A. Catalog Entry
EDSP 438: Program Management in Early Childhood Special Education
Abbreviation: (PROG MGNT ECSE)
Three hours lecture (3)
Prerequisites: EDSP 360 or EDSP 361 and a minimum G.P.A. of 2.5

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 services professionals.

B. Detailed Description of Content of Course
Designed to provide students with 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.

I. Services to Infants, Toddlers, and Young Children with Disabilities or At-Risk Conditions and Their Families
   A. Eligibility Categories
   B. Placements
      1. Historical Perspectives
      2. Current Issues and Trends
II. Legislative Aspects of Services for Infants, Toddlers, and Young Children with Disabilities and Their Families
   A. Individuals with Disabilities Act
   B. Virginia Regulations
   C. Americans with Disabilities Act
   D. Section 504 of the Rehabilitation Act
   E. No Child Left Behind
III. Developing Placement Options for Young Children
    A. Least Restrictive and Natural Environments
    B. Service Delivery Models
    C. Consultation and Collaboration
    D. Planning for Inclusion
    E. Choosing Quality Placement Options
    F. Interagency and Intra-agency Coordination and Agreements
1. Virginia Preschool Initiative
2. Title 1 Preschool Programs
3. LEA-funded Options
4. Head Start and Early Head Start
5. Even Start
6. Child Care and Preschool Programs

IV. Program Evaluation
   A. Development and Implementation of a Program Evaluations
   B. Family Involvement in Program Evaluation
   C. Program Evaluation Instruments

V. Child Find
   A. Legal Requirements
   B. Interagency Coordination
   C. Development of Child Find Campaigns

VI. Programmatic Transition
   A. Issues
   B. Legal Requirements
   C. Referral
   D. Strategies
      1. Sending Program
      2. Receiving Program
   E. Preparing the Child and Family

VII. Understanding Administration of Special Education in Public Schools

VIII. Service Coordination
   A. Role of the Service Coordinator
   B. Legal Requirements
   C. Enabling and Empowering Families

IX. Accessing Resources
   A. National, State, and Local Information Resources
   B. National, State and Local Training and Technical Assistance Resources
   C. Obtaining Information through the Internet
   D. Strategies for Accessing Resources

X. Due Process
   A. Due Process Hearings
   B. Complaint Procedures
   C. Mediation

XI. Professional Roles and Responsibilities
   A. Professional Organizations
   B. Participation
   C. Service
   D. Advocacy
   E. Personal Professional Development Plan
   F. Providing Inservice Training
   G. Needs Assessment
   H. Adult Learning
   I. Planning
   J. Implementing
   K. Evaluating

C. Detailed Description of Conduct of Course
Instructional strategies will include lecture, demonstration, discussion, audiovisual materials, use of technology, formal and informal writing, case studies, cooperative learning groups, and guest presentations.

D. Goals and Objectives of the Course
Goals, objectives, and assignments in the class address NCATE Standards and 1b: Pedagogical content knowledge and skill 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
    - Standard 1: Foundations (CC/EC1)
    - Standard 5: Learning Environments and Social Interactions (CC/EC5)
    - Standard 7: Instructional Planning (CC/EC7)
    - Standard 8: Assessment (CC/EC8)
    - Standard 9: Professional and Ethical Practice (CC/EC9)
    - Standard 10: Collaboration
- National Association for the Education of Young Children Standards
  - Standard 1: Promoting Child Development and Learning
  - Standard 2: Family and Collaboration
  - Standard 5: Becoming a Professional
- Virginia Department of Education (VDOE) Licensure standards
  - Special Education: Early Childhood (birth through age 5)
    - Competency 8: Consultation
    - Competency 10: Family-centered

Interdisciplinary Studies Early Childhood Education/Early Childhood Special Education (IDEC) competencies identified in the course objectives were developed to organize standards from six national and state specialty professional areas for which a crosswalk is provided.

Upon successful completion of EDSP 438, students will . . .
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. (IDEC 6.6)
2. Demonstrate knowledge of funding for services under IDEIA and other state and federal legislation. (IDEC 6.6)
3. Demonstrate understanding of due process procedures in IDEIA. (IDEC 6.6)
4. Articulate the historical, philosophical, and ethical basis for services to young children with special needs. (IDEC 6.6)
5. Demonstrate comprehension of early childhood service delivery systems including child care, preschool, Head Start, Title 1, Even Start, Virginia Preschool Initiative, early childhood special education, and early intervention. (IDEC 6.6)
6. Identify current trends and issues in early childhood education, early childhood special education, and special education. (IDEC 6.6)
7. Identify and communicate elements of quality early childhood services. (IDEC 6.2)
8. Identify the rationale for integration/inclusion both at the system and child levels, the benefits, and barriers and supports to implementation. (IDEC 6.2)
9. Identify and describe exemplary models of inclusion and explain the relative strengths and weaknesses of each. (IDEC 6.2)
10. Possess a thorough understanding of the procedures used in successful models of integration/inclusion. (IDEC 6.2)
11. 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. (IDEC 6.2 and 6.4)
12. Demonstrate knowledge of interagency coordination as applied to administrative aspects of service delivery, including development of interagency agreements, referral, and consultation and collaboration. (IDEC 6.4)
13. Demonstrate knowledge of locating and coordinating needed professional services/resources within a community. (IDEC 6.4)
14. Identify state and national resources, agencies, and organizations related to service delivery in ECSE, and options for participation, service, and advocacy. (IDEC 6.6)
15. Identify steps in developing and evaluating child find programs for the birth through five populations. (IDEC 6.2)
16. Demonstrate knowledge of transition planning for young children with disabilities and their families. (IDEC 2.5)
17. Develop processes for formative and summative evaluation of early intervention/ECSE programs and program components. (IDEC 6.2)
18. Demonstrate understanding of needs assessment, planning, implementing, and evaluating inservice training and professional development plans. (IDEC 6.2)
19. Read and critically apply research and recommended practices. (IDEC 6.7)
20. Demonstrate a sensitivity to the diverse cultures and individual differences of children, families, and professionals during all contacts. (IDEC 2.2)
21. Demonstrate professional behaviors in interactions with course instructor, classmates, children and families, and professionals within the community. (IDEC 6.5)
22. Use technology as a tool for teaching, learning, research, and communication. (IDEC 4.8)

E. Assessment Measures
Students will…
- Complete written exams
- Conduct inclusion interviews and write a reflection
- Key NCATE Performance Assessment: “Students will develop and present a Professional Development In-service.”

F. Other Course Information
None