. ADDITIONAL STUDENT INFORMATION AND RESOURCES

Students are encouraged to read the Graduate Catalog, available at the bookstore or online at www.oakland.edu. Some sections of particular relevance include:

Oakland University Email (p. XX Graduate catalog)

OU provides each student with free e-mail service and an address. OU will email information and direct links to secured Web sites to students via their official OU email address, including grades availability, tuition and fee bills, financial aid, schedule of classes and graduation information.

Disability Support Services (p. XX Graduate catalog)

Advocacy and support services are provided through the Office of Disability Support Services located in 106 North Foundation Hall, (248) 370-3266

Academic Conduct of graduate students (p. XX Graduate catalog)

All members of the academic community at OU are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. See catalog for examples of academic

dishonesty. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee.

Library and Technology Resources

Kresge Library (248) 370-4426 www.kl.oakland.edu (see also p. XX Graduate Catalog)

Email to a librarian: ref@oakland.edu

Educational Resources Lab 350 Pawley Hall (248) 370 3060 <http://www2.oakland.edu/sehs/erl>

Appendix D
Faculty Qualification Forms

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Sandra Marie Alber

Position:

Associate Professor of Education

Office:

405E Pawley Hall

Office Phone:

248-370-3080

Degrees — School:

EdD	Wayne State University	1992	Curriculum & Instruction
Ed. Specialist	Wayne State University	1986	Math Education, emphasis in Computer Science
MA	Michigan State University	1980	Reading Education
1 5 Grad Hrs	Central Michigan University	1970	Learning Disabilities/ Reading
BS in Education	Central Michigan University	1967	Elementary Education

Research Interest:

Urban Education, Social Justice, Family-School, Action Research as Professional Development, Early Math

Publications: (no more than 5)

Alber, S.M. (In Press). Toolkit for action researchers. Lantham, MD: Rowman & Littlefield.

Alber, S. (2009). Cross-cultural competency and Media Influences. In S. Alber (Ed.). *Voices in Teacher Education*. Joliet, IL: High Tides Press.

Alber, S. (2008). Mortgage and Foreclosure. *Issues in Education: Preschool through Graduate School* (1) 1, p. 3-4.

Alber, S., Bolak, K., Ingram, I., & Howe, E. (2007). How play helps students learn about poverty. *International Learning Journal* (13).

Alber, S. M., Edgerton, S. & Kypros, B. (2006). Longitudinal Study - Effects of Action Research on Educators' Professional Growth. In A. Salhi (Ed.) Bridging the theory practice gap. Lanham, MD: Rowman and Littlefield, pp. 5 7-68.

Courses taught: (relevant to EEI Specialist)

EC 540 Theories of Education and Development
EC 543 Teacher as Child Advocate and Adult Educator
EC 645 Observation and Assessment of the Young Child
EC 550b Special Problems in Education
EC 546 Curriculum Workshop (Practicum)
EC 650 Action Research Techniques II
EC 802 Ecology Studies in Early Development: Health, Care & Education
FE 509 Family, Child and Learning in a Cultural Context
FE 593 Action Research Techniques I

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundations of Early Interventions
ECSE 701 Child Development I
ECSE 702 Child Development 2
ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary programs
ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Ambika Bhargava

Position:

Associate Professor

Office:

405F Pawley Hall

Office Phone:

(248) 370-3026

Degrees — School:

1991	Ph.D.	The University of Texas at Austin.
1981	M.Ed.	Sardar Patel University, Gujarat. India.
1977	B.Ed.	Delhi University, Delhi. India.
1976	M.A.	Delhi University, Delhi. India (Political Science)
1974	B.A. (Honors)	Delhi University, Delhi, India (Political Science)

Research Interest:

Constructing knowledge at the computer: The mediating role of the teacher, children and computers

Developing mathematical concepts in young children

What children's art tells us about their mathematical understanding

Gyan Shala: Math education for children from the slums of India

Diversity in higher education

Publications: (no more than 5)

Bhargava, A., Hawley, L. Scott, C., Stein, M. & Phelps. (2004) A. An investigation of student's perceptions of multicultural educational experiences in a school of education. *Multicultural Education*, 11(4)18-22.

Bhargava, A. & Petrova, A. (2003). Mediating learning experiences and the development of mathematical understanding in young children. *Early Childhood Education*. 35 (2) 20-26.

McNair, S., Bhargava, A., Adams, L., Edgerton, S. & Kypros, B. (2003). Teachers speak out on assessment practices. *Early Childhood Education Journal*, 31(1)23-31.

Bhargava, A. & Petrova, A. (2002). Assessing the development of mathematical concepts in preschool children: Checklists for teachers. *Journal of Teaching and Learning*, 2 (1) 5 3-63.

Bhargava, A. (2002). Gender bias in computer software programs: A checklist for teachers. *Information Technology in Childhood Education*. 2002, 197-210.

Courses taught: (relevant to EEI Specialist)

EC 540 Theories of Child Development and Education
FE 215 Educational Psychology for Elementary Teachers
EC 546 Workshop in Early Childhood Curriculum
EC 542 Applied Developmental Principles
EC 750 Independent Study
EC 544 Play and the Mediation of Learning
FE 509 Family, Child & Learning in Cultural Context
EC 844 Paradigms in Early Curriculum
FE 593 Action Research Phase I
FE 650 Action Research Phase II

Courses that could be taught: (relevant to EEI Specialist)

ECSE 701 Child Development 1
ECSE 702 Child Development 2
ECSE 705 Intervention Strategies and Inclusion Practices 1. Birth to 5 programs
ECSE 706 Intervention Strategies and Inclusion Practices 2. Early Elementary Programs
ECSE 707 Applied Research and Leadership in Early Education and Intervention

FACULTY QUALIFICATION INFORMATION

Name:

Janet E. Graetz

Position:

Associate Professor of Special Education

Office:

420 C Pawley Hall

Degrees- School:

Doctor of Philosophy, Special Education/Instructional Technology, George Mason University, Fairfax, VA, Spring 2003

Certificate: Interdisciplinary Specialization in Culture & Disabilities, University of Hawaii at Manoa, Honolulu, Hawaii, Spring 1995

Masters Degree in Mental Retardation Wayne State University, Detroit, Michigan, 1978

Bachelor of Science in Education: Speech and English Bowling Green State University, Bowling Green, Ohio, 1970

Research Interest:

Dissertation: George Mason University: Promoting Social Behavior for Adolescents with Autism using Social Stories, March, 2003

Publications: (no more than 5)

Graetz, J.E., Mastropieri, M.A., & Scruggs, T.E. (2005). Show time: Using video self-modeling to decrease inappropriate behaviors. *Teaching Exceptional Children*, 38, 43-48.

