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 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 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.