

Plymouth State University

FACULTY MEETING AGENDA

Wednesday, March 2, 2011
3:35 – 5:00 PM, Heritage Commons

- I. Accept the draft minutes of the December 1, 2010, meeting.** Minutes are available online on the Faculty Governance blog. You will be required to log in to myPlymouth to view the minutes. Use the headings to the left and click on “Faculty Meeting Minutes.” Then, in the right-hand column, click on the link below the title, “Faculty Meeting minutes, December 1, 2010, DRAFT.”

The Faculty Governance Blog may be found at <http://www.plymouth.edu/committee/faculty/> (note that this URL has changed from last year).

II. Reports

- A. Sara Jayne Steen, President (see Appendix A, Page 5)
- B. Julie Bernier, Provost and Vice President for Academic Affairs (see <http://oz.plymouth.edu/~jnbernier/Mar11mnthlyreportfaculty.pdf>)
- C. Terry Downs, Faculty Observer to the Board of Trustees System Personnel Policy (see Appendix B, Page 7)
- D. Terri Dautcher, Chair, Administrator Evaluation Task Force
- E. Anne Lebreche, Chair, Faculty Welfare, (see Appendix C, Page 9)

III. New Business

A. Resolutions of the Standing Committees

None

- B. MOTION from the Education Department (Pat Cantor) to approve the proposed Early Intervention option for the BS in Early Childhood Studies.**

RATIONALE:

There is a serious need at the state, regional, and national levels for well-prepared professionals in the field of Early Intervention, which involves supports and services for children under age 3 with disabilities and their families. This need resulted in the state of NH directing a large component of its American Recovery and Reinvestment Act (ARRA) grant toward the Individuals with Disabilities Act Part C, or Early Intervention. The Early Childhood Studies program secured a portion of this grant to develop a new Early Intervention Option, in consultation with the state Bureau of Developmental Services and area early intervention agencies. The Early Intervention Option is intended to build the pool of highly qualified early intervention professionals. In addition to addressing a state and regional need, the Option also addresses an interest expressed by many early childhood majors for coursework in early intervention.

Students who complete this Option will be eligible to apply for a state Department of Education (Bureau of Development Services) credential as an Early Intervention Specialist, after working for six months in an early intervention setting after graduation and completing a portfolio-based application. The Bureau of Developmental Services sponsored a change in state rules to allow graduates from this program to apply for the Early Intervention Specialist credential after six months instead of the usual two years.

See Appendix D on page 10 for program outline.

C. MOTION from the Education Department (Pat Cantor) to approve the proposed Certificate for Early Intervention.

See *Appendix E on page 11* for program outline.

D. MOTION from the Athletic Council (Wendy Palmquist) to update the Satisfactory Progress Standards for athletes.

Note: the Academic Standards Committee has reviewed these changes.

Satisfactory Progress Standards

Plymouth State University places a high priority on our student-athletes making satisfactory progress toward the completion of their undergraduate degree. Our goal is that involvement in athletics helps ensure that students are on track to graduate. In support of this goal, the Athletic Department has established the following practice:

A review of all student-athletes grades will be conducted by the Compliance Officer at the end of each semester.

- Student-athletes who have attempted fewer than 30 credits must have a minimum 1.75 cumulative grade point average (GPA) to participate in varsity athletics.
- Student-athletes who have attempted 30 or more credits must have a minimum 2.00 cumulative GPA to participate in varsity athletics.

Cumulative credits attempted include all graded, pass/no pass, and transfer courses as well as credit-by-examination.

- In addition to the minimum GPA standard, student-athletes who have attempted 30 or more credits must earn a minimum of 24 credits in each 12 month period to participate in varsity athletics. This 12 month period includes enrolling at PSU, transferring credits to PSU, and earning credits by examination.
- The academic record of student-athletes who transfer to PSU will be reviewed when they enter PSU and each semester they attend. After attempting 24 credits at PSU, they will be held to the same standards of having a minimum 2.00 cumulative GPA and earning a minimum of 24 credits in each 12 month period to participate in varsity athletics.

Student-athletes who are on an approved leave of absence from PSU (as outlined in the academic catalog) will have their 12 month period restart when they return from the leave of absence.