Agosta, E., Graetz, J.E., Mastropieri, M.A., & Scruggs, T.E. (2004). Teacher research partnerships to improve social behavior with social stories. *Intervention in School and Clinic*, 39, 276-287.

Mastropieri, M.A., Scruggs, T.E. Graetz, J.E., Norland, J., Gardizi, W., McDuffie, K. (2004). Case studies in co-teaching in the content areas: Successes, failures, and challenges. *Intervention in School and Clinic*, 40, 260-275.

Mastropieri, M.A., Scruggs, T.E. & Graetz, J.E. (2003). Reading comprehension instruction for secondary students: Challenges for struggling students and teachers. *Learning Disabilities Quarterly*, 26, 103-116.

Courses taught:(relevant to EEI Specialist)

SE 523 Educational Procedures for Students with Learning Disabilities
SE 552 Behavioral Issues for Autism Spectrum Disorders (ACE)
SE 355 Identifying Learning and Behavior Problems
SE 579 Classroom and Behavior Management for the Student with Autism
SE 596 Collaboration and Consultation for Teachers of Students with Autism

Courses that could be taught: (relevant to EEI Specialist)

ECSE 703 Collaboration and Consultation in Early Intervention
ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary programs
ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Darlene A. O. Groomes, Ph.D., CRC, LPC

Position:

Associate Professor

Office:

420A Pawley Hall

Office Phone:

248-370-4237

Degrees — School:

August, 2000 Doctor of Philosophy (Ph.D.) Michigan State University

Rehabilitation Education

May 1993 Master of Arts (M.A.) Michigan State University

Rehabilitation Counseling

May, 1991 Bachelor of Arts (B.A.) Pennsylvania State University

Sociology

Research Interest:

Rehabilitation Education

Publications: (no more than 5)

Groomes, D.A.G., & Linkowski, D.C. (2007). Examining the structure of the revised Acceptance of Disability Scale. *Journal of Rehabilitation*, 73 (3). 3-9.

Groomes, D.A.G., & Leahy, M.J., Thielsen, V.A., Pi, S., & Matrone, K.F. (2007). Utilizing the apprenticeship model within rehabilitation counselor doctoral education: A successful partnership. *Rehabilitation Education*, 21(1), 33-40.

Leahy, M.J., Thielsen, V.A., Grooms, D.A.G., Shader-Patterson, L., & Shamsiddeen, J. (2006). A Synergistic Program Evaluation Model Partnership between a State Agency and a University Program. *Journal of Rehabilitation*, 72 (3), 12-18.

Grooms, D.A.G., & Coduti, W. (2006). Exploring various impacts of HIV and/or AIDS and case management practice. *Care Management*, 12 (1), 20-40.

Grooms, D.A.G. (2003). The Matrix: Suggesting a new approach to rehabilitation assessment. *Journal of Applied Rehabilitation Counseling* 33(4), 22-26.

Grooms, D.A.G., & Leahy, M. (2002). The relationship between the stress appraisal process, coping disposition, and level of acceptance of disability. *Rehabilitation Counseling Bulletin*, 46, 15-24.

Courses taught: (relevant to EEI Specialist)

Social and Environmental Aspects of Disability
Issues of Culture in Classrooms and Curriculum
Learning Communities and Equity
Curriculum Design, Development, and Deliberation in Schools
Psychosocial Aspects of Disability

Courses that could be taught: (relevant to EEI Specialist)

ECSE 704 Law, Policy, and Practice in the Education of Young Children with Special Needs
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs

FACULTY QUALIFICATION INFORMATION

Name:

Gunsburg, Andrew

Position:

Associate Professor

Office:

405 D Pawley Hall
Human Development and Child Studies

Office Phone:

248-370-4168

Degrees — School:

Ph.D.	University of Illinois	1982	Education
M.S.	William Paterson College	1975	Special Education
M.A.T.	Fairleigh Dickinson University	1971	English
B.A.	Bard College	1969	Literature

Research Interest:

Role of Play in Child Development

Music

Inclusion

Publications: (no more than 5)

Riddles from Rose view Vol.1, 2 and 3. Accompanying Curriculum Guide and Texts (2004-2006).

Facilitating Inclusion Through Interactive Musical Program. The Michigan Journal of Teacher Education (2005) pp.34-41.

Play as Improvisation: The Benefits of Music for Developmentally Delayed Young Children's Social Play. Early Childhood Development and Care (1991) pp.85-91.

A Method for Conducting Improvised Musical Play with Children Both With and Without Developmental Delay in Preschool Classrooms, Music Therapy (1991) pp46-51.

Empowering young and abused and neglected children through contingency play. Childhood Education. 1989.

Courses taught: (relevant to EEI Specialist)

EC544 Play as Learning Medium
EC 550b Special Topics in Early Childhood
EC 542a Applied Development Principles
EC 540 Theories of Early Childhood
EC 549 Early Childhood Special Education
EC 550d Special Topics in Early Childhood
EC 542 Applied Development Principles
FE 593 Field Project I
FE 650 Field Project II

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundations of Early Interventions
ECSE 701 Child Development 1
ECSE 702 Child Development 2
ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs

SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION

Name:

Shannan McNair

Position:

Associate Professor

Office:

405F Pawley Hall

Office Phone:

248-370-4115

Degrees — School:

1996	Ed.D. (Education)	University of Michigan
1985	M.A. (Education w/ EC Specialty)	University of Michigan
1982	B.S. (CD & Admin)	University of Minnesota

Research Interest:

Mentoring young evaluators

Evaluating Programs for Children

Assessment of **young** children: embedded in daily experience**Publications: (no more than 5)**

McNair, S. Editor (2005). Start Young! Early Childhood Science Activities. National Science Teachers Association (NSTA): Washington, DC.

