The Department of Communication Disorders and Special Education is housed in the Lions Child Study Center (4501 Hampton Blvd.), a building that was made possible through the generosity of civic clubs, alumni, patrons and students and which opened in 1997. The clinical programs, housed in the center, give students valuable practical experience, deliver needed professional and educational services to members of the Hampton Roads community, and provide a laboratory setting for innovative faculty and student research. The department’s strategic objective is to prepare future clinicians, educators, leaders, researchers, and policy makers to be a resource for state and national initiatives, and to serve as an exemplary center for professional research and practice. The faculty is dedicated to preparing professionals to serve as recognized leaders in education and clinical settings and agencies. A Ph.D. program in Education is offered with a Special Education Concentration, and master’s degree programs are offered in Special Education and Speech-Language Pathology. Post-baccalaureate endorsement programs are also offered in Special Education.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education website at http://www.odu.edu/education.

The professional education programs in special education have several field experiences required to complete the program. Old Dominion University requires a clearance background check for candidates in professional education programs. The clearance must be completed prior to the field experience. The process to complete the ODU clearance background check is located at: https://www.odu.edu/success/academic/teacher-education/placement/background-checks. The process takes at least eight weeks. The ODU clearance background check includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. If students have any questions, they can check with Teacher Education Services at (757) 683-3348.

Individual programs are described on the following pages in this order:

### Special Education
- Master of Science in Education, Special Education, Research Concentration
- Master of Science in Education, Special Education, General Curriculum K-12 Concentration
- Master of Science in Education, Special Education, Adapted Curriculum K-12 Concentration
- Master of Science in Education, Special Education, Early Childhood Special Education Concentration
- Post-Baccalaureate Endorsement Program with Special Education: General Curriculum K-12
- Post-Baccalaureate Endorsement Program with Special Education: Adapted Curriculum K-12
- Post-Baccalaureate Endorsement Program with Early Childhood Special Education
- Post-Baccalaureate Endorsement Program with Visual Impairments K-12
- Autism Certificate Program
- Applied Behavior Analysis Certificate Program
- Doctor of Philosophy, Education, Special Education Concentration

### Speech-Language Pathology
- Master of Science in Speech-Language Pathology

### Master of Science in Education, Special Education

| Jonna Bobzien, Graduate Program Director |
| Child Study Center, (757) 683-3307 |

Within the Master of Science in Education, Special Education, there are several concentrations: one for licensed teachers who seek an advanced degree with a research component and three others for those who seek initial licensure in special education and a master’s degree. The special education graduate program is committed to a philosophy of serving as a catalyst to promote awareness, understanding, and acceptance of individuals with disabilities. The course work focuses on the improvement of the quality and scope of educational and related services available to individuals with disabilities from infancy to adulthood.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education-Special Education: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

### Research Concentration

The Research Concentration is designed to provide licensed special educators with an advanced professional degree and competencies beyond endorsement. This master’s degree will include a focus on scholarly research, advanced instructional strategies, and the foundations of special education leadership. It features the following:

- Interactive instructional technology
- Professional development using Council for Exceptional Children Advanced Program and National Board for Professional Teaching (NBPTS) standards
- Synchronous and asynchronous components
- Experiences congruent with National Board Professional Teaching Standards (NBPTS) certification requirements

The Research Concentration utilizes a field-based model for practica experiences. As such, student classrooms will be used for all practica experiences in the program. The Research Concentration will also provide the prerequisite course work for the Ph.D., Education - Special Education Concentration, thereby facilitating entry into the doctoral program for master educators seeking terminal degrees.

### Admissions

Admission to the graduate program in special education is granted by the department's graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the program.*

Applicants must:

1. hold a baccalaureate degree from a regionally accredited institution or an equivalent degree from a foreign institution;
2. hold a current and valid teaching license with endorsement(s) in special education;
3. be currently teaching preK-12 students with disabilities;
4. have a minimum of two years teaching experience teaching preK-12 students with disabilities;
5. have an undergraduate grade point average of 3.0 or better;
6. take and receive satisfactory scores on either the Graduate Record Examination (GRE) (i.e., a score of 291 combined on Verbal and Quantitative with a minimum Verbal Reasoning score of 150 for regular admission and 4.5 on the Analytical Writing section) or Miller Analogies Test (MAT) (i.e., a score of 403 for regular admission);
7. provide three letters of recommendation, including at least two professional recommendations; and
8. submit a brief essay that highlights the student’s research/professional development interests. Discussion of research/professional development interest areas should include empirical support for proposed lines of inquiry.

*Note: Admission and prerequisite requirements: admission to the graduate program in special education is granted by the department’s graduate program director. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director.

### Additional requirements:

- **Technology:** Participation in this online program requires reliable access to and facility with updated technology. Applicants must have consistent access to high-speed Internet and computer equipment capable of high levels of connectivity such as two-way video/audio conferencing. Admitted students must plan to buy the headphones, microphones (or headset) and webcam for synchronous communication during and outside class. While wireless connections generally work, we recommend the use of a computer connected via cable to the modem/router. Dial-up access is not sufficient.

- **Basic Skills and Dispositions:** Additional required competencies: Students admitted to the special education program are expected to be able to complete the essential abilities outlined in the CDSE Technical Standards document (pdf) and to exhibit the dispositions noted in the ODU Teacher Dispositions statement (pdf). For more information or to request copies of these documents, please contact the graduate program director at (757) 683-4383.

- **Additional Software:** All individuals seeking admission into any Teacher Education Program at Old Dominion University, upon enrolling/registering for their first education class, are required to purchase LiveText, a web-based portfolio assessment system approved by the ODU Teacher Education Council. LiveText must be purchased either from the ODU bookstore or http://www.livetext.com/. More information on LiveText: https://www.odu.edu/success/academic/teacher-education/resources/livetext Additional software may be necessary.

- **Classroom Requirements:** Students will be expected to complete practica, including the filming of classroom practices, in their classrooms. As such, applicants must be currently assigned to teach students with disabilities and must be able to gain permission to record their students (for educational purposes only).

- **Class Attendance:** The program of study consists of asynchronous and synchronous instruction. Students admitted to the program are expected to attend all synchronous class sessions using communication software (e.g., Adobe Connect or WebEx).

### Continuance

Students must:

1. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/impact/responsible-conduct-of-training;
2. maintain a grade point average of 3.00 overall and receive a B or better in all practicum courses;
3. participate in a continuance review; and,
4. successfully complete all competencies relative to their program of study.

### Exit

Students must:

1. have a grade point average of 3.00 overall; achieve a grade of B or better in all course work and a grade of B or better in all field experience practicum coursework;
2. satisfactorily complete all program requirements including the written comprehensive exam;
3. complete a Graduate Student Assessment (http://www.odu.edu/academics/graduation-commencement/exit); and
4. submit a professional research project according to program guidelines prior to the awarding of the master of science degree in education-special education major.

### Curriculum

#### Foundation and Perspectives

<table>
<thead>
<tr>
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<td>CDSE 695</td>
<td>Topics in Education</td>
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<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
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<tr>
<td>SPED 720/820</td>
<td>Curriculum and Instruction: Research Into Practice</td>
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#### Advanced Intervention Strategies

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<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
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</tr>
<tr>
<td>SPED 702/802</td>
<td>Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 705</td>
<td>Advanced Student and Program Evaluation in Special Education</td>
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<td>SPED 707/807</td>
<td>Advanced Instructional Procedures in Special Education</td>
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#### Research

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<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
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<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
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</tr>
<tr>
<td>CDSE 636</td>
<td>Problems in Education</td>
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Total Hours: 37-39

### Master of Science in Education, Special Education - General Curriculum K-12, Adapted Curriculum K-12, or Early Childhood Special Education Concentrations

The master’s degree program with special education licensure prepares teachers and agency personnel to design and implement programs for individuals with disabilities in a variety of settings. This master’s degree program with licensure endorsement can be completed in approximately two years during which the enrolled students will specify a concentration in General Curriculum K-12, Adapted Curriculum, K-12, or Early Childhood Special Education. Due to changing University requirements, national accreditation standards, and state licensure regulations, the programs in teacher education are under constant revision. Students are encouraged to obtain current program information from the Special Education Program website at: http://www.odu.edu/cdse/academics/sped/grad.

The graduate licensure programs in special education, in addition to meeting the Master of Science in Education degree requirements, satisfy Virginia Board of Education teacher endorsement competencies. Graduates are prepared to work effectively with children, adolescents, and adults who require special educational services. Classroom instruction is supplemented
by field experiences with children, adolescents, and adults in a variety of settings. Teacher interns have been placed in children’s hospitals, special education classes in public and private facilities, regional education programs, residential psychiatric hospitals, mental health centers, and community agencies.

Graduates in special education serve as key members of child study teams and are prepared to address educational, emotional, and physical disabilities. They also find employment as educational therapists, psycho-educational diagnosticians, and special education teachers and staff members in public and private schools.

Admission

Admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the licensure program. Individuals who have a non-teaching B.S. or B.A. and wish to earn an M.S. Ed. and qualify for a teaching license in special education must meet the liberal arts and sciences content requirements by successfully passing the Praxis Subject Assessments Elementary Education: Multiple Subjects exam (5001; effective 7/01/15).

Regular Admittance Requirements

1. a baccalaureate degree in the liberal arts and sciences from an accredited institution. For candidates with other degrees from accredited institutions, successful completion of the Praxis Subject Assessments Elementary Education Multiple Subjects (5001; effective 7/01/15) prior to exit from the program may be substituted to meet the liberal arts and sciences requirements. The Virginia Board of Education determines passing Praxis Subject Assessments scores;
2. an undergraduate grade point average of 2.80 or better in an academic content area;
3. a Graduate Record Examination (GRE) score of at least 291 (Verbal and Quantitative sections with a minimum Verbal score of 150 or better) and a 4.5 on the Analytical Writing section; Revised Graduate Record Examination (see graduate program director) OR a Miller Analogies Test (MAT) minimum score of 403;
4. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program; and
5. successful completion of the Praxis Core Academic Skills for Educator Tests or equivalent according to the scores established by the Virginia Department of Education.

