

Radford University  
Graduate Certificate

Name of Certificate: Special Education, Early Childhood

CIP Code: 13.1015

Initiation Date: Summer 2022

Description of Certificate:

The Graduate Certificate in Special Education, Early Childhood, is designed to provide specific background, education, and tools to licensed educators to prepare them to address the needs of infants, toddlers, and preschoolers with disabilities. The program will educate students about the needs of young children with typical development, and at-risk and disabling conditions. Students will develop knowledge and skills in assessment for diagnosis, program planning, and curriculum-based measurement. Graduates will be prepared to teach and support young children in family centered and/or preschool settings.

This Graduate Certificate provides a route to licensure/endorsement in Special Education, Early Childhood (Birth - Age Five Years). The certificate program will provide graduates with the necessary coursework to complete the requirements for their provisional licensure in Special Education, Early Childhood (Birth - Age Five Years) or to add an additional endorsement in this licensure area. Upon completion of VDOE prescribed coursework, students will be able to apply for endorsement in Special Education, Early Childhood through their employing school division and the Virginia Department of Education.

See Appendix for Virginia's Licensure Regulations: 8VAC20-23-540. Special Education, Early Childhood (Birth-Age Five Years)

Target Audience:

The target audience is licensed special education teachers in Virginia.

Time to complete:

The certificate program will be available to both non-degree and degree-seeking graduate students. The certificate will be offered on both a full-time and part-time basis. It is anticipated that the majority of students will be working and will attend on a part-time basis.

Degree-seeking students can take courses any time during their program. It is anticipated that students who are enrolled full-time can complete the certificate program in one year (two semesters). Part-time students maintaining a course load of six credits per semesters can complete the program in one year (two semesters). Part-time students maintaining a course load of three credits per semester can complete the program in two years (four semesters).

Non-degree seeking students who are enrolled full-time can complete the certificate program in one year (two semesters). Part-time students maintaining a course load of six credits per semester can complete the program in one year (two semesters). Part-time students maintaining a course

load of three credits per semester can complete the program in two years (four semesters).

### Admission:

The following admission requirements apply to all applicants. All applicants must submit or satisfy the following requirements:

- Online application form and application fee of \$50
- Copy of a current teaching license (full collegiate or provisional) in Special Education
- A resume
- Official transcripts from all undergraduate and graduate institutions attended
- Two professional recommendations.

No test of English as foreign language will be required for entrance into the program.

### Curriculum Requirements:

The curriculum will focus on educating students to teach infants, toddlers, and preschoolers who have or are at risk to have developmental delays or disabilities. Students will learn about medical aspects of disabilities and speech and language and social and emotional skill development and intervention methods and strategies. Coursework will provide students with knowledge in instructional programming for preschool special education and family-centered intervention.

If deemed necessary for licensure, additional courses in special education will be selected by the student in consultation with an academic advisor at Radford University.

### Certificate Program Requirements

#### **Number of Credit Hours**

12-21 credit hours of graduate level courses

#### **Core Courses: 12 credit hours**

EDSP 602 Speech-Language Disorders & Development: Birth to Five Years (3 credit hours)

EDSP 639 Medical Aspects of Teaching Young Children with Disabilities (3 credit hours)

EDSP 648 Family-centered Intervention and Program Management in Early Childhood Special Education (3 credit hours)

EDSP 686 Instructional Programming to Teach Infants, Toddlers, and Preschoolers with Disabilities (3 credit hours)

#### **Additional Courses, if needed for licensure: 0-9 credit hours**

Selected in consultation with academic advisor based on VDOE transcript analysis

EDSP 622 Collaboration to Teach and Support Diverse Learners (3 credit hours)

EDSP 637 Early Childhood Assessment and Intervention (3 credit hours)

EDSP 670 Proactive Classroom Management and Advanced Positive Behavior Support (3 credit hours)

### Faculty

Faculty appointments in the certificate program in Special Education, Early Childhood will be established by the Dean of the College of Education and Human Development upon recommendation by the Director of the School of Teacher Education and Leadership. Faculty

members utilized in the certificate program include full-time faculty from the School of Teacher Education and Leadership. Three existing faculty members will teach in the certificate program. Each faculty member has a doctoral degree in Special Education or a related field.

Minimum requirement for faculty teaching in the proposed certificate include:

- A Master's degree in Special Education or related field
- Three years of teaching experience in K-12 schools

No adjunct faculty will be needed to initiate the certificate program.

#### Course Delivery Format:

This certificate program will be delivered fully online. Radford University utilizes Desire to Learn (D2L) for online content and Zoom video conferencing will be used for weekly class interactions in synchronous courses, small group face-to-face sessions and presentations, as well as for advising students in the proposed certificate program. The University provides technical support personnel who are available during regular business hours. D2L provides support 24 hours a day, seven days a week. All current faculty members have provided or are currently providing asynchronous or synchronous online instruction. The university has adequate resources to deliver the proposed certificate program.

#### Resources:

Resources required to support the certificate program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library); faculty support services (e.g., copying, contracts) and general administration (e.g., budgeting and forecasting). The University provides support services to student and faculty for online course development and delivery. The graduate program coordinator in special education will serve as the administrator of the program. Existing faculty will teach certificate courses within their current teaching load. No new faculty positions are needed to initiate and sustain the proposed certificate. The university has sufficient resources to initiate and sustain the proposed certificate program.

#### Gainful Employment

This certificate is a Gainful Employment program. The certificate program will be included under Gainful Employment regulations.

#### Course Descriptions:

##### **Core Courses**

EDSP 602 - Speech-Language Disorders & Development: Birth to Five Years

Credits: (3) Instructional Method: Lecture

This course provides students with an understanding of speech and language development and intervention methods, including the effects of disabling and at-risk conditions on young children.

EDSP 639 - Medical Aspects of Teaching Young Children with Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

This course provides students with an understanding of and experiences with the medical aspects

of young children with disabling and at-risk conditions and the management of neuro-developmental and motor disabilities.

EDSP 648 - Family-centered Intervention and Program Management in Early Childhood Special Education

Credits: (3)

Instructional Method: Lecture

This course provides students with skills in consultation, case management, collaboration, coaching, mentoring, and co-teaching, including techniques in working with children, families, educators, related service providers, and other human service professionals.

EDSP 686 - Instructional Programming to Teach Infants, Toddlers, and Preschoolers with Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

This course develops students' understanding of the methods for providing instructional programs for early intervention and early childhood special education in all areas of development.

**Additional Courses, if needed for licensure**

EDSP 622 - Collaboration to Teach and Support Diverse Learners

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

Prospective educators are prepared with the background knowledge and skills necessary to develop and work within collaborative environments designed to enhance the success of individuals with diverse learning needs in the general education curriculum. Participants will gain an understanding of collaborative structures and demonstrate knowledge of skills and culturally responsive strategies to maintain effective relationships with a variety of stakeholders in collaborative settings.

EDSP 637 - Early Childhood Assessment and Intervention

Credits: (3)

Instructional Method: Three hours lecture.

This course provides students with knowledge of the selection, administration, and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families.

EDSP 670 - Proactive Classroom Management and Advanced Positive Behavior and Support

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

This course incorporates the practical applications of theoretical constructs regarding classroom and individualized behavior management. It provides educators the knowledge and skills necessary to effectively create a classroom community, conduct functional behavior assessments, and design and implement individual positive behavior support plans for students with

disabilities. Related topics include functional behavioral analysis, positive behavioral supports, reinforcement, social skill instruction, crisis management, and collaboration with families and professionals in designing behavior intervention plans.