Ashburn, B. Baidon, M., Damico, J, McNair, 5(2006). Project TIME: Mapping the Terrain for Meaningful Learning Using Technology in Social Studies. in Ashburn, B. and Floden, R. Eds Meaningful Learning Using Technology: What Educators Need to Know and Do. Columbia University: Teachers College Press.

Barman, C. R. Stein, M., Barman, N. S., McNair, S. (2006) Students' Ideas About Plants and Plant Growth. The Journal of the Association of Biology Teachers. American Biology Teacher.

McNair, S. (September, 2004) Informing Teaching and Learning: Using Pre-assessment In the Science Classroom. Science and Children.

Stein, M., McNair, S. & Butcher, J. (2003). Drawing on their understanding: Using illustrations to invoke deeper thinking about animals. Reprinted in Koba, S. (Ed.) Mixing It Up. Integrated, Interdisciplinary, Intriguing Science in the Elementary Classroom. NSTA. Washington D.C.

Courses taught: (relevant to EEl Specialist)

EC 540 Theories of Child Development
EC 542 Applied Developmental Theories
EC 545 Administration of Educational Programs for Young Children
EC 546 Curriculum Workshop
EC 543 The Teacher as Advocate
EC 645 Observation and Assessment Of the Young Child
FE 509 The Child and the Family
FE 215 Educational Psychology
I-IC 401 Life, Leadership, Choices: Honor's Educational Psychology
EC 844 Paradigms in ECE Curriculum

Courses that could be taught: (relevant to EEl Specialist)

ECSE 701 Child Development 1
ECSE 702 Child Development 2
ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs
ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary programs
ECSE 707 Applied Research and Leadership in Early Education and Intervention

FACULTY QUALIFICATION INFORMATION

Name:

Sherri Oden

Position:

Associate Professor & Coordinator, PhD Program in Early Childhood Education

Office:

405C Pawley Hall
School of Education and Human Services

Office Phone:

248-370-3027

Degrees — School:

Ph.D.	(1975)	Human Development Department of Ed Psychology	University of Illinois
M.S.	(1971)	Child Development Department of Ed Psychology	University of Illinois
B.A.	(1967)	Psychology	Western Reserve University

Research Interest:

Children's language and social development; evaluation of Head Start and other intervention programs for young children; policy development in early childhood education and development.

Publications: (no more than 5)

Books

Olmsted, P. P., & Montie, J., with Claxton, J., & Oden, S. (Eds.). (2001). Early childhood settings in 15 countries: What are their structural characteristics? The TEA Preprimary Project: Phase 2. Ypsilanti, MI: High/Scope Press.

Oden, S., Schweinhart, L. J., & Weikart, D. P., with Marcus, S. M., & Xie, Y. (with written commentaries by Randolph, S. M., de Leon Siantz, M., White, S. H., Zigler, E., & Styfco, S. J.). (2000). Into adulthood: A study of the effects of Head Start. Ypsilanti, MI: High/Scope Press.

Oden, S. (2006). Sibling and peer influences. In D. P. Fromberg & D. Bergen (Eds.). (2nd ed.). Play from birth to twelve and beyond. NY: Routledge.

Oden, S. (2000). How researchers can support community efforts for change; illustrations from two evaluation studies. *Applied Developmental Science*, 4, 28—37.

Oden, S., Ricks-Donnen, J., & The Head Start Research Cooperative Panel. (1999). Head Start and beyond: A follow-up of Head Start parents and children after the transition to public school. *Children and Families*, 18(2), 56—61.

Courses taught: (relevant to EEI Specialist)

EC 732 Research Methodology (4 credits)

EC 809 Development and Early Learning: Theories and Research Studies (4 credits)

EC 851 & EC 852 Field-Based Projects I & II (4 credits each)

EC 862 Curriculum Investigations: Practice and Theory

FE 802 Ecology of Early Learning: Health, Care, and Education (4 credits)

FE 873 Policy Studies in Early Education: Culture, Economics, and Politics (4 credits)

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundations of Early Interventions

ECSE 701 Child Development I

ECSE 702 Child Development 2

ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Richard C. Pipan, Ed.D.

Position:

Associate Professor

Office:

425C Pawley Hall

Office Phone

370-4161

Degrees- School:

Ed.D., University of North Carolina at Greensboro, 1985, Curriculum Theory

Certificate, University of North Carolina At Greensboro, 1985, Curriculum Specialist

Certificate, University of North Carolina At Greensboro, 1976, Graduate English

M.A., University of North Carolina At Greensboro, 1974, Secondary English

B.A., Davidson College, 1972, English

Research Interests:

Transformational-Developmental Evaluation

Andragogy in Teacher Education: Social, Political, and Cultural Critique in Curriculum Studies

Curriculum Inquiry and Teacher Empowerment Through Action Research

Impermanence and History

Educational Leadership as Moral Conscience

Publications: (no more than 5)

Pipan, R., Redman, O. & Richardson, B. (in press) Oakland University/Guizhou Province (PRC): Educational Program Development: Some Principles of Practice. Sino-Quarterly, Winter, 1994

Pipan, R. (1994). Transcending Spirituality: On the Hegemony of Beneficence. *Holistic Education Review*, 7(3), 41-50.

Pipan, R. (1994). Working Knowledge: Intelligent Design of Workplace Education. In M. Brown, S. Wright & D. Tate (Eds.). *A Collection of Original Essays on Curriculum for the Workplace*. Geelong, Victoria, Australia: Deakin University Press. 150-179.

Pipan, R. (1993). Reflections on a Round Table Discussion—‘Thoughts on Evaluation: Moral and Ethical Dilemmas of Grading.’ In D. Owen (Ed.). *Midwest Philosophy of Education Society Proceedings*. 1991& 1992 (published by the Society). 191-203.

Pipan, R. (1993). Freeing Creation: Peril and Promise of Birth. In E. Josnes (Ed.). *A Voice for Children*, (Published by A Voice for Children Foundation, Woodward, OK), Spring, 1993, 4.