Provisional Admittance Requirements

Provisional admittance may be offered to students with marginal GRE or MAT scores or grades. In this case, the committee takes into consideration other factors. Individuals who do not meet the Praxis Core Academic Skills for Educator Tests or SAT requirements or with low test scores or a low undergraduate GPA will not be admitted to the graduate program. Provisional admittance requires:

1. a baccalaureate degree in the liberal arts and sciences from a regionally accredited institution or equivalent foreign institution. For candidates with other degrees from accredited institutions, successful completion of the Praxis Subject Assessments Elementary Education: Multiple Subjects exam (5001; effective 7/01/15) prior to exit from the program may be substituted to meet the liberal arts and sciences requirements. The Virginia Board of Education determines passing Praxis II scores;
2. an undergraduate grade point average of 2.80 or better in an academic content area;
3. a Graduate Record Examination score of at least 286 (Verbal and Quantitative sections with minimum Verbal score of 146 or better), Revised Graduate Record Examination (see graduate program director) and 4.0 on the Analytical Writing section OR a Miller Analogies Test (MAT) minimum score of 396;
4. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program; and
5. successful completion of the Praxis Core Academic Skills for Educator Tests or equivalent according to the scores established by the Virginia Department of Education.

Fast Track Teacher Preparation Admission Policy

Please refer to the appropriate section in the undergraduate catalog.

Continuance

Students must:

1. complete the Pre-Task Rating Form at time of admission;
2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions;
3. maintain a grade point average of 3.00;
4. achieve a grade of B- or better in all course work and a grade of B or better in all field experience practicum coursework;
5. successfully complete all competencies relative to their area(s) of emphasis; and
6. must successfully pass the Virginia Board of Education Professional Assessments required for licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score: Virginia Communication and Literacy Assessment (VCLA) with a passing composite score of 470; Praxis Subject Assessments Elementary Education Multiple Subjects (5001; effective 7/01/15) exam with passing scores in Reading and Language Arts of 157, Mathematics score of 157, Social Studies score of 155, and Science score of 159; and Virginia Reading Assessment (VRA) with a passing score of 235 or Reading for Virginia Educators (RVE) (5306) with a passing score of 157.

Exit

Students must:

1. maintain a grade point average of 3.00 and a grade of B- or better in all course work;
2. provide passing scores on the Praxis Subject Assessments: Elementary Education Multiple Subjects, the written comprehensive examination (with no more than one successful re-examination) and the internship/ student teaching experience;
3. complete a Graduate Student Assessment;
4. complete the Post Task Rating Form; and
5. submit a professional portfolio according to program guidelines before the awarding of the master's degree. Candidates seeking initial special education licensure will be required to successfully complete the Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) assessment and the Virginia Communication and Literacy Assessment (VCLA) (see Continuance section for passing scores).
6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP), and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

Comprehensive Examination

All students seeking a master’s degree in special education are required to complete successfully a written comprehensive examination. On this examination, students will be required to answer questions in general special education and questions from their areas of specialization. Specialization questions will be congruent with the student’s academic and professional preparation. If not passed during the first administration, the exam may be repeated only one time. Failure to successfully pass the comprehensive examination will result in not completing the requirements for the Master of Science in Education.
Program Requirements

For all students who have the prerequisite undergraduate course work in special education, the master’s degree requires a minimum of 30 semester hours of graduate study in special education to complete licensure. Students are expected to demonstrate dedication to special education clients and to programming in classroom and clinical settings before graduation is certified.

Special Education, K-12 Licensure – General Curriculum K-12

This program is designed to prepare professionals who are able to design and to implement appropriate educational programs for students who manifest mild disabilities. The program combines course work, supervised practica and internship to facilitate the integration of theory and practice in the development of evidence-based interventions applicable for individuals with special needs from preschool through adult in both public and private facilities. Program competencies prepare students to work in school-based programs, clinics, hospitals, and agency settings. Program practica and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education (Special Education - General Curriculum K-12): Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/ for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for out-of-state for more information. Teachers are advised to contact their

Curriculum

Prerequisite Courses (or Undergraduate Minor or IDS in special education)

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<tr>
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<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
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<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
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<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning*</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
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<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students</td>
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Graduate Course Work

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<td>SPED 623</td>
<td>Characteristics and Advanced Procedures: Intellectual Disabilities*</td>
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<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
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<td>SPED 626</td>
<td>Characteristics and Advanced Procedures: Learning Disabilities*</td>
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<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders*</td>
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Both of the following

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<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum</td>
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<td>READ 680</td>
<td>Reading to Learn Across the Classroom</td>
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<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
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Required Graduate Courses

**Note:** Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent exemption. (See Practicum Experiences Policy) **Pre-requisite SPED 483/SPED 583**

**Special Education, K-12 Licensure - Early Childhood Special Education and Special Education - Adapted Curriculum K - 12**

The early childhood special education program is designed to prepare students to teach children from birth to age six who manifest disabilities or who are at risk of later school failure. Students endorsed in the area of early childhood special education will be eligible to teach in infant and preschool programs in both public and private settings. The adapted curriculum program is designed to prepare teachers to instruct individuals traditionally labeled with multiple, moderate, severe, or profound disabilities who may have disabling conditions such as cerebral palsy, autism, or a sensory impairment. Students following the early childhood special education endorsement will take the prerequisite, core, and early childhood special education course blocks and teacher candidate internship. Students wishing to be endorsed in special education: adapted curriculum will take the prerequisite, core, and adapted curriculum course blocks and teacher candidate internship.

Curriculum

Prerequisite Courses (or Undergraduate Minor or IDS in special education)

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<tr>
<td>SPED 541</td>
<td>Teaching Students with Severe Physical and Sensorimotor Disabilities</td>
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<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
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Department of Communication Disorders and Special Education
SPED 569 Communication/Language Development/Intervention for Students with Significant Disabilities 3

**Early Childhood Special Education OR**

SPED 560 Teaching Preschoolers With Diverse Needs 3
SPED 561 Developmental/Ecological Assessment Strategies 3
SPED 567 Collaboration, Transitions and Infant-Family Intervention 3

**Special Education - Adapted Curriculum K-12 ***

SPED 621 Effective Interventions for Children and Youth with Challenging Behavior * 3
SPED 623 Characteristics and Advanced Procedures: Intellectual Disabilities * 3
SPED 625 Characteristics of Students with Autism Spectrum Disorders 3
SPED 528 Instructional Strategies for Students Accessing the Adapted Curriculum 3

**Internship**

SPED 586 Teacher Candidate Internship for Special Endorsement ** 9

Total Hours 63

* Requires a 45-hour practicum and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

** SPED 483/SPED 583 prerequisite.

*** SPED 621 and SPED 528 are required. Choose either SPED 623 or SPED 625 for a total of nine hours.

Admission

Regular admittance requires:
1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis Subject Assessments (5001) Elementary Education Multiple Subjects;
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.80 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;
4. passing Praxis Core Academic Skills for Educator Tests or equivalent assessments scores;
5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative; and
6. submission of an application for admittance into the Darden College of Education Teacher Post-Baccalaureate Endorsement Program.

Provisional admittance requires:
1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis Subject Assessments (5001) Elementary Education Multiple Subjects;
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.50-2.74 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;
4. passing Praxis Core Academic Skills for Educator Tests or equivalent assessment scores;
5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative; and
6. submission of an application for admittance into the Darden College of Education Teacher Post-Baccalaureate Endorsement Program.

Continuance Requirements

1. completion of the Pre-Task Rating Form upon acceptance;
2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions;
3. successful completion of all courses required for licensure in an endorsement area(s);
4. maintenance of a GPA of 3.0 with a B- or better in all course work, and B or better in all practicum coursework; and
5. computer literacy (or completion of SPED 440 or demonstrated evidence of proficiency in the Virginia Department of Education Technology Standards For Instructional Personnel [TSIP]).

Exit Requirements

1. completion of the Post Task Rating form;
2. passing scores on the Reading for Virginia Educators (RVE) or Virginia Reading Assessment (VRA) and Virginia Communication and Literacy Assessment (VCLA) prior to teacher candidate internship (student teaching);
3. completion of all requirements for the program including passing scores on the Praxis Subjects Assessments Elementary Education Multiple Subjects exam (5001);
4. completion of SPED 583 prior to teacher candidate internship (student teaching); and
5. passing scores on the Special Education Exit Exam.
6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP), and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

**Curriculum**

**Special Education Endorsement Only—General Curriculum, K - 12**

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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students</td>
<td>3</td>
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<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
<td>3</td>
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<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum</td>
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<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
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**Internship**

<table>
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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 46

* Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

**Early Childhood Special Education Endorsement Only**

**Core Requirements**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 404/504</td>
<td>Characteristics and Medical Aspects of Disabling Conditions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
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**Special Education—Adapted Curriculum, K - 12 Endorsement Only**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
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<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
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<tr>
<td>SPED 404/504</td>
<td>Characteristics and Medical Aspects of Disabling Conditions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
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</table>

**Internship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 46
Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described here. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website at http://www.odu.edu/education.

