OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 538

A. Catalog Entry

EDSP 538: Program Management in Early Childhood Special Education
Abbreviation: (PROG MGNT ECSE)

Three hours lecture (3).

Prerequisites: EDSP 360, 361 or 651 or permission of the instructor.

Course Description:
Addresses administrative aspects of service delivery systems for young children with disabilities or at-risk conditions and their families. Examines legal requirements, funding mechanisms, service coordination, resource acquisition, interagency coordination, integration with peers without disabilities, child find, transition facilitation, professional development and program evaluation. Includes techniques for working with children, families, educators, related services providers and other human service professionals.

B. Detailed Description of Content of Course

EDSP 538 is a required course in the Master of Science Degree in Special Education Early Childhood Special Education option. Students gain knowledge and skills in administrative aspects of service delivery to infants, toddlers, and young children with disabilities or at-risk conditions and their families. The course will include the study of legal requirements, funding mechanisms, service coordination, resource acquisition, interagency coordination, integration with peers without disabilities, child find, transition facilitation, and program evaluation. Techniques for working with children and families, general and special education teachers and administrators, related services providers, and other human services professionals will be addressed. Culturally-competent, family-centered service delivery, collaboration, and the use of technology to access resources will be integrated throughout the course. Additionally the course addresses:

- Historical perspectives and current issues and trends in services to infants, toddlers, and young children with disabilities or at-risk conditions and their families, including eligibility categories and accessing services in parts B and C of the Individuals with Disabilities Education Improvement Act (IDEIA), placement options, funding, and administrative oversight for services

- Legal aspects of services for infants, toddlers, and young children with disabilities and their families, including IDEIA, Americans with Disabilities Act, Section 504 of the Rehabilitation Act, case law, and Virginia Special Education Regulations and policies and procedures for early intervention

- Early intervention and special education processes including child find, child study and screening referral, evaluation, eligibility determination, development of IFSP or IEP, placement, ongoing evaluation and assessment, and exiting services
Placement options for young children, including least restrictive (LRE) and natural environments (NE), history of LRE and NE implementation, service delivery models, consultation and collaboration, planning for inclusion, and interagency and intra-agency coordination and agreements

Development and implementation of program evaluation and family involvement in program evaluation

Transition from EI to ECSE including issues, legal requirements, referral, and strategies for preparing the child and family

Service coordination including models of service coordination, the role of the service coordinator, legal requirements, and enabling and empowering families, including families with diverse culture and language

Accessing national, state, and local information resources, training and technical assistance resources, and obtaining information through the internet

Procedural safeguards in Parts B and C of IDEIA including parental rights and responsibilities, mediation, due process hearings and complaint procedures

Professional roles and responsibilities in professional organizations, advocacy, and providing inservice training

Graduate students enrolled in EDSP 538 concurrently with EDSP 438 will document completion of additional readings and projects applying course material to their current ECSE position.

C. Detailed Description of Conduct of Course

Instructional strategies will include: lecture, discussion, audiovisual and web-based technologies, case studies, guest speakers, and readings.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical content knowledge and skills for teacher candidates and 1g: Professional dispositions for all candidates.

Objectives below also include the following standards:

- Council for Exceptional Children (CEC/DEC) Common Core Standards in Standard # 1: Foundations (CC/EC 1); Standard # 4: Instructional Strategies (CC/EC 4); Standard #8: Assessment (CC/EC 8); Standard #9: Professional and Ethical Practice (CC/EC 9); Standard 10: Collaboration (CC/EC 10)
- Virginia Department of Education (VDOE) Licensure standards
  - Special Education: Early Childhood (birth through age 5): Competency 2: Foundation of Legal Aspects; Competency 10: Family-Centered Intervention
Upon successful completion of EDSP 538, students will . . .