Courses taught: (relevant to EEI Specialist)

FE 210 Social and Philosophical Issues in Elementary Education

FE 345 Educational Psychology for Secondary Teachers

FE 215 Educational Psychology for Elementary Teachers

FE 506 Child Development, Variability and Learning

FE 345P Independent Study

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundations of Early Intervention

ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Julie J. Ricks-Doneen

Position:

Associate Professor

Office:

420F Pawley Hall

Office Phone:

(248) 370—2622

Degrees — School:

2000	Ph.D.	Michigan State University Educational Psychology
1986	M.A.	University of Missouri Kansas City Educational Research & Psychology
1981	B.S.	University of Missouri

Research Interest:

Inclusion in Early Childhood Settings, Teacher and Agency Collaboration to Promote Inclusion, Early Childhood Professional Leadership Development

Publications: (no more than 5)

Adams, L. and Ricks-Doneen, J. (2008). Quality education should begin at birth: Reflections on policies and practice in the U.S. *Perspectiva*. No. 2 (Chile). (Spanish translation by V. Romo.)

Ricks-Doneen, J. (2008). Shared practices at both ends of the higher education continuum: Lessons from early childhood teacher educators I know. *Issues in education: Preschool through graduate school*. 1(1), 51-53.

Oden, S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel. (1998). Head Start remembered: The contributions of Head Start to children and families. *National Head Start Association Research Quarterly*, 1(4), 128-159.

Oden, S., Ricks-Doneen, J., & the Head Start Research Cooperative Panel. (1999). Head Start and beyond: A follow-up of Head Start parents and children after the transition to public school. *Children and Families*, 18(2), 56-61.

Prawat, R.S., & Ricks, J. (1993) Innovation through experience: The case of Marilyn Anderson. In Center for the Learning and Teaching of Elementary Subjects (Eds.). Constructing teaching and research in elementary school mathematics. (Elementary Subjects Center Series No. 92). East Lansing: Michigan State University, Center for Learning and Teaching of Elementary Subjects, Institute for Research on Teaching.

Courses taught: (relevant to EEI Specialist)

EC 540 Theories of Early Childhood Education

EC 543 Teacher as Child Advocate and Adult Educator

FE 509 Family, Child and Learning in Cultural Context

EC 550 Child Guidance: Issues and Strategies

Courses that could be taught: (relevant to EEI Specialist)

ECSE 701 Child Development 1

ECSE 702 Child Development 2

ECSE 703 Collaboration and Consultation in Early Intervention

ECSE 704 Law, Policy, and Practice in the Education of Young Children with
Special Needs

ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs

ECSE 706 Intervention Strategies and Inclusion Practices 2. Early Elementary Programs

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Erica Ruegg

Position:

Associate Professor

Office:

425 D Pawley Hall
Human Development and Child Studies

Office Phone:

248-370-2894

Degrees — School:

Ed.D. (special education)	Texas Tech University
M.Ed. (Special Education)	Texas Tech University
B. S. (Comm. Disorders/Speech Pathology)	Texas Tech University

Research Interest:

Emotional impairments
Behavior management-social skills
Children's mental health and learning disabilities
Language development-communication

Publications: (no more than 5)

Nathanson, R., Crank, J. N., Saywitz, K. J., & Ruegg, F. (2007). Enhancing the oral narratives of children with learning disabilities. *Reading and Writing Quarterly*, 23(4), 315-31.

Ruegg, E. (2006). Social skills in children with learning disabilities: Using psychotherapy in the classroom. *Annals of the American Psychotherapy Association*, 9(3), 14-21.

Ruegg, E. (2006). Adult perceptions of children with learning disabilities: Implications for the forensic psychologist. *The Forensic Examiner*, 15(20), 18-22.

Ruegg, E. (2005). Increasing narrative language skills in children with learning disabilities. *Michigan Journal of Teacher Education*, 2(2), 30-34.

Ruegg, E. (2003). Social competence, transition plans and children with learning disabilities. *Essays in Education*, 7. Retrieved August 3, 2005, from <http://www.usca.edu/essays/vol7fal12003.html>

Courses taught: (relevant to EEI Specialist)

SE 501- Introduction to Special Education

SE 517 Language and Exceptional Children and Youth

SE 518 — Organization and Management of Instructional Behaviors and Environments

Courses that could be taught: (relevant to EEI Specialist)

ECSE 702 Child Development 2

ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs

ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Sunwoo Shin, Ed. D

Position:

Associate Professor

Office:

420E Pawley Hall

Office Phone:

(248) 370-2621

Degrees — School:

2004	Ed.D	University of Memphis
1998	M.A.Ed.	
1990	B.A.	Hanyang University

Research Interest:

Cultural Special Education

Art Education

Publications: (no more than 5)

2006 Koh, M., & Shin, S. (in-press). The Perception and Attitudes of Korean Immigrant parents. *International Journal of Curriculum and Leadership*

2006 Shin, S. & Koh, M. (in-press). A Cross-Cultural Study of Teachers' Beliefs and Strategies on Classroom Behavior Management in Urban American and Korean School Systems Education and Urban Society

2005 Shin, S. & Koh, M. (2005). Korean education in cultural context. *Essays in Education*. V. 14 Summer 2005

2005 Koh, M. & Shin, S. (2005). Korean immigrant parents perceptions on educating their children in America. *International Association of Special Education Conference Proceeding*.

2004 Koh, M., Clark, K., & Shin, S. (2004). Preparing preservice teachers for inclusion. *The Asia-Pacific Journal of Inclusive Education*. v. 1. P. 25-42

Courses taught: (relevant to EEI Specialist)

SE 355 Identifying Learning & Behavior Problems

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundations of Early Interventions

ECSE 706 Intervention Strategies and Inclusion Practices 2. Early Elementary Programs

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

Ronald Swartz

Position:

Professor

Office:

425F Pawley Hall

Office Phone:

248-370-3078

Degrees — School:

1971	Ph.D.	New York University
1967	B.A.	University of Illinois

Research Interest:

Philosophy in Education

Democratic Ideals in Education

Publications: (no more than 5)

Swartz, R. (1995). Children Dying with Dignity: Another Remembrance of Janusz Korczak. in George W. Stickel and David B. Owen (Eds.), Proceedings of the Annual Meetings of the Midwest Philosophy of Education Society (pp. 121-124). Published by the Society 1993-94.