### Special Education – Visual Impairments, PreK-12 Endorsement only

**Endorsement Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
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<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 432/532</td>
<td>Characteristics of Students with Visual Impairments</td>
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<tr>
<td>SPED 433/533</td>
<td>Braille Code</td>
<td>3</td>
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<tr>
<td>SPED 434/534</td>
<td>Medical and Educational Implications of Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 435/535</td>
<td>Orientation and Mobility *</td>
<td>2</td>
</tr>
<tr>
<td>SPED 436/536</td>
<td>Curriculum and Assessment of Students with Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 437/537</td>
<td>Assistive Technology for People with Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 638</td>
<td>Teaching Methods for Students with Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 639</td>
<td>Braille Reading and Writing *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Hours** 44

* Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

**READ 680 is recommended.**

### Autism Certificate Program

Old Dominion University is pleased to offer a 12 credit hour certificate program designed to prepare teachers and related service providers to effectively work and provide support for students with autism spectrum disorder (ASD). This coursework can be completed separately from, or integrated into, the Master’s Degree in Special Education.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 569</td>
<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 12

* Requires practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

### Applied Behavior Analysis Certificate Program

Old Dominion University is pleased to offer a Behavior Analyst Certification Board-approved® 18-credit sequence of courses leading to a certificate in applied behavior analysis. The program’s primary goal is to provide teachers and related service providers with instruction in applied behavior analysis that will broaden the range of empirically-supported instructional methodologies used to meet the academic, social, and behavioral needs of a diverse student population. The program’s secondary goal is to provide teachers and related service providers with the educational and internship requirements needed to sit for the national Board Certified Behavior Analyst (BCBA)® examination. The program is offered in two formats:

1. **ODU Applied Behavior Analysis Program.** This program will be offered to qualified students admitted to the program. Course work will be delivered in a combined traditional face-to-face and online format offered by ODU. An applicant must (a) have a master’s degree from an accredited university or the equivalent from a foreign institution in one of the following areas: education, psychology or behavior analysis OR (b) be accepted into and currently pursuing a master’s degree offered by an accredited university in one of the following areas: education, psychology or behavior analysis.

2. **Virginia Applied Behavior Analysis (VA-ABA) Consortium.** The VA-ABA Consortium is comprised of four universities: George Mason University, Lynchburg College, Old Dominion University, and Virginia Commonwealth University. This program will be offered in a cohort model with a group of qualified students admitted once per year. An applicant must (a) have a master’s degree from an accredited university or the equivalent from a foreign institution in one of the following areas: education, psychology or behavior analysis OR (b) be accepted into and currently pursuing a master’s degree offered by an accredited university in one of the following areas: education, psychology or behavior analysis.

Successful completion of the ODU ABA certificate program, in addition to a supervised internship that meets the Behavior Analyst Certification Board (BACB) guidelines®, will allow the participant to apply for the national BCBA® examination. A student who successfully completes the 18-credit course sequence and does not complete the internship requirement may earn the ODU ABA Certificate, but is not eligible to sit for the national BCBA® examination. Courses required to complete the ODU Applied Behavior Analysis Certificate Program include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 640</td>
<td>Applied Behavior Analysis: Principles, Procedures, and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 641</td>
<td>Applied Behavior Analysis: Empirical Bases</td>
<td>3</td>
</tr>
<tr>
<td>SPED 642</td>
<td>Ethics and Professional Conduct for Behavior Analysts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 643</td>
<td>Applied Behavior Analysis: Assessments and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 644</td>
<td>Applied Behavior Analysis: Applications</td>
<td>3</td>
</tr>
<tr>
<td>SPED 645</td>
<td>Applied Behavior Analysis: Verbal Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 18
The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism (ACSD)

The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism (ACSD Consortium) is comprised of six state-approved teacher preparation programs in special education: adapted curriculum K-12. Participating universities are George Mason University; Norfolk State University; Radford University; James Madison University; Virginia Commonwealth University and Old Dominion University. The consortium's primary goal is to prepare teachers across the commonwealth to be highly skilled and effective in teaching learners with severe and multiple disabilities. The program is designed to accelerate the training for teachers with newly-issued provisional licenses and to increase the number of fully endorsed teachers by providing training to full-time pre-service personnel. ACSD Consortium courses will be delivered via distance formats using videoconferencing and web modalities. Faculty experts in severe disabilities from the six universities will teach the required classes. Applicants must have bachelor's degrees from regionally accredited universities and passing Praxis Core Academic Skills for Educators Test scores.

Doctor of Philosophy, Education – Special Education Concentration

Jonna Bobzien, Graduate Program Director

The Doctor of Philosophy is the degree most often desired for those who wish to become faculty in colleges and universities and those who aspire to senior administrative roles in institutions and agencies. The Ph.D. in education with a concentration in special education is intended to prepare individuals for administrative and faculty positions and to provide students with the skills to carry out scholarly research, lead organizations, and create new research.

The Ph.D. in education with a concentration in special education is designed to address the acute shortage of doctoral level special education personnel in the Commonwealth and across the nation. Program graduates will be prepared as content experts in pre-referral intervention and early intervention to assume positions of leadership as special education faculty at the university and college level. Additionally, graduates of the special education program will have the professional research skills to work with school systems to address the diverse learning needs and behavior challenges associated with the education of students with special needs and those students at risk. Program graduates will attain a degree of proficiency in research and writing that will prepare them to make contributions to the professional literatures of special education and related disciplines.

The curriculum described below contains elements that will provide research expertise, administrative skills and experience, and the ability to serve the nation’s colleges, universities, and agencies providing special education services.

Admission

The criteria for admission into the Ph.D. in education with a concentration in special education includes:

1. A completed master’s degree in special education or an equivalent degree, in an appropriate discipline from a regionally accredited university. A minimum grade point (GPA) of 3.60 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree will be expected. In extraordinary circumstances, an individual may be accepted into the Ph.D. in special education program on a provisional status without having received a master’s degree. This individual first must complete the master’s degree in the selected concentration area and meet all other admission criteria prior to beginning Ph.D. coursework;

2. An acceptable overall total score on the Graduate Record Examination (GRE) (minimum 150 on the verbal portion) and no less than a 4.5 on the writing sample. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard;

3. Submission of a professional vitae (3 years minimum teaching experience preferred);

4. A 500-800 word statement of academic and professional goals. This statement must address how the applicant would work within the research agenda of the concentration to achieve his/her goals;

5. Three letters of reference from sources capable of commenting on the applicant’s readiness for the advanced graduate study. At least two of these letters must be from an academic source;

6. Prior course work in statistics and in theories of learning. If this requirement is not met, a student may be admitted and additional coursework will be added to the candidate’s program of study; and

7. An on-campus interview with concentration area faculty.

Applications for admission will be reviewed by the admissions committee from the special education concentration. Admission to the special education program is competitive with the number of applications expected to exceed the number of available openings. Admission criteria will be weighted with competitive applicants invited to participate in an on campus interview. Most full time students will begin their course of study each fall semester as a cohort following a summer orientation.

Continuance

Students must:

1. maintain a grade point average of 3.00 overall;
2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions.
3. complete an annual continuance review; and
4. successfully complete all competencies relative to their program of study.

Exit

In order to complete the program, students must fully complete the curriculum below and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and comply with all requirements.
Program Requirements

The Ph.D. in education with a concentration in special education is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a content concentration totaling 24 credit hours, an introductory core of nine hours, a research component including 15 credit hours, and the dissertation, which will include a minimum of 12 hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete one introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Students who enter the PhD program with a master’s degree in an academic field that is unrelated to special education and/or who have not completed courses to develop competency in specified areas may need to complete additional prerequisite course work.

Under normal circumstances, admissions will be offered once a year in order to build efficient cohort groups for this type of advanced study. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of 10 students will be admitted each year. This limited number of students is necessary to ensure that there is an adequate number of full-time faculty to serve the students through advising and other duties, particularly when the cohorts reach the dissertation stage of the program.

Applicants must submit completed applications and all related material no later than February 1 of each year, and students will be admitted for study beginning in June or July of the same year.

Curriculum

Prerequisite Course work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
<td>3</td>
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</table>

Introductory Core

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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>SPED 821</td>
<td>Critical Issues I: Readings in Special Education and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 822</td>
<td>Critical Issues II: Research and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 893</td>
<td>Professional Seminar: Teaching, Research, and Service</td>
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Research Core

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
<td>3</td>
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<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
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<tr>
<td>FOUN 816</td>
<td>Single Subject Research Designs</td>
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Special Education Concentration

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 700/800</td>
<td>Social/Emotional Aspects of Child Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 702/802</td>
<td>Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 707/807</td>
<td>Advanced Instructional Procedures in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 720/820</td>
<td>Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
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<tr>
<td>CDSE 795/895</td>
<td>Topics in Education</td>
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</tr>
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<td>SPED 868</td>
<td>Internship: Special Education</td>
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<td>Electives *</td>
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Dissertation

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<tbody>
<tr>
<td>SPED 899</td>
<td>Dissertation</td>
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</table>

Total Hours 66

With approval of the graduate program director, elective courses may be substituted for those within the special education core. This allows students to take up to 6 hours as electives. Such substitutions must be approved in writing. Electives may be taken in other areas in the College of Education (e.g., educational leadership, higher education, early childhood education, instructional design and technology) or in other colleges with the approval of the appropriate graduate program director or department.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website at http://www.odu.edu/education.