11/29/10

E. MOTION: from the Faculty Welfare Committee (Anne Lebreche) to allow the Chair of the Faculty Welfare Committee to appoint a second Faculty Representative from the Faculty-at-large to the System Policy and Procedure Committee to serve until June 30, 2011.

RATIONALE:

Given the fast paced action being taken on employee benefits this spring, the Faculty Welfare Committee believes PSU faculty need additional representation on the SPPC. The Faculty Welfare Committee will discuss later this Spring if a permanent second representative is warranted, and if that second representative should also come from within Faculty Welfare.

F. MOTION from the Faculty Welfare Committee (Anne Lebreche) that the Faculty approve the following resolution:

We, the Faculty at Plymouth State University, feel it is not equitable that Plymouth State employees suffer cuts in their compensation before the unionized employees at other USNH institutions. For decades and until recently, it has been the policy of the Board of

Trustees not to treat unionized and non-unionized employees differently. It seems we are being penalized for the spirit of cooperation that has always guided interactions between the Faculty and Staff with the Administration and the University System. In that spirit of cooperation, we urge the Board to uphold its commitment to the equitable treatment of unionized and non-unionized faculty.

RATIONALE:

Given the most recent information from the USNH Board of Trustees, University Chancellor, and PSU Administration, non-unionized employees will be facing reductions in medical and retirement benefits in the coming months. The FWC feels it is imperative that the Board be held to its intent to negotiate contracts with unionized personnel that are equitable to those of non-unionized personnel.

G. MOTION from the Nominating & Balloting Cmte. (Christian Roberson) to amend Section 2.1 Definition of Faculty Status of the Faculty Handbook as described below:

PROPOSED WORDING (changes in italics):

Administrators with faculty rank are the following:

President

Provost and Vice President for Academic Affairs

Vice Provost

Associate Vice President for Undergraduate Studies

Associate Vice President for Graduate Studies and Community Outreach

Dean of Library and Academic Support Services

Dean of the College of Business Administration

Dean of the College of Arts and Sciences

Dean of the College of Education, Health, and Human Services

ORIGINAL WORDING:

Administrators with faculty rank are the following:

President

Provost and Vice President for Academic Affairs

Associate Vice President for Undergraduate Studies

Associate Vice President for Graduate Studies and Community Outreach

Director of the Library

H. MOTION from the Nominating & Balloting Cmte. (Christian Roberson) to amend Article III of the Faculty Bylaws as described below:

PROPOSED WORDING (changes in italics):

Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty, *Research Faculty*, or Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a voting participant of the Faculty Welfare Committee for a one-year term.

According to the Faculty Handbook, Section 2.1 Definition of Faculty Status, administrators with academic rank are the President, the Provost and Vice President for Academic Affairs, *the Vice Provost*, the Associate Vice President for Undergraduate Studies, the Associate Vice President for Graduate Studies and Community Outreach, *the Dean of Library and Academic Support Services*, *the Dean of the College of Business Administration*, *the Dean of the College of Arts and Sciences*, and *the Dean of the College of Education, Health, and Human Services*. All such administrators with academic rank are members of the voting faculty. However, of the listed administrators, only *the Dean of Library and Academic Support Services* is eligible to be elected to faculty offices and committees.

ORIGINAL WORDING:

Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty, Faculty-in-Residence, or Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a voting participant of the Faculty Welfare Committee for a one-year term.

According to the Faculty Handbook, Section 2.1 Definition of Faculty Status, administrators with academic rank are the President, the Provost and Vice President for Academic Affairs, the Associate Vice President for Undergraduate Studies, the Associate Vice President for Graduate Studies and Community Outreach, and the Director of the Library. All such administrators with academic rank are members of the voting faculty. However, of the listed administrators, only the Director of the Library is eligible to be elected to faculty offices and committees.

- I. DISCUSSION about exploring non-profit offerings (Terri Dautcher)**
- J. DISCUSSION about Faculty Participation in RecycleMania (Office of Sustainability)**

IV. *Brief Announcements*

Appendix A: President's Monthly Report

21 February 2011

Colleagues,

I have a number of updates to share with you. This report, largely on budget issues, is a long one, but the issues are complex and require context and explanation.