(Italics codes: CEC/EC = Council for Exceptional Children/Early Childhood; VDOE SE-ECSE = Virginia Department of Education ECSE competencies; VDOE Pro = Virginia Department of Education Professional Studies competencies)

1. Demonstrate knowledge of the national and state requirements for early childhood special education in the implementation of IDEIA, including regulations, judicial mandates, legal decisions, and policy issues. (CEC/EC EC1K3; VDOE SE-ECSE 2a, b, c; VDOE Pro 4)

2. Describe the Early Intervention (EI) and Special Education processes including child find, child study and screening, referral, multidisciplinary evaluation, eligibility determination, development of IFSP or IEP, placement/services, ongoing evaluation and assessment, and exiting services. (CEC/EC CC8K3; VDOE SE-ECSE 2d)

3. Demonstrate knowledge of funding for services under IDEIA and other state and federal legislation. (CEC/EC EC1K3; VDOE SE-ECSE 2a, d; VDOE Pro 4)

4. Demonstrate understanding of procedural safeguards in IDEIA. (CEC/EC EC1K3; VDOE SE-ECSE 2d, 10; VDOE Pro 4)

5. Identify the rationale for integration/inclusion both at the system and child levels, the benefits, and barriers and supports to implementation. (CEC/EC CC4S1, EC1K2; VDOE SE-ECSE 2)

6. Identify and describe exemplary models of inclusion and explain the relative strengths and weaknesses of each. (CEC/EC CC4S1, EC1K2; VDOE SE-ECSE 2a)

7. Exhibit a thorough understanding of the procedures used in successful development of inclusive service delivery options. (CEC/EC CC4S1, CC10S6, EC1K2; VDOE SE-ECSE 2)

8. Demonstrate an understanding of the various roles in ECSE service delivery including serving as a consultant, using a consultant, and collaborating with paraprofessionals, related services providers, and administrators. (CEC/EC CC10K1, EC10S4, EC10S6; VDOE SE-ECSE 2)

9. Describe the role of the service coordinator in EI, models of service coordination, and recommended service coordination practices for infants and toddlers and their families. (CEC/EC CC10S3, EC10S4, EC10S6; VDOE SE-ECSE 2)

10. Use internet and other technology to identify state and national resources, agencies, and organizations related to service delivery in ECSE, and options for participation, service, and advocacy. (CEC/EC CC1K3, EC8S4; VDOE SE-ECSE 2)

11. Identify steps in developing and evaluating child find programs for children ages birth through five. (CEC/EC CC1K5; VDOE SE-ECSE 2d)

12. Demonstrate knowledge of transition planning for young children with disabilities and their families. (CEC/EC EC10S1; VDOE SE-ECSE 10)
13. Develop processes for formative and summative evaluation of early intervention/ECSE programs and program components. (*CEC/EC CC9S11, EC9S7; VDOE SE-ECSE 2d*)

14. Demonstrate understanding of needs assessment, planning, implementing, and evaluating inservice training and professional development plans. (*CEC/EC CC10S8, EC9S8*)

15. Access and critically apply research and recommended practices. (*CEC/EC CC9K4, EC9S7*)

16. Seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (*CEC/EC CC9K4, EC9K1*)

17. Demonstrate sensitivity to the primary culture and individual differences of children, families, and professionals during all contacts. (*CEC/EC CC9S6; VDOE SE-ECSE 10a, b*)

18. Demonstrate professional behaviors in interactions with course instructor, classmates, children and families, and professionals within the community. (*CEC/EC CC9S1, CC9S2, CC9S4*)

**E. Assessment Measures**
- 3 Exams
- 2 Case study and family interview application assignments on multicultural issues
- Search and evaluate online resources
- Literature reviews on early intervention program design and family-based interventions
- Key NCATE Performance Assessment: “Evaluation of Recommended Practices in Site Based Settings”

**F. Other Course Information**
This course is included in the Virginia Consortium for Early Childhood Special Education funded by the Virginia Department of Education and is offered in cooperation with the Radford University’s consortium partner, Lynchburg College. This course may also be offered concurrently with EDSP 438.