

SPECIAL EDUCATION AND TEACHING, BACHELOR OF SCIENCE IN EDUCATION (B.S.ED.) WITH A CONCENTRATION IN EARLY CHILDHOOD

The purpose of the B.S.Ed. in Special Education and Teaching with a concentration in early childhood is to prepare students to serve as initially licensed special education teachers or early interventionists. The program will focus on providing students with the tools they need to work in settings serving children birth to age 5 with disabilities or who are at-risk for developmental delays, as well as work with their families. Students will garner the knowledge and skills to be able to recognize a child's developmental and social concerns, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers, related service providers and administrators to incorporate accommodations and transitions across the child's educational program. Skills gained through this program are the ability to identify developmental concerns, adapt curriculum and support communication, motor, cognitive, social and self-help skills, as well as provide strategies for behavior management. Students will be prepared to support families of infants and toddlers through coaching around identified outcomes based on the child's specific needs, work as the lead teacher in preschool special education settings and provide consultation to preschool teachers who work with children with diverse abilities and backgrounds. Graduates will be prepared to work in early intervention and early childhood special education settings across Virginia, with particular focus in urban and high-need areas. Successful completion of the program will result in licensure in special education/early childhood curriculum (B-5).

Student learning outcomes

1. **Content knowledge:** Students will demonstrate knowledge of the subjects they will teach as a special education teacher.
2. **Learner and learning:** Students will understand human development and learning theories appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age populations' cultural backgrounds, learning strengths and needs.
3. **Instructional practice:** Students will 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:** Students will develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions.

Early childhood concentration-specific outcome

1. **Early childhood content:** Students will demonstrate knowledge of the subjects they will teach specifically as an early childhood special education teacher or an early interventionist.

Special requirements

- Students must successfully complete all **initial licensure milestone requirements**. Those not able to complete the requirements may pursue the non-licensure option.

Degree requirements for Special Education and Teaching, Bachelor of Science in Education (B.S.Ed.) with a concentration in early childhood Licensure option

Course	Title	Hours
General education (https://bulletin.vcu.edu/undergraduate/undergraduate-study/general-education-curriculum/)		
Select 30 credits of general education courses in consultation with an adviser.		30
Major requirements		
• Major core requirements		
EDUS 202	Diversity, Democracy and Ethics	3
EDUS 301	Human Development and Learning	3
SEDP 203	Special Education and Disability Law	3
SEDP 216	Family-Professional Partnerships	3
SEDP 282	Multicultural Perspectives and Disability	3
SEDP 330	Survey of Special Education	3
SEDP 402	Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology	3
SEDP 405	Collaborative Practices to Support Inclusion for Children and Youth with Disabilities	3
• Concentration requirements		
ECSE 201	Infants and Young Children With Disabilities	3
ECSE 202	Social-Emotional Development in Early Childhood	3
ECSE 301	Developmental Assessment for Young Children	3
ECSE 302	Early Intervention for Infants and Toddlers With Disabilities	3
ECSE 303	Behavior Support in Early Childhood	3
ECSE 304	Communication and Language Development in Early Childhood	3
ECSE 401	Medical Aspects of Early Childhood Special Education	3
ECSE 410	Play-based Instruction for Inclusive Settings	3
ECSE 501	Principles of Infant/Early Childhood Mental Health	3
SEDP 452	Supporting Multilingual Learners With Disabilities	1
TEDU 425	Emergent and Early Literacy	3
TEDU 452	Teaching Multilingual Learners	2
• Field-based learning and student teaching requirements		
ECSE 250	Infant/Toddler Fieldwork	2
ECSE 350	Preschool Fieldwork	2
ECSE 450	ECSE Consultation/Itinerant Fieldwork	2
ECSE 499	Student Teaching in Early Intervention/Early Childhood Special Education	9
Open electives		

Select any course.	18
Total Hours	120

The minimum number of credit hours required for this degree is 120.