Practicum Experiences Policy

A candidate may participate in a course with a practicum experience through one of two tracks:

1. A candidate may be eligible to participate in the early practicum experience course if the candidate has been admitted into an approved teacher education program. This requires that candidates pass the Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for Admission to an approved teacher education program (see Practicum Experiences Policy). In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

2. A provisionally licensed teacher may participate in an early practicum course if the teacher is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as the needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

3. Candidates seeking admission to an approved teacher education program must satisfy one of the Virginia Board of Education Prescribed Assessment for Admission to an Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:
   a. Passing Praxis I composite score of 532 (before January 1, 2014) or passing scores on the Praxis Core Academic Skills for Educator Tests; or
   b. Approved substitute test score for Praxis I/Praxis Core Academic Skills for Educator Tests:
      i. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      ii. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
      iii. ACT composite score of 21 with ACT mathematics score of less than 21, and ACT English plus Reading score of no less than 37, taken prior to April 1, 1995. ACT scores taken prior to 1989 are not valid; or
      iv. ACT composite score of 24 with ACT mathematics score of less than 22, and ACT English plus Reading score of no less than 46, taken after April 1, 1995; or
      v. Praxis I Math test score of 178 or Praxis Core Academic Skills for Educator Math Test score of 150 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) composite score of 470; or
      vi. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA composite score of 470; or
      vii. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a VCLA composite score of 470; or
The Master of Science - Speech-Language Pathology program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, which is affiliated with the American Speech-Language-Hearing Association (2200 Research Boulevard #310, Rockville, Maryland 20850, phone: 800-498-2071 or 301-296-5700). The degree is intended to prepare professionals to understand, identify, assess and structure intervention programs for children and adults who present a wide array of speech, language, and swallowing disorders. Content areas of coursework include language development and disorders, articulation and phonological disorders, voice disorders, fluency disorders, hearing disorders and evaluation, dysphagia, aphasia, motor speech disorders, cognitive-communication disorders, and augmentative communication, among others. Students engage in supervised off-campus practica in a variety of area public schools, hospitals, private practice settings, rehabilitation centers, and clinics. Graduate students also complete a culminating evidence based case study paper in adult and child areas of interest under the supervision of department faculty and must successfully pass a written comprehensive examination. All students must complete the national examination in Speech-Language Pathology (Praxis II) and essential paperwork for ASHA certification prior to graduation.

Graduates of the program hold positions as speech-language pathologists in a variety of professional settings, such as public schools, hospitals, children’s hospitals, private practice agencies, and rehabilitation centers. Many graduates have become administrators, clinical supervisors and instructors at universities, and researchers. Student outcome data and the strategic plan can be accessed on the program website.

**Application and Admission**

Application to the ODU graduate program in speech-language pathology takes place through Communication Sciences and Disorders Centralized Application System (CSDCAS, https://portal.csdcas.org/). All documents (transcripts, letters, essay) are to be submitted to CSDCAS by February 1 of each year. Students then must go to the ODU graduate application system (www.odu.edu/admission/graduate) to complete a secondary application form and submit unofficial transcripts to ODU. No additional documents are needed with the ODU application. Admission decisions take place after March 1.

Students with and without an undergraduate degree in speech-language pathology/communication sciences and disorders are eligible for acceptance into the program. The normal matriculation for a student who holds an undergraduate degree in the field is two full years (6 semesters) of full-time enrollment. Students who do not hold an undergraduate degree in the field typically require two additional semesters to complete prerequisite and required master’s degree coursework (8 semesters total). Prerequisite courses which can be transferred from other institutions include anatomy of speech and language, phonetics, articulation/phonological disorders, voice/fluency disorders, language development, speech science, audiology, and aural rehabilitation.

Admission to the graduate program in speech-language pathology is granted after a competitive review and interview completed by the graduate program director and faculty of the program. Individuals entering the master’s degree program in speech-language pathology must possess an undergraduate degree and will be required to submit final official transcripts to ODU prior to graduate enrollment.

The following minimum requirements are necessary in order to be considered for admission to the program.

**Regular admittance requires:**

1. a baccalaureate degree from an institution accredited by a regional accrediting body or an equivalent degree from a foreign institution;
2. an undergraduate grade point average of 2.80 or better;
3. Graduate Record Examination (GRE) minimum scores of 146 verbal, 140 quantitative, and 4.0 analytic. Students meeting these minimal scores enter a selection pool of candidates;
4. three letters of recommendation, at least two of which should be from prior university instructors;
5. a 500 word essay indicating the student’s academic and professional goals as well as a description of the reasons the student believes he or she is a competitive candidate.

**Continuance**

Students must:

1. maintain a grade point average of 3.00;
2. satisfactorily complete all practica;
3. earn no more than two grades below B-.
4. Students must retake courses in which grades below B- are earned and receive grades of B- or higher. Obtaining three grades below B- leads to expulsion from the program;
5. meet prerequisite competencies (25 observation hours) in order to be admitted to clinical practica;
6. receive permission from the faculty in order to be admitted to any clinical practicum;
7. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions.

**Exit**

Students must:

1. have a grade point average of 3.00;
2. pass the department writing proficiency examination;
3. meet all academic competencies;
4. meet all clinical competencies;
5. pass a written comprehensive examination;
6. complete Praxis II (Speech-Language Pathology);
7. successfully complete a written evidence based case studies project; and
8. complete an exit interview with the graduate program director.

**Comprehensive Examination**

All students seeking a master’s degree in speech-language pathology are required to successfully complete a written comprehensive examination. Areas of examination are based upon program coursework and related areas of professional preparation. If any area is not successfully completed during the first administration, the student is allowed only one more attempt. Failure of any question on the second administration leads to expulsion from the program.

**Program Requirements**

All students who have met prerequisite requirements must complete a minimum of 57 semester hours of graduate study in speech-language pathology. Students are expected to satisfy all professional, academic, and clinical requirements and demonstrate professional, ethical, and interactive behaviors commensurate with the standards of the profession.

**Curriculum**

**Prerequisite Courses (or Equivalent from another Institution)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 350</td>
<td>Survey in Communication Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Department of Communication Disorders and Special Education
or CSD 452/552  Voice and Fluency Disorders  3
CSD 351  Anatomy of Speech, Language, and Swallowing  3
CSD 352  Phonetics  3
CSD 451/551  Articulation and Phonological Disorders  3
CSD 453/553  Language Development  3
CSD 458/558  Speech and Hearing Science  3
CSD 460/560  Hearing Disorders and Basic Audiometry  3
CSD 461/561  Aural Rehabilitation I  3

Total Hours  24

Core Courses
CDSE 636  Problems in Education  3
CSD 612  Evidence-Based Research in Speech-Language Pathology  3
CSD 649  Clinical Procedures in Speech-Language Pathology  3
CSD 651  Language Diagnosis and Intervention in School-Aged Children  3
CSD 652  Articulation and Phonological Disorders  3
CSD 653  Language Diagnosis and Intervention in Infants and Preschoolers  3
CSD 655  Voice and Resonance Disorders  3
CSD 656  Theories and Therapies in Stuttering  3
CSD 657  Aphasia  3
CSD 658  Swallowing Disorders  3
CSD 659  Augmentative and Alternative Communication Disorders  3
CSD 660  Procedures in Audiology  3
CSD 662  Cognitive-communication Disorders  3
CSD 750  Neuromotor Speech Disorders  3

Clinical Practice  15
CSD 669  Clinical Practicum in Speech-Language Pathology I, II, III  3
CSD 668  Advanced Clinical Externship in Speech-Language Pathology  3

Total Hours  57

COMMUNICATION DISORDERS AND SPECIAL EDUCATION Courses
CDSE 595. Topics in Education. 1-3 Credits.
Selected topics in education.

CDSE 597. Independent Study in Special Topics in Education. 1-4 Credits.
Independent study of selected topics.

CDSE 636. Problems in Education. 3 Credits.
Application of research procedures culminating in student study of selected topics.

CDSE 695. Topics in Education. 1-3 Credits.
This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field. Prerequisite: permission of the instructor.

CDSE 697. Independent Study in Communication Disorders & Special Education. 1-3 Credits.
Independent study of special topics in communication disorders and special education. Prerequisite: permission of the instructor.

CDSE 699. Thesis. 3-6 Credits.
Supervised graduate student research. Prerequisites: permission of instructor.

CDSE 795. Topics in Education. 1-3 Credits.
The advanced study of selected topics and emergent research related issues that permits small groups of qualified students to study subjects of mutual interest, which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of instructor.

CDSE 797. Independent Study in Communication Disorders & Special Education. 1-3 Credits.
Independent study of special topics in communication disorders and special education for advanced graduate students. Prerequisite: permission of the instructor.

CDSE 895. Topics in Education. 1-3 Credits.
The advanced study of selected topics and emergent research related issues that permits small groups of qualified students to study subjects of mutual interest, which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of instructor.

CDSE 897. Independent Study in Communication Disorders & Special Education. 1-3 Credits.
Independent study of special topics in communication disorders and special education for doctoral students. Prerequisite: permission of the instructor.

CDSE 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CDSE 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

COMMUNICATION SCIENCES AND DISORDERS Courses
CSD 548. Speech-Language and Hearing Programs in the Public Schools. 3 Credits.
The emphasis of this course is on the organization and administration of public school speech-language and hearing programs, as well as clinical, professional and legal issues related to service delivery. Prerequisites: CSD 560.

CSD 551. Articulation and Phonological Disorders. 3 Credits.
This course emphasizes causes, identification and treatment of articulation and phonological disorders. Pre- or corequisites: Permission of instructor.

CSD 552. Voice and Fluency Disorders. 3 Credits.
This content of this course focuses on the basic tenets related to fluency and voice disorders. Its purpose is to introduce students to the basic terminology, concepts of the role of articulation, phonation, and respiration as they relate to both fluency and voice disorders. Diagnosing and treating fluency and voice disorders will be discussed.

CSD 553. Language Development. 3 Credits.
This course emphasizes language development from the perspective of the speech-language pathologist.

CSD 558. Speech and Hearing Science. 3 Credits.
The content of this course focuses upon basic acoustics, speech acoustics, psychoacoustics, speech perception, and clinical laboratory instrumentation. The course is designed to provide fundamental information regarding normal and abnormal aspects of speech and hearing processes. Prerequisites: Grade of C- or better in CSD 460 or CSD 560.