As you know, the state is in deficit and predicting lowered revenues. Last Tuesday, the Governor made his budget recommendations and held USNH's state appropriation to 95% of its current \$100M, or \$95M per year of the biennium. That is good news. The general fund support he recommended, however, is approximately \$77M in FY12 and \$87M in FY13, with the remainder to come from the elimination of the NH Postsecondary Education Commission and the fee revenue generated from the Unique scholarship funds, items that some people already are opposing (and the latter has some impact on our budget, as we would lose that support for students). The House and Senate have yet to make their recommendations, but could recommend funding higher or lower than the Governor's opening recommendations. We are working with the House and Senate committees. **We likely will not know the final level of our state appropriation until June**, but must complete our budget planning before then.

There is also uncertainty at the federal level that could compound problems for our students.

Although the President has recommended that Pell grants, which aid financially needy undergraduate students, stay at \$5,500, House Resolution 1 would lower that grant by \$845 and eliminate Supplemental Educational Opportunity Grants, also for low-income students. The PSU Financial Aid Team is working as we speak to determine the possible impacts of potential changes on our students and our budget for next year. Forty per cent of our undergraduate students this year are first-generation college students, and many students receive aid in various forms.

Through coming together as a campus, and with significant work on the part of many people, we have achieved balanced budgets through this difficult economy because we offer academic excellence and have continued to invest carefully. **We have worked hard on cost containment** -- reworking purchasing contracts, employing energy efficiencies, slowing reclassifications, leaving positions vacant, and making reductions in non-personnel operating budgets – **and we have worked hard on revenue enhancement. We will continue to work together.**

As a result of these uncertainties at federal and state levels, the cabinet and I have asked that the campus Planning and Budgeting Leadership Group, or PBLG, begin discussions this week to prepare for a range of potential cost saving alternatives that would coincide with the FY12 budget. While much is still uncertain, all USNH campuses are in the process of developing plans to balance the FY12 budget. Extending that discussion and planning beyond cabinet as soon as possible will enable adequate time to develop thoughtful solutions. **We want to continue to exercise prudence on behalf of, and care for, students and colleagues.**

The Board of Trustees on Thursday took the unusual but positive step of approving in February modest increases in tuition and fees for next year. For PSU, the increases are 5.8% for in-state students and 4% for non-residents (who are already much higher). All of the USNH campuses are trying to meet increased expenses, especially for health care and financial aid, and keep students able to attend USNH institutions. The Board made this decision earlier than usual this year in order to give students and families more time in a difficult economy to prepare for the increases ([USNH sets tuition and fees for 2011-12](#)).

The Board also approved the Total Rewards guidelines, with some modification giving the campuses more flexibility with regard to the shape of various issues, including retirement and medical plan changes. I appreciate the campus input on the proposed benefits changes, both through SPPC and the campus forums. Human Resources, the members of SPPC, and the constituency speakers

and welfare committees are meeting today to plan the processes here on campus over the upcoming months.

As you know, this step was taken because of substantial increases in health care costs to employees and to campuses, of increased costs to the institution for providing financial aid to students (with increases of 12%, 14%, and 27% over three PSU budgets), and, now, of potential reductions in state appropriation as the state grapples with its budget issues. No one is happy about the decision to change the benefits package; these are personal issues. **The changes may, however, help us reduce the potential budget gap without implementing choices that would be even more difficult for students and employees.**

All of these are difficult issues. Yet **we are a wonderful community, and there is good and exciting work across the campus:**

- Today we celebrate academic excellence, honoring outstanding students from across the disciplines who have earned above a 3.5 overall GPA, a notable achievement.
- Our childhood studies / elementary education students this morning were recognized for their success in working with area schools, and students have received national academic awards in recent weeks.
- Our athletic teams are succeeding, with recent wins in skiing and in men's and women's hockey. Our football all-academic students are impressive.
- PSU diversity fellows in collaboration with Residential Life, the S.A.G.E. Center, and the NH Intertribal Native American Council held their first Veterans Powwow at the PE Center, attracting participants from many states.
- The Dance workshops on campus also attracted hundreds of students and families from across the region.
- We have begun a partnership through the Frost School with Meredith Village Savings Bank and the Taylor Community in Laconia, with an opening presentation on the human voice by faculty member Bob Swift that was celebrated.
- PSU has been honored by *Business NH Magazine* as one of the five best large employers in New Hampshire, and I suspect that is because of the sense of shared mission.

