



**Study III  
 Federally Funded  
 Doctoral Programs  
 Specific to Early  
 Childhood Special  
 Education**

*This study identifies and describes U.S. Department of Education, Office of Special Education Programs (OSEP) funded programs that include preparation specific to early childhood special education (ECSE). Of the 69 OSEP funded leadership projects, 28 (41%) addressed ECSE. These findings are based on information provided by Principal Investigators of 23 of the projects that addressed ECSE. A close ended survey and an open ended telephone interview were designed to gather data to identify: primary components of curricula; factors that influence recruitment and retention of students; key program supports; and program characteristics.*

**Federally Funded Doctoral Programs Specific to Early Childhood Special Education**

**Primary Components of Curricula**

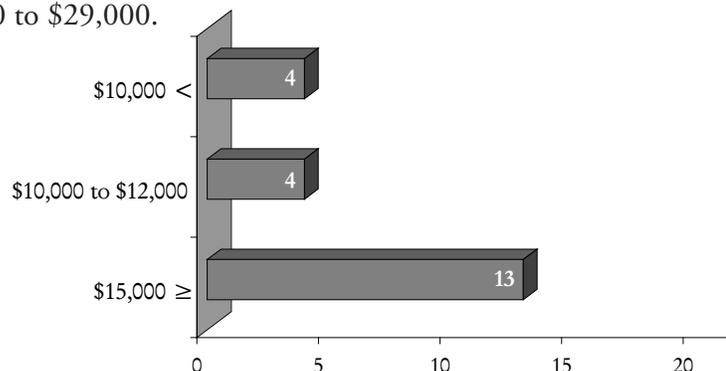
- Total academic credits required to complete a program was, on average, 82.
- Required coursework and seminars made up an average of 53 academic credits.
- Coursework and seminars with a birth through five years emphasis made up, on average, 11 required credits and 7 elective credits.
- Internships and practicum for most of the programs (83%) allowed students to focus on children ages birth through five years.
- Research requirements for most of the programs (91%) allowed students to focus on children ages birth through five years.

**Factors that Influence Recruitment and Retention of Doctoral Students**

- Professional networking with colleagues within and across universities and community agencies was an effective means of recruitment.
- Visibility or reputation of the program facilitated student recruitment.
- Student cohorts allowed for built-in support, creating opportunities for connections to be made and for collaboration among students.
- Faculty mentorship provided students with an opportunity to enhance skills, such as: research; proposal developmental; grant writing, and manuscript development.
- Financial support allowed programs to assist with student tuition, assistantships and other stipends. Assistantships were made available by all but one of the programs reviewed. Of the programs that provide assistantships, thirty-nine percent offered them for the duration of the program and the vast majority (95%) offered them for at least two years.

**Financial Support**

- Amount of assistantships provided per year varied greatly, ranging from \$2,500 to \$29,000.





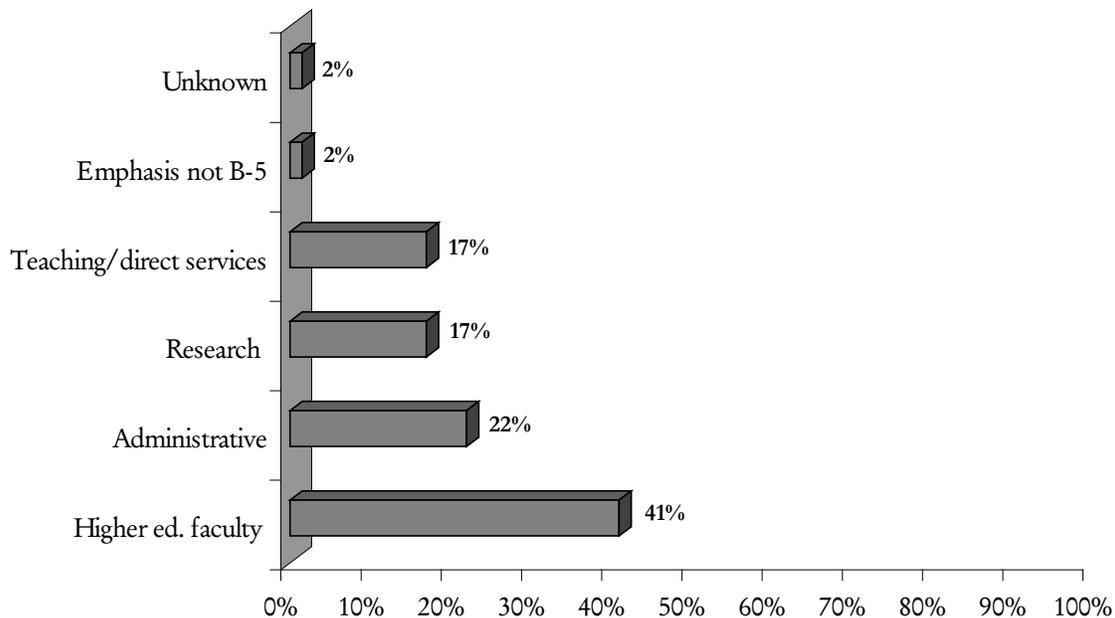
## Tuition Support

- Tuition assistance is available at 91% of the programs. The level of tuition support is depicted in the table below:

Tuition Support	n	%
100%	18	79
75%	1	4
60%	1	4
In-state tuition rate for all students	1	4
0%	2	9

## After Graduation

- Positions Obtained by Graduates varied greatly, with the largest percentage of students (41%) pursuing careers as faculty in higher education institutions.



For a copy of the full report go to: [uconnuedd.org](http://uconnuedd.org)

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*Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.*



U.S. Office of Special Education Programs