CSD 560. Hearing Disorders and Basic Audiometry. 3 Credits.
A study of the physics of sound, anatomy, and physiology of the human ear, basic audiology and hearing disorders.

CSD 561. Aural Rehabilitation I. 3 Credits.
A study of audiological findings and the implications for hearing therapy; speech and language development of the deaf.
CSD 565. Signaling Beginning Nonverbal Communication. 3 Credits.
Study of the grammatical structure and use of American sign language; exposure to ideals and culture of the deaf community. (This course does not satisfy the general education foreign language skills requirement.) Prerequisites: permission of the instructor.

CSD 612. Evidence-Based Research in Speech-Language Pathology. 3 Credits.
This course will provide students with a background in research design by examining elements of quality research methods. Students will learn how to identify reputable research outcomes that influence clinical decisions in speech-language pathology.

CSD 649. Clinical Procedures in Speech-Language Pathology. 3 Credits.
This course teaches students basic clinical procedures and competencies in speech-language pathology with an emphasis on language sampling and identification of grammatical categories, skills required by professionals practicing in the field of speech-language pathology. Prerequisites: Permission of instructor.

CSD 651. Language Diagnosis and Intervention in School-Aged Children. 3 Credits.
This course focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-aged students. It addresses the characteristics of language, reading, and spelling impairments; the subtypes of these disorders; and the different intervention approaches used with them. Prerequisites: CSD 453/CSD 553 or equivalent, or permission of the instructor.

CSD 652. Articulation and Phonological Disorders. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: CSD 551. The principal emphasis of this course is clinical intervention for phonological and articulation disorders including motor speech disorders.

CSD 653. Language Diagnosis and Intervention in Infants and Preschoolers. 3 Credits.
An advanced study of the diagnosis and intervention for infants and preschoolers with suspected language disorders arising from a variety of etiologies. This course has a particular emphasis on assessment and intervention using principles of evidence-based practice. Prerequisites: Permission of instructor. Pre- or corequisite: CSD 453/CSD 553 or equivalent.

CSD 655. Voice and Resonance Disorders. 3 Credits.
The purpose of this course is to investigate the etiologies, communicative disorders, diagnostic methods, and therapeutic techniques related to voice and resonance disorders. Prerequisites: Permission of instructor.

CSD 656. Theories and Therapies in Stuttering. 3 Credits.
Lecture 3 hours; 3 credits. This course emphasizes current etiological theories, research, diagnostic procedures and therapeutic techniques related to stuttering.

CSD 657. Aphasia. 3 Credits.
The objective of this course is to investigate the etiologies, communicative disorders, diagnostic methods and therapeutic techniques related to aphasia, dyslexia and dysgraphia related to acquired neurologic conditions.

CSD 658. Swallowing Disorders. 3 Credits.
Lecture 3 hours; 3 credits. This course reviews the structures and neural bases of swallowing, common etiologies that cause dysphagia, and clinical techniques used in assessment and management of swallowing disorders in pediatric and adult populations.

CSD 659. Augmentative and Alternative Communication Disorders. 3 Credits.
This course will identify populations that may benefit from Augmentative and Alternative Communication Disorders (AAC), describe the assessment process relative to AAC and tenets of intervention, provide information regarding legal issues related to AAC, and demonstrate how to acquire and use AAC instrumentation. Prerequisites: Permission of instructor.

CSD 660. Procedures in Audiology. 3 Credits.
Advanced study of the physics of sound, anatomy, and physiology of audition, hearing disorders, and audiometric procedures, providing knowledge and skills necessary for a speech-language pathologist.

CSD 662. Cognitive-Communication Disorders. 3 Credits.
The objective of this course is to investigate the etiologies, cognitive impairments, communication manifestations, diagnostic methods and therapeutic techniques related to traumatic brain injury, right hemisphere brain damage, and various dementias. Prerequisites: Permission of instructor.

CSD 668. Advanced Clinical Externship in Speech-Language Pathology. 3 Credits.
In this externship, students will apply advanced speech-language pathology techniques in diagnosis and intervention for individuals with communication and swallowing disorders in medical or educational settings. Students will work full time in an off-campus facility to complete clock hours for certification purposes. Pre- or corequisite: Passing grade in CSD 669, and permission of faculty.

CSD 669. Clinical Practicum in Speech-Language Pathology I, II, III. 3 Credits.
These practica are designed to provide students with experiences in the evaluation and treatment of a variety of communication disorders in children and adults. Pre- or corequisite: CSD 351, CSD 352, CSD 451/CSD 551, CSD 453/CSD 553, CSD 460/CSD 560 (or equivalents) and permission of program faculty.

CSD 750. Neuroromotor Speech Disorders. 3 Credits.
The content of this course focuses on the neurological bases of speech, disorders of speech production associated with neurologic diseases, as well as methods for evaluation and treatment of those disorders.

CSD 850. Neuromotor Speech Disorders. 3 Credits.
The content of this course focuses upon the structural and neurological bases of speech disorders, particularly those related to laryngeal and central nervous system pathologies. Advanced expertise in neuromotor speech disorders will be developed along with in depth familiarity and analysis of related literature.

FOUNDATIONS OF EDUCATION Courses

FOUN 611. Introduction to Research Methods in Education. 3 Credits.
The primary goal of the course is to provide students with the knowledge and skills to access, evaluate, and synthesize empirical research. The course examines types of educational research and criteria for evaluating empirical studies. It introduces various types of research questions and associated research designs, components of research reports, sampling, validity of measures, threats to internal and external validity, and simple statistics.

FOUN 612. Applied Research Methods in Education. 3 Credits.
Lecture 3 hours, 3 credits. The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

FOUN 615. Research and Application of the Evolution of Education: History, Issues, Technology and Assessment. 3 Credits.
Lecture 3 hours, 3 credits. Course focuses on foundations of U.S. education system; legal aspects for educational delivery in the U.S. and Virginia; use and contributions of technology integration to learning outcomes; formative and summative assessment for improving learning outcomes of urban children and youth.

FOUN 640. Fundamentals of Measurement and Assessment. 3 Credits.
Lecture 3 hours, 3 credits. This course stresses the use of measurement and assessment for evaluation and decision making focusing on basic concepts applicable to all types of assessment: statistical concepts, reliability, validity, and interpretive frameworks for cognitive and non-cognitive measures.
FOUN 641. Assessment and Evaluation of Student Learning. 3 Credits.
Lecture 3 hours, 3 credits. The valid use of formative and summative assessment and evaluation principles for monitoring and promoting students' learning and development will be addressed. Students will learn how to construct and use a variety of formal and informal teacher assessment procedures.

FOUN 650. Human Development and Student Learning. 3 Credits.
Lecture, 3 hours; 3 credits. Corequisite: Student must be a participant in the Teacher Residency Grant. This course will focus on understanding children's and adolescents' physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities as well as special needs. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

FOUN 662. Assessment and Evaluation for Schools Serving Military Connected Children and Families. 4 Credits.
Lecture, 3 hours; Service learning, 1 hour. 4 credits. Prerequisite: COUN 605 and acceptance into the Military Child and Family Education Certificate Program. This course is designed to create educators and educational support service providers capable of assessing the needs of military children and able to self-assess their schools in terms of the comprehensive elements of a military conscious and supportive school. Students will become familiar with the Military Consciousness Assessment Toolkit (Mil-CAT), a comprehensive and dynamic self-assessment tool developed at ODU that provides a process and system for analyzing and prioritizing support structures and needs of military students across the school. Students will also apply basic constructs of assessment in order to develop skills for determining the individual academic, social, and emotional needs of military students and their families, as well as to design ways to assess classroom and school-wide interventions. Use of assessments of individual, group, and school-wide needs to design, implement, and evaluate contextually tailored interventions that support military connected students will be modeled and practices. This course is required for completion of the Military Child and Family Education graduate certificate. Students must be accepted to the certificate program or receive approval from the certificate program director in order to enroll.

FOUN 722. Introduction to Applied Statistics and Data Analysis. 3 Credits.
Lecture 3 hours, 3 credits. Introduction to basic topics in statistical analysis, including descriptive statistics and simple inferential statistics such as correlation, regression, t-tests, one-way analysis of variance, and chi-square.

FOUN 812. Research Design and Analysis. 3 Credits.
This course focuses on the application of advanced research design as it is applied in various educational disciplines. It provides an in-depth examination of quantitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative methodology descriptions for research proposals and reports.

FOUN 813. Program Evaluation in Education. 3 Credits.
Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes, but is not limited to, design considerations, data utilization, and teacher evaluation. Both quantitative and qualitative strategies will be covered.

FOUN 814. Qualitative Research Design in Education. 3 Credits.
This course concentrates on the theoretical underpinnings of qualitative research; methodology and methods including identification of ways to collect and analyze qualitative data; examination of ethical issues; development of proposals; and writing up studies.

FOUN 815. Advanced Qualitative Research. 3 Credits.
This advanced qualitative course is an introduction to emerging research approaches and alternative data collection methods and analyses in education, counseling and other related disciplines. Content addressed includes visual and audio research, historical movements in qualitative research, critical theory, feminism, queer theory, ethnography and autoethnography, content analysis, and mixed methods research. Prerequisites: Instructor approval required.

FOUN 816. Single Subject Research Designs. 3 Credits.
Lecture 3 hours, 3 credits. This course is designed to provide the student knowledge and skills that relate to single subject methodology. It includes an overview of historical and philosophical foundations, basic issues in behavioral assessment, and single subject research and design methodology, including trend and statistical analysis in single subject research. Students will analyze critically empirical research and be able to plan, implement, and evaluate original research.

FOUN 818. Analysis with Large Datasets. 3 Credits.
This course concentrates on sample designs, design-based estimation/ inference, data preparation, and analysis of complex survey data in education. Prerequisites: FOUN 822.