Swartz, R. (1999). Education for Freedom from Socrates to Einstein and Beyond. In Gerhard Zecha (Eds.), Critical Rationalism and Educational Discourse. (pp. 36-59). Rodopi.

Swartz, R. (1998). Reconsidering the Prescribed Curriculum. In Ian Winchester (Eds.), Proceedings from History & Philosophy of Science and Science Teaching Group Conference. (See below for second reference).

Swartz, R., Lents, L., & Winchester, I. (Eds.). (1999). Reconsidering the Prescribed Curriculum. In Joanna Swann and John Pratt (Eds.). Improving Education: Realist Approaches to Method and Research (pp. 101-108). Cassell.

Swartz, R. (1999). Searching for Teacher Education Programs that are Consistent with Democratic Ideals: A Response to Professor Fenstermacher. In Micheal A Oliker (Ed.), Proceedings of the 1997-1998 Midwest Philosophy of Education Society (pp. 23-26).

Swartz, R. (1999). Homer Lane and Paul Goodman: Two Often Forgotten Socratic Educational Reformers," In Micheal A Oliker (Ed.), Proceedings of the 1997-1998 Midwest Philosophy of Education Society (pp. 333-346).

Courses taught: (relevant to EEI Specialist)

TDES 215

Courses that could be taught: (relevant to EEI Specialist)

ECSE 700 Ecological Foundation of Early Intervention

ECSE 707 Applied Research and Leadership in Early Education and Intervention

**SCHOOL OF EDUCATION
EARLY EDUCATION AND INTERVENTION PROPOSAL
FACULTY QUALIFICATION INFORMATION**

Name:

LUKE YIHCHOU TSAI, M.D.

Position:

Visiting Professor of Education.

Office:

425B Pawley Hall

Office Phone:

248-370-4164

Degrees — School:

1970 M.D. Taipei: Medical University Medical School

Research Interest:

Genetic and follow-up study of Autistic Disorder

Follow-up study of schizophrenia in childhood

Parental mental health of mentally ill children

Brain imaging studies in child psychiatry

Neuropsychological and neurophysiological impairments in children with mental illness

Psychopharmacological treatment in Developmental Disorders

Publications: (no more than 5)

Tsai, L.Y. & Tsuang, M.T.: Computerized tomography and skull x-ray: Relative efficacy in detecting intracranial disease. *American Journal of Psychiatry*. 1978, 135: 1556-1557.

Tsai, L.Y. & Tsuang, M.T.: The mini-mental state test and computerized tomography. *American Journal of Psychiatry*, 1979, 136: 436-439.

Tsai, L.Y. & Tsuang, M.T.: Relative efficacy of computed tomography and radionuclide scan in the diagnosis of organic brain syndrome. *Biological Psychiatry*, 1980, 15: 141 - 145.

Tsai, L., Stewart, M.A. & August, C.: Implication of sex differences in the familial transmission of infantile autism. *Journal of Autism and Developmental Disorders*, 1981, 2: 165-173.

August, G., Stewart, M.A. & Tsai, L.Y.: The incidence of cognitive disabilities in the siblings of autistic children. *British Journal of Psychiatry*, 1981, 138: 416-422.

Courses taught: (relevant to EEI Specialist)

SE 590 Co-morbid conditions with Autism Spectrum Disorder

SE 559 Overview of Autism Spectrum Disorder

Courses that could be taught: (relevant to EEI Specialist)

ECSE 701 Child Development 1

ECSE 702 Child Development 2

ECSE 704 Law, Policy, and Practice in the Education of Young Children with Special Needs

Appendix E

Interview Protocol - Telephone Interview Questions

1. In your organization what kinds of professionals need more preparation in the intersection between early childhood education and special education to provide effective early intervention for children and families?
2. What kinds of preparation do these professionals need? (How to work with families? Assessment and evaluation, Utilizing community resources, Building strong teams, Collaboration with other programs, Generating programs and policy.
3. In your opinion how important would it be for professionals working in early care and education to gain greater knowledge in the following areas?
 - Knowledge of early childhood development – theory and research, including children with typical and atypical development, special needs, developmental, environmental, and socioeconomic risks, disabilities
 - Knowledge of early childhood educational practices, including inclusion
 - Knowledge of special education practices, including assessment and evaluation
4. What kinds of opportunities do these professionals in your organization currently have to learn about these areas?
5. Outside of your organization what types of professionals do you believe have a need for greater knowledge in both early childhood and special education?
6. In what ways do you feel this preparation might help professionals in their collaborative work with families and other professionals.
7. In your opinion how immediate is the need for professionals in your field to have individuals with this type of preparation? (current need, changes in NAEYC, IDEA)
8. Would you consider hiring someone with an Education Specialist degree in Early Education and Intervention?
9. What position/role do you believe an individual with this specialist degree could have in your organization? If it is an existing position how might their role differ because they have a specialist degree with a focus on early education and intervention?
10. In your opinion how would you suggest we market this degree? Would you help us market this degree?