And the list goes on.

This is only the first of several messages I plan to send to the campus to ensure that we are communicating well as we move forward together to solve problems – and we will solve them. Thank you for all you do for PSU.

Sincerely,

Sara Jayne

Appendix B: SPPC Meeting Report

February 18, 2011

Terry Downs, Faculty SPPC Rep
GSC, Concord

The meeting was a special meeting of the SPPC, chaired by Phil Atkinson [PAT,PSU], to review the actions of the BOT at its February 17 meeting. The agenda was given over to a discussion of the Total Rewards Report [re:Towers-Watson, trustee Small] that was approved at the 2-17-11 BOT meeting. Specifically, the SPPC was to focus its discussion on two provisions in the report, the retirement plan and medical insurance. However, the meeting began with a review of the overall process of benefits revision.

The consensus was that the process was not desirable in any way. The USNH Board of Trustees disregarded the SPPC in its deliberations and planning. The SPPC was left out of the decision-making process in the effort to reduce the expense to USNH of the benefits package. The lack of transparency and the lack of communication was cited and led to increased discussion of moving to unionization of OS and PAT at UNH and KSC.

With regard to retirement, the effort to shift retirement from 6%/11% to a tiered plan, 6%/ [7-9-11%] was rejected by the BOT in favor of only lowering the USNH 11% contribution to 10% or 9%. The first reduction option of 1% achieves \$1.8 m, the second reduction option of 2% achieves \$3.4 m in savings to USNH.

For those employees who have ARC [Additional Retirement Contribution, which equals 1 % of salary], the contribution will be maintained. For those who selected the closed retiree medical program, the current policy provisions will continue. In this instance the 1% ARC contribution is not made by USNH, but most importantly, continued eligibility for the retiree medical program is maintained. This may indicate that there may be future issues concerning eligibility for benefits packages. USNH will maintain current policy for new hires. The ARC contribution for all new hires will be eliminated after 7-1-11.

Final decisions on the retirement package design will be made in March by the BOT. It has been iterated that the specifics of the cuts in the program will be designed and recommended by the SPPC to the BOT. The next SPPC meeting is March 17.

The agenda turned to the medical component part of the Total Rewards Report. The medical plan will convert to being a self-funded plan. This means that the plan will only be administered by Harvard Pilgrim. The risk and/or profits of the medical benefits plan will become the responsibility of USNH.

Mark Abate and Dave Hoffman presented a Report [Medical Plan Savings Considerations] of 5 possible alternative plans for the SPPC to consider. The two were from Strategic Benefits Advisors, a consultant group from Massachusetts, engaged by USNHHR to produce options for discussion. These hypothetical medical benefit plans were variations based on three aspects,

- employee contributions
- employee co-pays on various services
- employee deductible levels

The deductible levels looked at ranged from \$200/400 to \$500/1,000 [individual/family]. The co-pays listed were different for every type of service. They ranged from \$10 to 400. One example raised a special concern. Physical therapy was seen as no longer being covered in full, or having no co-pay, to a \$10 co-pay. It was pointed out that physical therapy is often 30 visits or more. Be aware that these are out-of-pocket employee expenses. Preventative care services were reported not have a co-pay. The employee contribution portion ranged from 0% for an individual plan, 1% for two-party and 2% for family.

Significant points raised in the discussion:

- health insurance coverage comparators looked at by the BOT were state and regional businesses NOT the educational institution comparators used for salary comparisons.
- A blend of choices, cafeteria and tiered options should be examined.