FOUN 822. Applied Linear Models in Educational Research. 3 Credits.
Introduction to the general linear model with emphasis on concepts and applications of multiple linear regression (MLR) to problems in educational research. Topics include estimation and interpretation of MLR models, relationships between MLR and analysis of variance (ANOVA), logistic regression analysis, and trend analysis. Prerequisite: FOUN 722.

FOUN 823. Analysis of Variance Applied to Educational Research. 3 Credits.
Lecture 3 hours, 3 credits. Prerequisite: FOUN 722. Introduction of analysis of variance models as applied in education and human services, including two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis.

FOUN 824. Design and Analysis for Causal Inference in Educational Contexts. 3 Credits.
Introduction to research design and statistical analysis for studies intended to support causal inferences. Topics include experimental, quasi-experimental, and ex post facto design and appropriate models for data analysis. Prerequisites: FOUN 822 and FOUN 823 or permission of instructor.

FOUN 825. Applied Multilevel Modeling in Educational Research. 3 Credits.
This course focuses on advanced applications of statistics that are used in educational research in various educational disciplines. Specifically, the course will offer an introduction to hierarchical linear modeling (HLM) of nested data as applied to education. Topics include conceptual and statistical background of two- and three-level designs, cross-level interaction effects, and application of multilevel models for repeated measures designs. Emphasis is on estimation, interpretation, and diagnostics for multilevel models of continuous outcomes. Prerequisites: FOUN 822 and FOUN 823 or instructor permission.

FOUN 826. Applied Structural Equation Modeling in Educational Research. 3 Credits.
Introduction to structural equation modeling and related multivariate procedures applied to research problems in education. Topics include a brief review of exploratory factor analysis, confirmatory (structural) factor analysis, path analysis, and structural equation modeling with observed and latent variables. Prerequisite: FOUN 822 and FOUN 823 or permission of instructor.

FOUN 827. Applied Logistic Regression. 3 Credits.
A practical and conceptual introduction to applying logistic and probit regression models to typical questions in the social sciences. Will utilize SPSS for practical applications covering simple and multiple regression models, interactions and curvilinear effects, multinomial models, testing of assumptions, and select advanced applications such as propensity score matching and missing data analysis. Prerequisites: FOUN 822 and FOUN 823 or permission of instructor.
FOUN 830. Theories of Learning and Instruction. 3 Credits.
Lecture 3 hours, 3 credits. The course consists of critical discussion and analysis of major learning theories that have influenced learning and instruction in today’s schools. Applications of current research to instructional design will be emphasized.

FOUN 831. Human Development in Education. 3 Credits.
This course introduces the domain of human development to education students by promoting their construction of a developmental perspective and adoption of a developmental theory to understand education-relevant phenomena. The course will cover central tenets of the developmental psychological perspective, several contemporary developmental approaches, and contexts of development relevant to educational processes. Furthermore, the course aims to promote students’ skills in pursuing scientific knowledge about educational topics of interest in human development. The course will address life-span processes; however, the primary emphasis will be on processes and ages associated with formal educational settings (K-16). Prerequisite: FOUN 830.

FOUN 835. Motivation in Education. 3 Credits.
The course consists of critical discussion and analysis of major theories of motivation and research supporting these theories. Applications to education and classroom instruction will be emphasized. Equity concerns related to how to motivate students placed at risk will also be examined. Prerequisites: FOUN 830 and FOUN 831.

FOUN 836. Metacognition and Self-regulated Learning. 3 Credits.
The course consists of critical discussion and analysis of major theories and research on metacognition and self-regulated learning. Applications to education and classroom instruction will be emphasized. Strategies to promote self-regulated learning among diverse and at-risk students will also be examined. Prerequisites: FOUN 830 and FOUN 831.

FOUN 840. Educational Measurement and Assessment. 3 Credits.
Overview of advanced educational measurement and assessment ideologies as well as methods. Students will identify, critique, construct and administer educational measures. Psychometric topics such as reliability and validity will be explored as well as advanced assessment issues such as scale construction and item response theory.

FOUN 848. Assessment and Evaluation in Content Areas. 3 Credits.
Lecture 3 hours, 3 credits.

FOUN 850. Sociological and Philosophical Foundations of Education. 3 Credits.
Students examine the relationship between education and society by reviewing a variety of theoretical perspectives and empirical studies. Topics include: social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; social capital; the student-teacher relationship; teaching as a profession; and higher education.

FOUN 861. Ethnographic Research and Narrative & Historical Research Methods and Design. 3 Credits.
In this advanced qualitative research course, we invite students to focus on ethnographic methods such as ethnography, ethnomethodology, and autoethnomethodology. Students will also learn about participatory research methods. The course will examine narrative and historical research approaches including biography and autobiography. Prerequisites: FOUN 815.

FOUN 862. Critical and Indigenous Research Methods and Design. 3 Credits.
In this advanced qualitative methods course, we invite students to explore readings related to critical and indigenous research, methodologies and paradigms as well as engage in activities to decolonize traditional research approaches with specific groups. In this course we refer to Indigenous peoples as individuals and groups belonging to developing or underdeveloped regions nationally or internationally. Prerequisites: FOUN 815.

FOUN 863. Emerging Qualitative Research Methods. 3 Credits.
This advanced qualitative research course examines emerging and lesser known qualitative research methods such as self-study, portraiture, arts-based research, photovoice, rhizomatic analysis and critical policy analysis. Prerequisites: FOUN 815.

FOUN 864. Case Study, Grounded Theory & Phenomenological Research Methods & Design. 3 Credits.
This advanced qualitative research course examines the intricacies of case study methods. It also delves into the various qualitative research methods surrounding experience and theory formation such as Grounded Theory, Phenomenology, Heuristic Inquiry and Consensual Qualitative Research. Prerequisites: FOUN 815.

FOUN 865. Independent Qualitative Research. 3 Credits.
This capstone course involves the student developing and completing an original qualitative research project independent from the dissertation. Prerequisites: FOUN 815.

FOUN 867. Teaching and Research Practicum. 3 Credits.
Advanced graduate students in the Ph.D. Educational Psychology, Research and Evaluation program or other Ph.D. programs will have the opportunity to participate in research, consulting, an internship, or assisting in teaching research and statistics courses. Prerequisites: FOUN 822 and FOUN 823.

FOUN 869. Teaching Statistics Practicum. 3 Credits.
Advanced graduate students in the Ph.D. Educational Research, Evaluation and Educational Psychology concentration or other Ph.D. concentrations will have the opportunity to participate in research, consulting, internship, or assisting in teaching research methods and statistics courses. Prerequisites: FOUN 822 and FOUN 823.

FOUN 870. Formative Assessment of Student Learning for School Leaders and Curriculum Specialist. 3 Credits.
Lecture 3 hours, 3 credits. Overview of advanced educational measurement and assessment ideologies as well as methods. Students will identify, critique, construct and administer educational measures. Psychometric topics such as reliability and validity will be explored as well as advanced assessment issues such as scale construction and item response theory.

FOUN 881. Dissertation Seminar. 3 Credits.
Instructor approval required. The primary goal of the course is to develop a dissertation proposal. It is intended for doctoral students who have completed all other coursework. The course covers literature reviews, proposal writing, and obtaining approval from Human Subjects committees. Outlets for disseminating the research findings will be explored. Prerequisites: FOUN 812, FOUN 814 and FOUN 822 or FOUN 823.

FOUN 897. Special Topics in Educational Foundations. 3 Credits.
Three hours; 3 credits. Special Topics in Educational Foundations will be used for independent studies with Foundations faculty members.

FOUN 899. Dissertation. 1-12 Credits.
Dissertation credit.

FOUN 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

READING Courses

READ 612. Action Research in Reading. 3 Credits.
This course will introduce students to action research, a form of self-reflective, systematic inquiry by educators of their own practice. Students will learn about research methods, design, and implementation, and they will develop action research proposals based on a line of structured inquiry emanating from events occurring within their own classrooms. Teachers will study student learning related to their own teaching, a process which allows them to learn about their own instructional practices and to continue monitoring improved student learning. Conducting action research provides educators with an avenue to reflect on their own teaching practices with the aid of empirical data and engage in self-directed learning with the ultimate goal of improving student learning. Must have completed 15 Graduate credit hours in reading coursework.
READ 614. Foundations of Literacy Learning. 3 Credits.
Surveys theories and historical trends leading up to present day literacy instruction. Participants will learn how to incorporate application of current research to the methods and philosophies of teaching reading and writing. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support literacy and engaging learners.

READ 618. Approaches to Teaching Literature and Writing K-12. 3 Credits.
Lecture 3 hours, 3 credits. Explores the theory and practice of teaching literature, including young adult and children's literature, and writing. Considers some of the characteristics of writing processes, the role of the teacher in structuring and responding to student writing, the role of the teacher in literary text selection, the relationships between writing and literacy understanding, and the authentic assessment of K-12 students' reading, writing and learning.

READ 619. Word Study, Phonics, and Linguistics. 3 Credits.
Provides an overview of the field of linguistics, the scientific study of language and word study, an approach to spelling instruction that relies on an understanding of English orthography that incorporates instruction in phonics, spelling and vocabulary. Students will learn to recognize characteristics of readers and writers at different levels of development. The course provides multiple opportunities for hands-on practice and application.

READ 620. Multicultural Children's Literature and Literacy. 3 Credits.
Provides for the examination, evaluation, and use of multicultural library materials and resources for elementary and middle school children.

READ 622. Culturally Responsive Literacy for All Learners. 3 Credits.
Explores curriculum, instructions, materials and issues related to teaching literacy and language to diverse learners regardless of their ethnic, cultural, linguistic, cognitive, religious, gender, backgrounds, etc.