Non-licensure option

Course	Title	Hours
General education (https://bulletin.vcu.edu/undergraduate/undergraduate-study/general-education-curriculum/)		
Select 30 credits of general education courses in consultation with an adviser.		30
Major requirements		
• Major core requirements		
EDUS 202	Diversity, Democracy and Ethics	3
EDUS 301	Human Development and Learning	3
SEDP 203	Special Education and Disability Law	3
SEDP 216	Family-Professional Partnerships	3
SEDP 282	Multicultural Perspectives and Disability	3
SEDP 330	Survey of Special Education	3
SEDP 402	Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology	3
SEDP 405	Collaborative Practices to Support Inclusion for Children and Youth with Disabilities	3
• Concentration requirements		
ECSE 201	Infants and Young Children With Disabilities	3
ECSE 202	Social-Emotional Development in Early Childhood	3
ECSE 301	Developmental Assessment for Young Children	3
ECSE 302	Early Intervention for Infants and Toddlers With Disabilities	3
ECSE 303	Behavior Support in Early Childhood	3
ECSE 304	Communication and Language Development in Early Childhood	3
ECSE 401	Medical Aspects of Early Childhood Special Education	3
ECSE 410	Play-based Instruction for Inclusive Settings	3
ECSE 501	Principles of Infant/Early Childhood Mental Health	3
SEDP 415	Action Research in Education and Special Education: Capstone Project	6
SEDP 452	Supporting Multilingual Learners With Disabilities	1
TEDU 425	Emergent and Early Literacy	3
TEDU 452	Teaching Multilingual Learners	2
• Field-based learning requirements		
ECSE 250	Infant/Toddler Fieldwork	2
ECSE 350	Preschool Fieldwork	2
ECSE 450	ECSE Consultation/Itinerant Fieldwork	2

Restricted electives

Select three credits from the list below, in consultation with an adviser.	3
ADLT 301	Adult Learning Theory and Practice
ADLT 302	Basics of Instructional Design for Adult Learners
CLED 405	A Survey of Career Counseling
CLED 440	Family Dynamics
IDDS 200	Disability History and Culture
IDDS 201	Disability, Diversity and Human Rights
SEDP 379	Assessment in Special Education
SEDP 380	Teaching Reading to Students With Disabilities
SEDP 389	Developing Individualized Education Programs
SEDP 404	Methods in Teaching Science and Social Studies for Students With Disabilities
TEDU 411	Integrating the Arts in Curriculum for Young Children
TEDU 483	Second Language Acquisition: Concepts, Curriculum and Assessment

Open electives

Select any course.	18
Total Hours	120

The minimum number of credit hours required for this degree is 120.

Students who complete the above requirements will receive a Bachelor of Science in Education in Special Education and Teaching.

What follows is a sample plan that meets the prescribed requirements within a four-year course of study at VCU. Please contact your adviser before beginning course work toward a degree.

Recommended course sequence/plan of study

Licensure option

Freshman year

Fall semester		Hours
EDUS 202	Diversity, Democracy and Ethics	3
UNIV 111	Introduction to Focused Inquiry:	3
Play course video for Introduction to Focused Inquiry: Investigation and Communication	Investigation and Communication (satisfies general education UNIV foundations)	
General education course (select quantitative foundations)		3
General education course		3
General education course		3
Term Hours:		15
Spring semester		
EDUS 301	Human Development and Learning	3

SEDP 330	Survey of Special Education	3
UNIV 112	Focused Inquiry II (satisfies general education UNIV foundations)	3
Play course video for Focused Inquiry II		
General education course		3
General education course		3
Term Hours:		15

Sophomore year

Fall semester

ECSE 201	Infants and Young Children With Disabilities	3
ECSE 202	Social-Emotional Development in Early Childhood	3
SEDP 216	Family-Professional Partnerships	3
SEDP 282	Multicultural Perspectives and Disability	3
UNIV 200	Advanced Focused Inquiry: Literacies, Research and Communication (satisfies general education UNIV foundations)	3
Term Hours:		15

Spring semester

2.8 GPA required for admission to teacher preparation

ECSE 303	Behavior Support in Early Childhood	3
SEDP 203	Special Education and Disability Law	3
General education course		3
General education course		3
Open elective		3
Term Hours:		15

