Special Education, Master of Education (M.Ed.) with a concentration in early childhood

Program goal
The Master of Education in Special Education program prepares graduates for work in one of three areas: early childhood, severe disabilities or general education. Applicants who do not already hold a teaching license must meet both licensure and degree requirements prior to the awarding of the Master of Education degree unless exempted as a professional from another discipline. Teacher candidates should plan carefully with their adviser to ensure that the appropriate courses and experiences are completed. Successful completion of the degree program leads to endorsement in early childhood special education, severe disabilities or special education-general education.

The Master of Education in Special Education program with an early childhood concentration is a sequentially planned series of courses and clinical experiences designed to prepare individuals to work with young children, from birth through age 5, with developmental disabilities and their families. The courses are delivered using a blend of online and face-to-face formats. The program is learner-centered, innovative, interactive and collaborative. Through online discussions and face-to-face meetings with faculty members, community partners, student peers and program graduates, the ECSE teacher candidates have multiple opportunities to engage in interactive, proactive and dynamic dialogues.

Successful completion of the degree program qualifies candidates for teacher licensure with endorsement in early childhood special education by the Virginia Department of Education and initial early intervention teacher licensure with endorsement in early childhood special education. Successful completion of the degree program leads to endorsement in early childhood special education, severe disabilities or general education.

In addition to course work, candidates create an electronic portfolio to showcase their knowledge, skills and dispositions in the special education early childhood curriculum.

Student learning outcomes
1. **Learner and learning**: Understand human development and learning theory appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age population in cultural backgrounds and styles of learning
2. **Content**: Demonstrate knowledge of the subjects they will teach
3. **Instructional practice**: Demonstrate an ability to plan and implement effective teaching and measure student learning in ways that lead to sustained development and learning
4. **Professional responsibility**: Develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions

VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (http://www.granduate.vcu.edu/) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

Visit the academic regulations section for additional information on academic regulations for graduate students. (http://bulletin.vcu.edu/academic-regs/)

Degree candidacy requirements
A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master’s or doctoral status according to the degree candidacy requirements of the student’s graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student’s faculty regarding the student’s academic achievements and the student’s readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

Visit the academic regulations section for additional information on degree candidacy requirements. (http://bulletin.vcu.edu/academic-regs/grad/candidacy/)

Graduation requirements
As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

Visit the academic regulations section for additional information on graduation requirements. (http://bulletin.vcu.edu/academic-regs/grad/graduation-info/)

Apply online today. (https://www.vcu.edu/admissions/apply/graduate/)
Admission requirements

In addition to the general admission requirements of the VCU Graduate School (http://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements/), the following requirements represent the minimum acceptable standards for admission:

1. Bachelor's degree
2. Three letters of recommendation addressing the student's potential for graduate study in education
3. Statement of intent
4. Transcripts of all previous college work
5. Interview
6. Satisfactory scores on the GRE

Additionally, there are several tests that students must pass for admission to teacher preparation, admission to student teaching and licensure in Virginia. Students should consult the Teacher Preparation page (https://soe.vcu.edu/admission/teacher-preparation-application/) on the School of Education website for current testing requirements.

Applicants who do not have a provisional or professional collegiate teaching license in special education must take SEDP 630 as a prerequisite course.

Admission to clinical experiences in schools requires a background check and fingerprinting.

Please visit the School of Education website (https://soe.vcu.edu/academics/masters-programs/med-special-education/) for further information.

Degree requirements

In addition to general VCU Graduate School graduation requirements (http://bulletin.vcu.edu/academic-regs/grad/graduation-info/), students are required to complete course work in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 37 credit hours.
2. Grade requirements: Receipt of a grade of C or below in two courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements.

Curriculum requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Foundations</td>
<td></td>
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<td>Select one of the following:</td>
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<tr>
<td>EDUS 605</td>
<td>Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>EDUS/PSYC 607</td>
<td>Advanced Educational Psychology for Elementary Teachers</td>
<td></td>
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<tr>
<td>EDUS 673</td>
<td>Democracy, Equity and Ethics in Education</td>
<td></td>
</tr>
<tr>
<td>EDUS 660</td>
<td>Research Methods in Education</td>
<td>3</td>
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Core courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SEDP 501</td>
<td>Characteristics of Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SEDP 533</td>
<td>Assessment of Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SEDP 601</td>
<td>Instructional Methods and Programming for Individuals with Disabilities</td>
<td>3</td>
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<tr>
<td>SEDP 603</td>
<td>Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities</td>
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<tr>
<td>SEDP 631</td>
<td>Behavior Support of Individuals with Disabilities</td>
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Concentration courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ECSE 500</td>
<td>Language/Communication Intervention for Young Children with Disabilities</td>
<td>3</td>
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<tr>
<td>ECSE 542</td>
<td>Family/Professional Partnerships</td>
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<tr>
<td>ECSE 603</td>
<td>Integrated Early Childhood Programs I</td>
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<td>ECSE 641</td>
<td>Interdisciplinary Methods in Early Intervention</td>
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</tr>
<tr>
<td>ECSE 672</td>
<td>Internship in Early Development and Intervention</td>
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<tr>
<td>ECSE 700</td>
<td>Externship</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours 37

The minimum total of graduate credit hours required for this degree is 37.

Contact
Enrollment Management
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(804) 828-3382

Additional contact
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Program website: soe.vcu.edu/academics/masters-programs/med-special-education (https://soe.vcu.edu/academics/masters-programs/med-special-education/)