ECSE 301. Developmental Assessment for Young Children. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: SEDP 401 and
STAT 206. Corequisites: EDUS 304 and TEDU 466. The purpose of this
course is to equip early childhood professionals with strong foundational
knowledge and application skills in screening and assessment of young
children birth through age 8 in inclusive settings. The focus of the
course is to introduce formal and informal developmental assessment
through a variety of formats and approaches. Students will also learn
structured and unstructured observations of young children with or
without disabilities in inclusive settings. Survey, review and critique of
standardized and non-standardized tests as well as the use of test data
in planning instruction will be covered. This course provides experiences
to increase awareness of, and knowledge about, a variety of assessment
procedures appropriate for use with children birth through age 8.
Students completing the course will be prepared to make professional
decisions regarding the screening, assessment and ongoing evaluation of
typically developing children and children with or at risk for disabilities.

ECSE 410. Play-based Instruction for Inclusive Settings. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: ECSE 301,
TEDU 411 and TEDU 414. Corequisites: TEDU 410, TEDU 416 and
TEDU 490. This course is designed to introduce students to the sources,
concepts, theory and integrated approaches to play-based instruction
for young children with or without disabilities from diverse backgrounds,
and including school, home and community settings. Young children's
development and learning are viewed as integral components of play.
Various approaches to formal and informal play will be addressed
through a hybrid format of course delivery that includes face-to-face
lectures, online discussions and reflections, onsite observations, and
case-based inquiries. This course particularly values the critical role of
families in child development, therefore emphasizing family involvement
in play-based instructions across all settings.

ECSE 500. Language/Communication Intervention for Young Children
with Disabilities. 3 Hours.
Semester course; 3 lecture hours; 3 credits. Offered in hybrid format.
Undergraduate students must have permission of the instructor prior to
registration for this course. This course emphasizes how children learn
to communicate and how to facilitate communication development.
The course includes examination of language development, language
differences and disorders, language facilitation, and relationship
of language to literacy. Course content and assignments include
information about evidence-based practices and promote critical
reflection and problem-solving skills.

ECSE 541. Infants and Young Children With Special Needs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Course offered online.
Undergraduate students must have permission of the instructor prior to
registration for this course. This course focuses on the foundations for
early intervention and education, with emphasis on early intervention
research, typical and atypical development, family and community
contexts for development, professional standard and current policy
issues.

ECSE 542. Family/Professional Partnerships. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Undergraduate students
must have permission of the instructor prior to registration for this
course. Theory and practice relevant to working with families of children
with disabilities. Family-centered services and cultural sensitivity are
emphasized. Provides an overview of family processes and reactions to
having a child with a disability, strategies for helping family members
support and work with their children, available community resources and
legal rights of families and children with disabilities.

ECSE 601. Assessment of Infants and Young Children with Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides knowledge and
practical applications for the identification, placement and assessment
for program planning and evaluation of children with disabilities ages
birth through five.

ECSE 602. Instructional Programming for Infants and Young Children
with Disabilities. 3 Hours.
Semester course; 3 lecture hours; 3 credits. Offered in hybrid format.
This course provides the knowledge, skills and methods necessary to
deliver effective education to infants, toddlers and preschoolers with
disabilities and their families. The course includes readings, discussions
and activities on topics central to understanding the conceptual and
theoretical foundations underlying current educational curricula and
methods. The course emphasizes blending recommended practices from
early childhood education and early childhood special education, family-
centered service delivery, cultural competence, inclusive placements, and
research-based intervention. Course content and assignments promote
critical reflection, collaborative decision-making and problem-solving
skills to be used in planning and implementing programs for young
children with special needs and their families.

ECSE 603. Integrated Early Childhood Programs I. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Offered in hybrid format.
Examines the needs, opportunities, resources and barriers to early
intervention and inclusive early childhood programs in Virginia and
local communities. State and federal laws and policies, research-based
practices and local models will be studied to understand the context for
systems change. A planning process that includes funding mechanisms,
staffing patterns, curricula service models, family participation options,
resource coordination and program evaluation procedures will be
emphasized.

ECSE 604. Early Literacy and Augmentative Communication. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to increase the
professional knowledge and skills of early childhood special educators
to meet the literacy needs of young children with disabilities through the
use of technology.

ECSE 605. Integrated Early Childhood Programs II. 1 Hour.
Semester course; 1 lecture hour. 1 credit. Prerequisite: ECSE 603.
Examines the needs, opportunities, resources and barriers to early
childhood intervention and inclusive early childhood programs in Virginia
and local communities. State and federal laws and policies, research-
based practices, and local models will be studied to understand the
context for systems change. A planning process that includes funding
mechanisms, staffing concerns, curricula service models, family
participation options, resource coordination and program evaluation
procedures will be emphasized.
ECSE 641. Interdisciplinary Methods in Early Intervention. 3 Hours.
Semester course; 3 lecture hours; 3 credits. Offered in hybrid format.
This course focuses on the nature and characteristics of major disabling and at-risk conditions for infants and young children and the influence of interdisciplinary teamwork in service delivery. Emphasis is given to the medical aspects of young children with disabilities and the management of neurodevelopmental and motor disabilities. Review of adaptive equipment and its safe use, as well as selection and implementation of appropriate assistive technology will be covered. The importance and role of collaborative planning teams that include families and professionals from various disciplines, including health care, will be discussed. Essential teamwork skills will be learned and students will reflect on the application of those skills in practice.

ECSE 672. Internship in Early Development and Intervention. 1-6 Hours.
Semester course; 1 or 2 lecture hours. 1 or 2 credits. May be repeated.
Designed to provide practical experience in different community programs that serve young children (birth to 5) from various cultural and linguistic backgrounds, who are at risk for or have developmental disabilities, and their families. These observation, participation and service-learning experiences are distributed across the graduate program, linked to other core content courses documented via portfolios and aligned with professional standards.

ECSE 700. Externship. 1-6 Hours.
Semester course; 1-6 credits. May be repeated for a maximum of 9 credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under supervision of an approved professional. Externship activities monitored and evaluated by university faculty.