- A suggestion to air the deliberations of the SPPC to the campuses.
- The term “ board initiative “ means the issue or matter under consideration does not refer to individual campuses, it refers to all campuses and originates with the BOT.
- The \$500 HRA is being discontinued as of 1-1-12

An observation by this representative... the Total Rewards Report does NOT indicate in an accurate or meaningful way the number of faculty who took the survey by campus, the percentage of faculty who took the survey by campus, or the preferences of faculty who took the survey. In the survey results, faculty were combined with PAT employees. It was pointed out by this representative, *repeatedly*, that employment circumstances are very different for these employee groups and results that do show this are not accurate indicators of views or preferences of faculty. This observation was disregarded. It would appear that faculty views in general are not something that the BOT wishes to consider in this matter.

The BOT timetable for the recommendations for benefits packages is to have the retirement plan proposal by the March meeting of the BOT, to have the medical benefits proposal by the May meeting of the BOT and the rest of benefits issues addressed by the fall of 2011.

Terry Downs
SPPC representative
February 20, 2011

Appendix C: Faculty Salary Data and Salary Comparisons

Faculty Welfare Committee

March 2011

1. On the proposed change in our comparators: The proposed changes to our compactor list appear to be the result of a thoughtful and objective process that considered both our current status as well as our aspirational goals. PSU was slightly behind our old comparators (3.4% 2.4% and .6% for Professors, Associates and Assistants); we will be further behind compared to the new comparators (7.3% 6.9% and 4.1%). The Faculty Welfare Committee commends the administration of its work on the new comparator list. Keene State College is not on the list of proposed new comparator list. While we understand the reasons for removal, we believe there are reasons to continue comparisons with Keene given our common history. The data provided by the administration show us slightly behind Keene in salary. Our own analyses of the data concur.

2. The Faculty Welfare Committee would like to thank the Provost for the salary data she has provided and for her commitment to improve faculty salaries. However, while our committee has expertise to critically examine salary data, we are hindered by lack of access to raw data. Data given to us in pre-digested or aggregate format (such as mean or median salary as a function of rank) has not contained critical “years in rank” information which is essential for a precise comparison across institutions. In order to offer the best salary analysis, the Faculty Welfare Committee needs to have ready access to the raw salary data for all NH public institutions.

The Following Documents Support the Faculty Welfare Report on Faculty Salary Comparisons

- Comparator Institution Cohort Selection
<http://www.plymouth.edu/committee/faculty/files/2011/02/Comparator-Institution-Cohort-Selection.pdf>
- PSU Salary Raw Data 2010-11
<http://www.plymouth.edu/committee/faculty/files/2011/02/PSU-Salary-Raw-Data-2010-11.pdf>
- Report to Welfare on Faculty Salary
<http://www.plymouth.edu/committee/faculty/files/2011/02/Report-to-Welfare-on-Faculty-Salary.pdf>
- National Faculty Salary Survey part 1
http://www.plymouth.edu/committee/faculty/files/2011/02/National-Faculty-Salary-Survey_part-1.pdf
- National Faculty Salary Survey part 2
http://www.plymouth.edu/committee/faculty/files/2011/02/National-Faculty-Salary-Survey_part-2.pdf

Appendix D: EARLY INTERVENTION OPTION BS Early Childhood Studies

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
ERSE 3100 Early Intervention	3
ERSE 3900 Early Intervention Practicum	3
ERSE 3300 Assessment and Evaluation in Early Intervention	3
ERSE 3600 Infant and Toddler Care and Education	4
Electives for the Option - complete two of the following	6
<i>At least one elective must be taken at the 3000/4000 level</i>	
ER 4600	Special Topics: Early Childhood
HE 3210	Mental Health Issues (WECO)
PE 2850	Wellness Choices for a Healthy, Active Lifestyle (WECO)
PS 3280	Developmental Psychobiology
SE 2850	American Sign Language I
SE 2860	American Sign Language II
SW 3100	Child Welfare and Family Services
SW 3150	Child Maltreatment
MA 2110 Mathematics in Our World I (MATH)	4
RL 2500 Language and Literacy Development in Young Children	3
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar:	
Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6-8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>28-26</u>
Total	120
Total credits required by the major = 56	
50% of the major must be 3000/4000 level = 28	
Total 3000/4000 level credits required by the major = 28	
Credits required for General Education = 36-38	
Major	56
Gen Ed	<u>36-38</u>
Sub-total	92-94
Free electives	<u>28-26</u>
Total	120