Junior year

Fall semester

ECSE 250	Infant/Toddler Fieldwork	2
ECSE 301	Developmental Assessment for Young Children	3
ECSE 302	Early Intervention for Infants and Toddlers With Disabilities	3
ECSE 304	Communication and Language Development in Early Childhood	3
TEDU 425	Emergent and Early Literacy	3
Open elective		3
Term Hours:		17

Spring semester

3.0 GPA required for admission to clinical internship

ECSE 350	Preschool Fieldwork	2
ECSE 410	Play-based Instruction for Inclusive Settings	3
SEDP 402	Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology	3
Open elective		3
Open elective		3
Term Hours:		14

Senior year

Fall semester

ECSE 401	Medical Aspects of Early Childhood Special Education	3
ECSE 450	ECSE Consultation/Itinerant Fieldwork	2
ECSE 501	Principles of Infant/Early Childhood Mental Health	3
SEDP 405	Collaborative Practices to Support Inclusion for Children and Youth with Disabilities	3
Open elective		3
Open elective		3
Term Hours:		17

Spring semester

ECSE 499	Student Teaching in Early Intervention/ Early Childhood Special Education	9
SEDP 452	Supporting Multilingual Learners With Disabilities	1
TEDU 452	Teaching Multilingual Learners	2
Term Hours:		12
Total Hours:		120

The minimum number of credit hours required for this degree is 120.

Non-licensure option

Freshman year

Fall semester		Hours
EDUS 202	Diversity, Democracy and Ethics	3
UNIV 111	Introduction to Focused Inquiry: Investigation and Communication (satisfies general education UNIV foundations)	3
Play course video for Introduction to Focused Inquiry: Investigation and Communication		
General education course (select quantitative foundations)		3
General education course		3
General education course		3
Term Hours:		15

Spring semester

EDUS 301	Human Development and Learning	3
SEDP 330	Survey of Special Education	3
UNIV 112	Focused Inquiry II (satisfies general education UNIV foundations)	3
Play course video for Focused Inquiry II		
General education course		3
General education course		3
Term Hours:		15

Sophomore year

Fall semester

ECSE 201	Infants and Young Children With Disabilities	3
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ECSE 202	Social-Emotional Development in Early Childhood	3	SEDP 452	Supporting Multilingual Learners With Disabilities	1
SEDP 216	Family-Professional Partnerships	3	TEDU 452	Teaching Multilingual Learners	2
SEDP 282	Multicultural Perspectives and Disability	3	Restricted elective		3
UNIV 200	Advanced Focused Inquiry: Literacies, Research and Communication (satisfies general education UNIV foundations)	3	Term Hours:		12
			Total Hours:		120

Term Hours: 15

Spring semester

2.8 GPA required for admission to teacher preparation

ECSE 303	Behavior Support in Early Childhood	3
SEDP 203	Special Education and Disability Law	3
General education course		3
General education course		3
Open elective		3
Term Hours:		15

Junior year

Fall semester

ECSE 250	Infant/Toddler Fieldwork	2
ECSE 301	Developmental Assessment for Young Children	3
ECSE 302	Early Intervention for Infants and Toddlers With Disabilities	3
ECSE 304	Communication and Language Development in Early Childhood	3
TEDU 425	Emergent and Early Literacy	3
Open elective		3
Term Hours:		17

Spring semester

ECSE 350	Preschool Fieldwork	2
ECSE 410	Play-based Instruction for Inclusive Settings	3
SEDP 402	Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology	3
Open elective		3
Open elective		3
Term Hours:		14

Senior year

Fall semester

ECSE 401	Medical Aspects of Early Childhood Special Education	3
ECSE 450	ECSE Consultation/Itinerant Fieldwork	2
ECSE 501	Principles of Infant/Early Childhood Mental Health	3
SEDP 405	Collaborative Practices to Support Inclusion for Children and Youth with Disabilities	3
Open elective		3
Open elective		3
Term Hours:		17

Spring semester

SEDP 415	Action Research in Education and Special Education: Capstone Project	6
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The minimum number of credit hours required for this degree is 120.