READ 625. Issues and Trends in Literacy Education. 3 Credits.
This course provides an opportunity for students to explore the critical trends and issues being debated within the field of Literacy Education. This course will provide students with an in-depth understanding of significant issues, trends, and practices in reading instruction at the K-12 level. The course is designed to deal with questions and problems of the type facing teachers, supervisors, and administrators. In addition to providing students with a deeper understanding of current trends and the latest literacy research, this course will also help students to critique ideas and issues surrounding informed instruction within literacy education.

READ 627. School-Wide Assessment and Professional Development. 3 Credits.
This course focuses on the literacy coach’s roles and responsibilities in conducting school-wide, needs-based assessments and planning professional development to align with assessments. Multiple perspectives and approaches to considering, piloting, and administering needs-based surveys and analyzing data for schools and school divisions are explored and practiced. Using results, data-based professional development planning is studied and practiced. Through interactive online instruction, lecture, projects, and reflective participation based upon the International Reading Association’s Standards and The Virginia Standards of Learning, a professional knowledge base will be developed. This course provides experiences on a variety of levels to further the development of the literacy coach within ODU’s Educator as Professional Framework.

READ 628. New Literacies, Digital Technologies, and Learning. 3 Credits.
This course is designed to provide a context in which in-service teachers can explore a range of “new” literacies and consider their relationships to school-based literacy education. Participants will explore these new literacies, specifically the socially immersive experiences of youth and their new media practices. These participating educators will examine the role of multimodality in literacy learning across the curriculum with an emphasis on how to bridge the digital literacies of students’ private lives with the traditional print practices valued in school. Teachers will gain insight into and understanding of how young people's participation in a shifting media landscape can help shape and form learning and literacy in the 21st Century classroom.

READ 637. Problems in Reading Education. 3 Credits.
Lecture, 3 hours. 3 credits. Prerequisite: FO UN 612 and 15 hours in Reading Education. Presents an overview of current reading research and its application to instruction. Provides study and practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in reading education.

READ 680. Reading to Learn Across the Curriculum. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: Graduate standing. This course has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

READ 683. Diagnostic Teaching of Reading in the Classroom. 3 Credits.
Lecture 3 hours, 3 credits. Provides classroom teachers with strategies/techniques to employ in ongoing diagnosis and remediation through the use of informal and standardized tests to select appropriate instructional strategies for pupils’ existing reading capabilities.

READ 685. Organizing and Supervising Reading Program Development. 3 Credits.
Presents an overview of the total school reading program (K-12), and not only prepares the prospective reading supervisor to make decisions pertaining to the procurement of materials for the program but also explores modes for integrating reading into the general curriculum. Prerequisites: 9 graduate hours in reading.

READ 686. Advanced Language Development and Reading. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: Graduate standing. Explores current theories of cognitive development and their relationship to language development and reading as bases for evaluating methods and materials of teaching reading and the related communicative arts: spelling, writing, and speaking.

READ 689. Survey of Reading Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Surveys the linguistic, psychological, sociological, philosophical, and historical foundations of current reading pedagogy.

READ 693. Practicum in Reading. 3 Credits.
Hours to be arranged. Prerequisite: 15 hours in graduate reading to include READ 683 and permission of the instructor. This course provides graduate teachers with opportunities to practice and further refine their understandings of the reading process in clinical and classroom settings. Teachers provide both individual and group reading lessons with students from the local community. Advanced diagnostic tests of learning processes and intellectual capacity are covered. These advanced diagnostic techniques are in addition to those covered in the initial diagnostic reading course.

READ 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.
SPECIAL EDUCATION Courses

SPED 500. Foundations of Special Education: Legal Aspects and Characteristics. 3 Credits.
The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities. Prerequisite: junior standing.

SPED 502. Instructional Design I: Learner Characteristics and Assessment. 3 Credits.
The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities and intellectual disabilities and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 503. Directed Field Experience in Special Education. 2 Credits.
This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required. Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 583.

SPED 504. Characteristics and Medical Aspects of Disabling Conditions. 3 Credits.
This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction. Prerequisites: SPED 400 or SPED 500.

SPED 506. Students with Diverse Learning Needs in the General Education Classroom. 3 Credits.
This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom. Prerequisites: junior standing.

SPED 511. Classroom and Behavioral Management Techniques for Students with Diverse Needs. 3 Credits.
This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management and supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- of higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 515. Instructional Design II: Curricular Procedures and Individualized Education Planning. 3 Credits.
The intent of this course is to provide preservice teachers with: (a) knowledge of research-based instruction for K-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the Virginia Standards of Learning. Practicum of 45 hours required. Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 517. Collaboration and Transitions. 3 Credits.
This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational programs and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings. Pre- or corequisite: SPED 400/SPED 500.

SPED 528. Instructional Strategies for Students Accessing the Adapted Curriculum. 3 Credits.
This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. 45 Hour Practicum Prerequisites: a grade of C- or higher in SPED 400 and SPED 411 or a grade of B- or higher in SPED 500 and SPED 511, and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 532. Characteristics of Students with Visual Impairments. 2 Credits.
Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants’ and children’s growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Prerequisites: SPED 400/SPED 500.

SPED 533. Braille Code. 3 Credits.
This course provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 534. Medical and Educational Implications of Visual Impairments. 3 Credits.
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum of 25 hours required. Prerequisites: passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.
SPED 535. Orientation and Mobility. 2 Credits.
Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required. Prerequisites: Passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 536. Curriculum and Assessment of Students with Visual Impairments. 3 Credits.
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students will practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Practicum requires a minimum of 25 hours. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 537. Assistive Technology for People with Sensory Impairments. 3 Credits.
This course is designed for professionals and/or students interested in serving the visually impaired/blind population or hearing impaired/deaf population. It is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the ability of individuals with visual and hearing impairments to succeed in school, daily living activities and employment. Knowledge and awareness components of this course will be delivered via distance education. Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532.

SPED 540. Assistive Technology for Diverse Students. 3 Credits.
This course provides lectures for pre-service and in-service teachers, and related service providers of special populations in use of assistive technology (AT) devices and services, and augmentative and alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state educational standards related to providing assistive technology to students with diverse learning needs. Prerequisite: SPED 400/SPED 500.

SPED 541. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/500 and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 540. Teaching Preschoolers With Diverse Needs. 3 Credits.
This course prepares students in developing skills in curricula, materials, and methods of instruction for preschool-aged (2-6 years) children with diverse needs. Programming for personal-social, language, motor, and cognitive development are addressed. Data collection, programmatic organization, and classroom planning are covered. Practicum of 45 hours required. Prerequisite: SPED 400 or SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 561. Developmental/Ecological Assessment Strategies. 3 Credits.
This course provides students with the skills necessary for assessment of atypical development as well as best practices involved in assessment. Students explore and give assessments to children from birth through eight years of age or older with severe disabilities. Practicum of 45 hours required. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 567. Collaboration, Transitions and Infant-Family Intervention. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth to age three. Emphasis is placed on development of IFSPs, procedures, materials, transitions, and curricula for this population. Observation of 20 hours in an infant-toddler program is required. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 569. Communication/Language Development/Intervention for Students with Significant Disabilities. 3 Credits.
This course examines symbolic and non-symbolic communication/language development and acquisition. Emphasis is on routine-based communication training, communication/language facilitation strategies, augmentative communication systems, and informal/functional communication/language assessment procedures for students in early childhood special education, students with autism, and students with multiple disabilities. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 583. Field Experience Seminar in Special Education. 1 Credit.
Prerequisites: SPED 313, SPED 400/SPED 500 and SPED 402/SPED 502. Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Elementary Education Content Test, and Virginia Reading Assessment (VRA)/ Reading for Virginia Educators (RVE) will be required by the end of the course.

SPED 586. Teacher Candidate Internship for Special Endorsement. 9 Credits.
Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level. Qualifies as a CAP experience. Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; completion of SPED 583; departmental approval; passing scores on Praxis Core Academic Skills for Educator Tests (or equivalent as prescribed by the Virginia Board of Education); passing scores on Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA)/ Reading for Virginia Educators (RVE), and the appropriate Praxis II content examination.

SPED 595. Topics in Special Education. 1-3 Credits.
This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field. Prerequisites: SPED 400/SPED 500.

SPED 610. Characteristics of Students Accessing the General Curriculum. 3 Credits.
Prerequisites: SPED 400/SPED 500. The intent of this course is to provide pre-service and currently licensed teachers with (a) knowledge of the characteristics of students with disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities, and intellectual disabilities; (b) the ability to recognize etiologies, underlying factors, and contributing conditions that impact student learning, and (c) the cultural impact of disabling conditions.

SPED 611. Instructional Strategies for Students accessing the General Education Curriculum. 3 Credits.
This course emphasizes effective research-based instructional strategies for teaching students with mild/moderate disabilities in grades K-12 who are accessing the general education curriculum. Practicum of 45 hours in middle/secondary-level setting is required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, SPED 610 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.
SPED 613. Human Growth and Development. 3 Credits.
This course is designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. This course provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious characteristics will be explored; developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse will be addressed within the context of each topic.

SPED 615. Behavior Change in Classroom. 3 Credits.
This course will focus on the following elements of effective management: integration of instruction for positive learning environment; strategies to provide students the opportunity to be successful academically, emotionally, and socially; assessment of and modifying the learning environment; and group and individualized strategies to affect behavior change in order to increase student learning.