Appendix F

SUMMARY OF TELEPHONE INTERVIEW RESPONSES

1. Those interviewed indicated a wide range of professionals who needed additional preparation to provide effective early intervention for children and families. Frequently they reported their staff has one specialty area or the other, but rarely both special education and early childhood. Professionals needing more preparation included:
 - Principals, teachers (both special education and general education), teacher consultants, P.T., O.T., Speech, Social Work and community support personnel
2. When asked what type of preparation was needed individual responses included the type of content that would be included in a teacher preparation programs such as:
 - Knowledge of child development, social emotional development assessment, adapting classroom environments or partnering with families.However respondents also included preparation that might be more typical of an administrative preparation program such as:
 - Supervision of personnel and programs, analyzing data, grant writing, knowledge of IDEA and legal issues, policy
3. Without exception those interviewed felt that it was important for professionals working in early care and education to acquire additional knowledge in early childhood development, early childhood practices and special education practices. Words such as “important”, “critical”, “extremely important”, “absolutely needed”, or “crucial” were used to describe the need for knowledge in all three areas.
4. When asked what types of opportunities professionals in their organization currently have to acquire additional knowledge in early childhood development, early childhood practices and special education practices interviewees responded:
 - Statewide initiatives, professional development, training through the ISD, speakers, conferences, special certificates such as Infant Mental Health.
 - Several individuals felt that there were not enough opportunities for trainings and that the training was not always at a convenient time.
5. When asked which professionals outside of their organization needed more information in early childhood and special education some of the same professionals named in question #1 were given. However they also included:
 - Members of the medical community, Head Start disability coordinators, staffs from outside agencies, curriculum specialists, directors of special education, ISD professionals, administrators of preschool programs
6. The interviewees were asked how this type of preparation would help professionals in their collaborative work with families and other professionals. Their answers addressed

- the need for professionals to have the “same level of knowledge” and an increase in their “knowledge base.” Some believed this would lead to a “more sharing of knowledge between professionals.” Several individuals indicated that this preparation would provide professionals more “exposure to community resources” to help families. Others believed this level of training would lead to a “deeper understanding” of the issues particularly those that affect parents.
7. All of those asked agreed that the need for professionals within their organization to have this type of training was immediate. Many supported their answers by identifying initiatives such as NCLB, IDEA, universal preschool and the Early Childhood Investment Corporation.
 8. Asked if they would consider hiring a person with an Ed Specialist degree in Early Education and Intervention 10 of 13 individuals said yes. The others cited specific hiring requirements by their organization such as certifications or supervisory credentials. One individual felt there needed to be a practicum experience associated with the degree.
 9. The interviewees suggested individuals who had the EE&IS degree would be qualified for the following positions:
 - Community education professionals, trainers, consultants, early intervention specialists, managers of early childhood programs at the state level, disabilities coordinator, or positions at an ISD
 - Some felt that the positions would not be new positions in their organization but the added training would enhance the quality of the programs associated with the position.
 10. Marketing resources included:
 - Oakland Schools-ISD training, MiAEYC. MiDEC membership, Master students – alumni database, Great Start, Community agencies such as United Way, School Districts, Head Start, 4C, Federal program list serves
 - Other comments –
 - i. Look for bilingual candidates
 - ii. Market as a collaborative program
 - iii. Use electronic brochures
 - iv. Include private schools in the marketing
 - v. Use State Performance Plans as evidence of the need
 - vi. Do not neglect the mental health focus or the infant toddler areas.

Appendix G

Electronic Survey

Introduction to the Survey

The Human Development and Child Studies Department at Oakland University is developing a post-master's Education Specialist degree in Early Education and Intervention. The purpose of this survey is to help the development team assess both the interest of professionals in this degree and the educational needs of future students.

The Early Education and Intervention degree is designed to prepare professionals who are current or future leaders in early childhood, special education, or related fields. The coursework, seminars, and field projects will be comprehensive, including theory, development, curriculum, assessment and educational practices from the fields of both early childhood and early childhood special education.

All courses in this program will be developed and taught by teams of early childhood and special education faculty. This blended knowledge will be the foundation that prepares the Early Education and Intervention Specialist to collaborate with other professionals to develop programs, services, and policies for children, families, educators, and human service personnel. It is anticipated that graduates with this degree will assume leadership positions in a variety of settings such as early childhood settings, public and private schools, higher education, hospitals, community agencies or state level positions.

Your participation will be invaluable as Oakland University moves forward with the degree development. This survey should take about 10 minutes to complete. Thank you.

Early Education and Intervention Education Specialist Degree*Where do you live?*

- Oakland County Macomb County Wayne County Genesee County
- Lapeer County Other County (please specify) _____

What is your age?

- 24 years or younger
 24-34 years
 35-44 years
 45-54 years
 55-64 years
 65 years or older

Employment Information

Are you employed? Yes No

If yes, What is the type of organization where you are employed? (e.g., hospital, public school, community agency) _____

What position do you hold in the organization? (e.g., educator, administrator, supervisor)

How long have you worked in your current field? (counting all professions and roles)

If yes, What is the type of organization where you are employed? (e.g., hospital, public school, community agency) _____

What position do you hold in the organization? (e.g., educator, administrator, supervisor)

How long have you worked in your current field? (counting all professions and roles)

- Less than one year
 1-3 years
 4-5 years
 6-10 years
 11-15 years
 16-20 years
 21 years or more

Education Information

Do you have a Bachelor's Degree?

- No
 Yes

If yes, in what field is your Bachelor's degree? (e.g., Social Work, Psychology, Early Childhood, Special Education, Elementary Education) _____

Do you have a Master's Degree?

No

Yes

If yes, in what field is your Master's degree? (e.g., Social Work, Psychology, Early Childhood, Special Education, Elementary Education) _____

Do you have an Education Specialist Degree?

No

Yes

If yes, in what field is your Education Specialist degree? (e.g., Social Work, Psychology, Early Childhood, Special Education, Elementary Education) _____

Do you have a Doctoral Degree?

No

Yes

If yes, in what field is your Doctoral Degree? (e.g., Social Work, Psychology, Early Childhood, Special Education, Elementary Education) _____

Do you hold any other type of degree?

No

Yes

If yes, in what field is your degree? (e.g., Medical degree or Law degree)

Credentials

Do you currently have a teaching certificate?

No

Yes

If yes, please specify: _____

Are there endorsements on your teaching certificate?

No

Yes

If yes, please identify endorsement areas: _____

Do you currently have an administrative credential?

No

Yes

If yes, please specify: _____

Do you currently have any other type of credential or certificate related to your field? (e.g. Infant Mental Health)

No

Yes

If yes, please specify: _____

Course Content

Please indicate your **NEED** for additional knowledge in the area of **TYPICAL AND ATYPICAL CHILD DEVELOPMENT** by marking each of the numbered topic areas as low, medium or high priority.