Appendix E: Certificate in EARLY INTERVENTION

Early Childhood Studies Program, Education Department

ER 2300	Young Children’s Development and Learning in Context	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
ERSE 3600	Infant and Toddler Care and Education	4
ERSE 3100	Early Intervention	3
ERSE 3300	Assessment and Evaluation in Early Intervention	3
<i>Total Credits</i>		<i>16</i>

The Certificate program in Early Intervention is primarily intended for professionals working in the field of family-centered supports and services (early intervention) who need more focused coursework related to infants and toddlers and young children with disabilities. For example, a licensed physical therapist providing services for a toddler with disabilities might want to pursue more focused coursework on this age group. The Certificate does not lead to credentialing as an Early Intervention Specialist, but does address many of the competencies needed for this credential.

This Certificate Program has been developed in consultation with the NH Bureau of Developmental Services and Lakes Region Community Services. It is intended to address a professional development need in the state and the region.

The Certificate Program is 16 credits so that students will be eligible for federal financial aid. Up to two courses can be accepted for transfer credit in this certificate.

The program can be completed within three semesters, as follows:

Spring 1	Fall 2	Spring 3
ER 2300 Young Children’s Development and Learning	ERSE 2500 Supporting Young Children with Exceptional Learning Needs	ERSE 3300 Assessment and Evaluation in Early Intervention
ERSE 3600 Infant and Toddler Care and Education	ERSE 3100 Early Intervention	

1/10/11

Certificate Courses:

ER 2300 Young Children’s Development and Learning in Context (3 cr)

Examines the characteristics and needs of young children from birth to eight and the multiple interacting influences on their development and learning. Explores the interrelated domains of children's development - physical, cognitive, social, emotional, linguistic and aesthetic - and how children learn. Reviews the child development knowledge base, research and theoretical perspectives. Focuses on the development of observational skills and strategies that inform teaching. Emphasizes the many influences on children's development and learning and how developmental knowledge is used to create learning environments that are healthy, respectful, supportive and challenging for all children. Requires 10 observation/participation hours in an approved early childhood setting. Falls and Springs.

ERSE 2500 Supporting Young Children with Exceptional Learning Needs (3 cr)

Introduces the models, theories and philosophies that form the basis for special education practice and the special education laws and policies that affect young children, families and programs for children from birth through age eight. Emphasizes the rights and responsibilities of caregivers, teachers, young children, their parents and other

professionals related to exceptional learning needs. Explores trends and issues in definition and identification of children with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, as well as issues related to assessment, eligibility and placement within a continuum of services. Falls and Springs. Prerequisite(s): ER 2000 and ER 2300.

NOTE: Prerequisite of ER 2000 (Intro to the Early Childhood Profession) is waived for Certificate students.

ERSE 3600 Infant and Toddler Care and Education (4 cr)

Focuses on providing individually and developmentally appropriate, responsive care for children from birth to age three in group care settings. Emphasis on creating and advocating for healthy, supportive, respectful and challenging learning environments for all infants and toddlers. Examines the cultural contexts of child-rearing practices and prepares students to work closely with families in promoting the development of all infants and toddlers. Requires practicum of two to three hours per week in an approved infant/toddler setting. Springs.

ERSE 3100 Early Intervention (3 cr)

Introduction to the philosophy, theories, and models that form the basis for early intervention systems and practice and the laws and policies that affect young children (birth to three) with disabilities and their families. Emphasizes the family-centered approach, natural learning opportunities, community inclusion and transdisciplinary team practice. Focuses on identification of very young children with disabilities and those at risk for disabilities, eligibility evaluation, developmental assessments, family involvement, and options for supports and services. (Falls)
Prerequisite: ERSE 3600 Infant and Toddler Care and Education

ERSE 3300 Assessment and Evaluation in Early Intervention (3 cr)

Introduction to the role of assessment and evaluation in early intervention. Emphasizes a family-centered, transdisciplinary approach incorporating a variety of developmental assessment and evaluation tools for infants and toddlers. Focuses on observation and documentation skills, implementation of assessments with fidelity, analyzing data, and making recommendations and reporting. (Springs)
Prerequisite: ERSE 3100 Early Intervention