	LOW	MEDIUM	HIGH
Theories of child development	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Brain development	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Progression of typical child development	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Impact of a disability on development	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Causes of atypical development	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Knowledge of disability types	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Please indicate your NEED for additional knowledge in the area of ASSESSMENT by marking each of the areas below as a low, medium or high priority			
Best practices regarding assessment for young children	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Screening and assessment tools for young children	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
The relationship between screening and assessment	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Assessment for initial evaluation	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Assessment for planning instruction	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Assessment for progress monitoring	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
The role of the family in screening and assessment	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Please indicate your **NEED** for additional knowledge in the area of **PROGRAM**

ADMINISTRATION by marking each of the areas below as a low, medium or high priority.

	LOW	MEDIUM	HIGH
Individuals with Disabilities Education Act (IDEA) legal mandates	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Collecting and interpreting student outcome data	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Federal and state funding	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
National Association for the Education of Young	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Children (NAEYC) developmentally appropriate practice			
Division of Early Childhood (DEC) recommended practices	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Classroom assessment	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Program assessment	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
State licensing requirements	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Please indicate your **NEED** for additional knowledge in the area of **WORKING WITH FAMILIES** by marking each of the areas below as a low, medium or high priority.

	LOW	MEDIUM	HIGH
Family-centered practice	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Impact of a disability on the family	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Building positive parent family relationships	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Effective	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

communication and information sharing			
Family advocacy	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Please indicate your **NEED** for additional knowledge in the area of **SERVICE DELIVERY** by marking each of the areas below as a low, medium or high priority.

	LOW	MEDIUM	HIGH
Early childhood curriculum models	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Intervention strategies for children with special needs	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Early childhood inclusion	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Early intervention in natural environments	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Dev./implementing of Individual Education Plans (IEP) and Individual Family Service Plans (IFSP)	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH

Assistive technology	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
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Please indicate your **NEED** for additional knowledge in the area of **SERVICE COORDINATION**

by marking each of the areas below as a low, medium or high priority.

	LOW	MEDIUM	HIGH
Accessing resources and information	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Early childhood/early childhood special education collaboration	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Interagency collaboration	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Developing and implementing effective transition plans (ie. Part C to Part B and Part B to Kindergarten)	<input type="radio"/> LOW	<input type="radio"/> MEDIUM	<input type="radio"/> HIGH
Student Preferences			

Please indicate your preference for course delivery. (Check all that apply)

Online

On campus

Combination online & on campus

What time is best for you to attend classes? (Check all that apply)

Days

Evenings

Weekends

What barriers might keep you from enrolling in this program? (Check all that apply)

Family responsibilities

Financial responsibilities

Distance to Oakland University

Job responsibilities

Other (please specify): _____

Thank You!

Thank you for taking the time to complete this survey concerning the development of an Early Education and Intervention Education Specialist degree at Oakland University. Your input will be valuable to the development team. If you are interested in the program as a potential student, please complete the contact information form so the development team can keep you informed.

Interest in Early Education and Intervention program at Oakland University

Contact information form

Name: _____ Organization _____

Address: _____ City/Town _____ State ____ Zip _____

Email 1 _____ Email 2 _____

Phone 1 _____ Phone 2 _____

Appendix H
SUMMARY OF NEEDS AND INTEREST SURVEY
EEI SPECIALIST DEGREE

A total of 71 individuals completed the survey. **Forty-one** individuals were interested in the program as a potential student and provided their contact information.

Course Delivery:

Location:

- 69% - Combined online and on campus
- 33% - Online
- 11% - On campus

Time:

- 3% - Days
- 93% - Evenings
- 53% - Weekends

People Responding to the Survey

- **Employed** – 96%
 - 70% were from public school employees
 - 15% were from higher education position
 - 10% were from private schools
 - Others included – ISD, agency, State of Michigan
- **Positions Held**
 - 63% - Teachers
 - 15% - Directors/Administrative
 - 10% - Higher Education
- **Teaching Certificates**
 - 71% Hold Teaching Certificates
- **Degrees - BA**
 - 39% - Elementary Education
 - 28% - Special Education
 - 14% - Early Childhood
 - Others included – Criminal Justice, Music, Psychology, English

- **Degree - MA**
 - 32% - Special Education
 - 48% - Early Childhood
 - Other included – Ed. Leadership, Administration, Curriculum & Instruction, Reading

- **Other Degrees**
 - 7/71 had Ed. Specialist Degrees
 - 2/71 had Ph.D.
 - 6/71 had Administration Credentials (K-12 Admin., Supervisor Sped.)

- **Course Content**
 - Areas that stood out as a “need” from those who completed the survey
 - Impact of disability on development
 - Causes of atypical development
 - Brain development

 - Screening and assessment tools for young children
 - Progress monitoring

 - Collecting and interpreting student outcome data
 - State and federal funding issues
 - DEC recommended practices

 - Intervention strategies
 - Inclusion
 - Early intervention in natural environments
 - Assistive technology

 - Accessing resources and information
 - Collaboration – EC & ECSE

Appendix I

NAEYC Standards and Proposed EEI Course Content

NAEYC RECOMMENDATIONS	EEI PROPOSED COURSE CONTENT
<p>Promoting Child Development and Learning Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>ECSE 701 Child Development I ECSE 702 Child Development II</p>
<p>Building Family and Community Relationships Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</p>	<p>ECSE 700 Ecological Foundations of Early Intervention</p>
<p>Observing, Documenting, and Assessing to Support Young Children and Families Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices I, Birth to 5 programs EC/SPEC 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>
<p>Teaching and Learning Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices I, Birth to 5 programs EC/SPEC 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>
<p>Growing as a Professional Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>ECSE 703 Collaboration and Consultation in Early Intervention ECSE 707 Applied Research and Leadership in Early Education and Intervention</p>
<p>Cultural Competence Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.</p>	<p>ECSE 700 Ecological Foundations of Early Interventions</p>
<p>Knowledge and Application of Ethical Principles Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.</p>	<p>ECSE 704 Law, Policy and Practice in the Education of Young Children with Special Needs ECSE 707 Applied Research and Leadership in Early Education and Intervention</p>
<p>Communication Skills Advanced program candidates possess a high level of</p>	<p>ECSE 703 Collaboration and Consultation in Early Intervention</p>

oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.	
Mastery of Relevant Theory and Research Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.	ALL courses
Skills in Identifying and Using Professional Resources Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.	ECSE 703 ECSE 705 & ECSE 706 Intervention Strategies and Inclusion Practices ECSE 707 Applied Research and Leadership in Early Education and Intervention
Inquiry Skills and Knowledge of Research Methods Using systematic and professionally accepted approaches, Advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.	ECSE 707 Applied Research and Leadership in Early Education and Intervention
Skills in Collaborating, Teaching and Mentoring Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles	ECSE 703 Collaboration and Consultation in Early Intervention ECSE 707 Applied Research and Leadership in Early Education and Intervention
Advocacy Skills Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.	ECSE 704 Law, Policy and Practice in the Education of Young Children with Special Needs ECSE 707 Applied Research and Leadership in Early Education and Intervention
Leadership Skills Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.	ECSE 707 Applied Research and Leadership in Early Education and Intervention See description above

Appendix J

DEC Standards and Proposed EEI Course Content

CEC STANDARDS	EE&I PROPOSED COURSE CONTENT
<p>Foundations</p> <p>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>	<p>ECSE 700 Ecological Foundations of Early Interventions</p> <p>ECSE 704 Law, Policy and Practice in the Education of Young Children with Special Needs</p>
<p>Development and Characteristics of Learners</p> <p>Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community</p>	<p>ECSE 701 Child Development I</p> <p>ECSE 702 Child Development II</p>
<p>Individual Learning Differences</p> <p>Special educators understand the effects that an</p>	<p>ECSE 700 Ecological Foundations of Early Intervention</p>

<p>exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p>	<p>ECSE 701 Child Development 1</p> <p>EC/ SPED 702 Child Development 2</p>
<p>Instructional Strategies Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula³⁷ and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs</p> <p>ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>
<p>Learning Environments and Social Interactions Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs</p> <p>ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>

<p>educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p>	
<p>Language Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p>	<p>ECSE 702 Child Development 2</p>
<p>Instructional Planning Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs</p> <p>ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>

<p>educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>	
<p>Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments</p>	<p>ECSE 705 Intervention Strategies and Inclusion Practices 1, Birth to 5 programs</p> <p>ECSE 706 Intervention Strategies and Inclusion Practices 2, Early Elementary Programs</p>
<p>Professional and Ethical Practice Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</p>	<p>ECSE 703 Collaboration and Consultation in Early Intervention</p> <p>ECSE 704 Law, Policy and Practice in the Education of Young Children with Special Needs</p> <p>EC 707 Applied Research and Leadership in Early Education and Intervention</p>

<p>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>	
<p>Collaboration</p> <p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures the needs of individuals with ELN are addressed throughout schooling. Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Sp. educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Sp. educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p>	<p>ECSE 703 Collaboration and Consultation in Early Intervention</p> <p>EC 707 Applied Research and Leadership in Early Education and Intervention</p>

	Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Budget 2014-2015	Budget 2015-2016
Revenue Variables					
Headcount	15	30	45	45	45
Total credit hours in program	240	480	540	540	540
Tuition Rate per credit hour	540.50	540.50	540.50	540.50	540.50
Revenue Tuition	129,720	259,440	291,870	291,870	291,870
Total Revenue	129,720	259,440	291,870	291,870	291,870
Expenses					
Salaries/Wages					
Faculty Inload					
Faculty Salaries					
Faculty Overload					
Part-time Faculty					
Visiting Faculty					
Administrative					
Administrative-IC					
Clerical		3,600	3,600	3,600	3,600
Wages					
Student					
Grad. Asst. (stipend)			14,000	14,000	14,000
Out of Classification					
Overtime					
Total Salary Expenses	0	3,600	17,600	17,600	17,600
Fringe Benefits	0	288	288	288	288
Total Salary & Fringe Benefits	0	3,888	17,888	17,888	17,888
Operating Expenses					
Supplies & Services					
Assessment Lab	2,986	3,242	749	500	500
Graduate Assistant Tuition			8,648	8,648	8,648
Telephone	400	400	400	400	400
Equipment		2,500			
Library	3,700	2,320	2,502	2,700	2,915
Total Operating Costs	7,086	8,462	12,299	12,248	12,463
Total Expenses	7,086	12,350	30,187	30,136	30,351
Net Income/Loss	122,634	247,090	261,683	261,734	261,519

Early Education and Intervention / Education Specialist Program

Revised Budget - March 2011

Budget Line Item Justifications

Revenue Variables

Cohorts of 15 (Revenue)

Year 1	Year 2	Year 3	Year 4	Year 5
15 students (C1)	15 (C1) + 15 (C2)	15(C1) +15(C2) +15 (C3)	15 (C2) +15 (C3)=15 (C4)	15 (C3)+15 (C4) +15(C5)
16 credits 4 fall, 4 winter, 4 S01, 4 S02 =240credits x\$540.50/cr =\$129,720	16 cr + 16 cr 240 +240 +480cr =480 credits x\$540.50/cr = \$259,440	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$540.50/cr =\$291,870	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$540.50/cr =\$291,870	4 cr + 16 cr + 16 cr 60 +240 + 240 =540cr 540credits x \$540.50/cr =\$291,870

Expenses

Salary Expenses	Fringe Benefits
Clerical (starts in year 2) \$15/hour/(5 hr/week) =\$3600	Fringe current rate: 8% = (steady years 1-5)
Graduate Assistant (Doctoral TA) Stipend (starts in year 3) \$14,000 ((\$7000 Fall, \$7000 Winter)	Fringe current rate: NONE

Operating Expenses

Supplies and Services

Assessment Lab (See appendix A2 for list of assessment tools)

\$2986 (year 1), \$3242 (year 2), \$749 (year 3) \$500 (year 4) \$500 (year 5)

Graduate Assistant Tuition 8 credits (fall) + 8 credits (winter) x graduate tuition rate /credit hour

Phone \$400

Equipment Laptop clerical (year 2) \$2500

Library See appendix D of Library Section of proposal