SPED 618. Characteristics and Advanced Procedures: Emotional and Behavioral Disorders. 3 Credits.
This course addresses characteristics and various approaches to the education and treatment of emotional/behavioral disorders. Emphasis is on group/individualized programming that addresses social, emotional, academic and behavioral needs. Behavior measurement and direct observation, problem behavior specification, intervention development and implementation, data collection and analysis, curricular adaptation, and teacher collaboration skills for successful regular classroom reintegration and transition are also discussed. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 620. Advanced Special Education Law and Ethics. 3 Credits.
This course provides in-depth research and nuanced application of federal regulations (Individuals with Disabilities Education Act [IDEA]; the Rehabilitation Act of 1973; Section 504; the No Child Left Behind Act of 2001, and the Americans with Disabilities Act [ADA]), case law, current special education legal issues, and ethical conduct for individuals seeking an advanced special education degree. This course is not suitable for individuals seeking initial licensure in special education. Prerequisite: SPED 400/SPED 500.

SPED 621. Effective Interventions for Children and Youth with Challenging Behavior. 3 Credits.
Students with challenging behavior pose a tremendous challenge to school personnel. Along with the growing incidence of behavior problems, there has been a dramatic increase in the number of research-supported interventions. Emphasis is on assessment of the structural and functional properties of problem behavior to facilitate development of interventions that match the nature and severity of the problem behavior. The course focuses on gaining knowledge of the likely source(s) of challenging behavior, including various strategies to document the environmental determinants of the behavior, establishment of school-wide, classroom-level, and student-specific intervention programs and ways to document the outcome of those interventions. Attention is given to adult- as well as peer-mediated intervention options for problem behavior reduction/replacement among children and youth from diverse backgrounds and across categories of exceptionality. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 411/SPED 511, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 622. Advanced Collaboration and Lifespan Transitions. 3 Credits.
This course provides students opportunities to develop advanced competencies and skills in collaborative consultation and delivery of special education services to individuals with disabilities across the continuum of educational settings and lifespan transitions. This course has applications for special education teachers, other professional educators, and related service providers.

SPED 623. Characteristics and Advanced Procedures: Intellectual Disabilities. 3 Credits.
The course examines the characteristics and various approaches to the education and treatment of students with intellectual disabilities and developmental disabilities. Assessment, curriculum development, instructional design, appropriate placement setting, transition and utilization of environmental resources are emphasized. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 625. Characteristics of Students with Autism Spectrum Disorders. 3 Credits.
This course includes a review of characteristics, etiology, prevalence, and perspectives of students with autism spectrum disorders. Prerequisites: SPED 400/SPED 500.

SPED 626. Characteristics and Advanced Procedures: Learning Disabilities. 3 Credits.
This course provides the professional educator with a variety of educational procedures for students with learning disabilities, including diagnostic assessment, causal nature, and research based instructional strategies for teaching students with learning disabilities. This course has an applied emphasis and includes a 45-hour practical experience with students with learning disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 627. Instructional Strategies for Students with Autism Spectrum Disorders. 3 Credits.
This course includes a review of intervention strategies for students with autism spectrum disorders. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 628. Instructional Strategies for Students Accessing the Adapted Curriculum. 3 Credits.
This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 411/SPED 511, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 630. Teaching Preschoolers with Disabilities. 3 Credits.
This course is designed to prepare students in curricula, materials and methods of instruction for preschool-aged (2 to 6 years) children with special needs. Programming for self-help, social, language, motor, and cognitive development are addressed. Data collection, program organization, and classroom planning are also covered. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 631. Developmental and Ecological Assessment Strategies. 3 Credits.
This course provides students with the skills necessary for assessment of atypical early development as well as best practices in assessing functional skills in students with severe disabilities. Students will explore and give assessments to children from birth to 6 years of age and students with severe/multiple/profound disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.
SPED 633. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 634. Capstone Seminar. 3 Credits.
Capstone seminar.

SPED 637. Infant/Family Intervention and Teamwork. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth through age three. Emphasis is on the development of the individualized family service plan (IFSP), procedures, materials and curriculum for this population. A family-centered approach is stressed. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 630, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 638. Teaching Methods for Students with Visual Impairments. 3 Credits.
This course emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. It addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. In addition, it provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 639. Braille Reading and Writing. 3 Credits.
This course provides basic instruction on transcription of advanced Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science. Practicum requires a minimum of 15 hours. Prerequisites: SPED 433/SPED 533 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 640. Applied Behavior Analysis: Principles, Procedures, and Philosophy. 3 Credits.
This course focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Prerequisites: Permission of the instructor.

SPED 641. Applied Behavior Analysis: Empirical Bases. 3 Credits.
This course focuses on basic content of applied behavior analysis. This course teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Pre- or corequisite: SPED 640 or permission of the instructor.

SPED 642. Ethics and Professional Conduct for Behavior Analysts. 3 Credits.
This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board’s Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Prerequisites: SPED 640 or permission of the instructor.

SPED 643. Applied Behavior Analysis: Assessments and Interventions. 3 Credits.
This course further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Prerequisites: SPED 640 or permission of the instructor.

SPED 644. Applied Behavior Analysis: Applications. 3 Credits.
This course expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Prerequisites: SPED 640, SPED 641, and SPED 643 or consent of the instructor. Pre- or corequisite: SPED 643.

SPED 645. Applied Behavior Analysis: Verbal Behavior. 3 Credits.
This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments. Prerequisites: SPED 643 or permission of the instructor.

SPED 669. Directed Field Internship Special Education, K-12. 1-6 Credits.
The course provides supervised involvement in a practicum setting where the student and the instructor work together closely to develop curricula and gain expertise in teaching specific topics of importance to special educators. 50 hours per credit. Prerequisites: appropriate graduate instructional strategies course work and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 670. Transition and Community-Based Instruction. 3 Credits.
This course provides an overview of the role of special educators in preparing students with severe disabilities for post-secondary vocational, residential, educational, community, and recreational settings. Emphasis is placed on developing appropriate curricula, involving students and their families in planning, implementing and evaluating transition programs, and helping students to access the services needed to be successful in adult life. Prerequisites: SPED 400/SPED 500.

SPED 671. Positive Behavior Supports. 3 Credits.
This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities, including autism, or with young children who have disabilities. It is required for endorsement in Adapted Curriculum and Early Childhood Special Education. The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student’s environment that relate to the problem behavior, and (f) to incorporate, as appropriate, individually designed crisis intervention procedures. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 672. Curriculum and Assessment in Severe Disabilities. 3 Credits.
This is an advanced level course in the Special Education, Adapted Curriculum Course Sequence, requiring prerequisite knowledge and skills in the discipline. The course is designed to help students develop or enhance their knowledge and skills related to best practices in curriculum and assessment. It is also designed for those preparing to teach individuals with severe disabilities who need an individualized, adapted approach to the general education curriculum. Three major components of the assessment process will be addressed: (1) initial diagnosis and assessment for establishing/maintaining eligibility for services and identifying needed supports and services; (2) assessment to develop standards-based IEPs and to create meaningful, functional, academically-based curricula within an inclusive framework; and (3) assessment to evaluate student progress for the IEP, the VAAP and state and national assessment mandates. Students will plan, develop, and implement a variety of assessment and curriculum activities with target students with severe disabilities within each of the three assessment components. Applied use of assistive technology will be integrated within the course. Prerequisites: SPED 400 and SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.
SPED 673. Communication and Severe Disabilities. 3 Credits.
This course introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. It addresses the knowledge and skills that are needed to assess the potential AAC user, to make team decisions, to develop and implement instruction, and to evaluate the effects of instruction. The course is also aimed at motivating, building, and expanding communication, choice-making, and social interaction. Prerequisites: SPED 400/SPED 500.

SPED 674. Medical and Developmental Risk Factors for Children with Disabilities. 3 Credits.
This course examines the nature and causes of disabling or special health conditions. It covers screening and evaluation techniques, characteristics, and educational implications. Prerequisites: SPED 400/SPED 500.

SPED 675. Foundations of Language and Literacy for Diverse Learners. 3 Credits.
This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs, as well as the inter-relationship of language and literacy development. Emphasis will be placed on identifying effective research-based strategies for promoting and enhancing emergent literacy and early reading and writing skills for children and youth with language and intellectual disabilities and English language learners with disabilities. Field experience is required: course participants must identify an appropriate target student and engage in observation and assessment activities with that student and his/her family during the first half of the course. Final product includes the development of a literacy development plan for the student. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 676. Curriculum and Methods-Severe Disabilities. 3 Credits.
This course focuses on current best practices in curriculum and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 677. Consultation and Collaboration. 3 Credits.
This course provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. Prerequisites: SPED 400/SPED 500.

SPED 678. Interdisciplinary Approaches for Children with Sensory/Motor Disabilities. 3 Credits.
This course emphasizes positioning, handling, and adaptive strategies for children with sensory and/or motor disabilities. It focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Prerequisites: SPED 400/SPED 500.

SPED 698. Research Project. 1 Credit.
This capstone seminar is one of the culminating assessments for the master’s degree in education with a major in advanced special education. Students will design, develop, and deliver an evidence-based professional development program that is aligned with their concentrations. As a culminating activity, this project will reflect the synthesis of coursework, research, and practical experience as these program aspects relate to the needs of school divisions and the education of students from diverse backgrounds.

SPED 700. Social/Emotional Aspects of Child Development. 3 Credits.
The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

SPED 701. Historical and Contemporary Research in Special Education. 3 Credits.
This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 702. Cognitive Processes and Learning Strategies for Students with Special Needs. 3 Credits.
The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

SPED 705. Advanced Student and Program Evaluation in Special Education. 3 Credits.
The intent of this course is to provide scholars with the advanced knowledge of systems and theories of assessment, special education evaluation and eligibility determination, and the skill competence to design and implement research activities, instruction, and student and program evaluation. Scholars will access, evaluate, and use valid formative and summative assessment and evaluation measures for monitoring and promoting student learning and educational performance. Prerequisites: FOUN 611 and SPED 701.

SPED 707. Advanced Instructional Procedures in Special Education. 3 Credits.
This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements. Prerequisite: graduate standing.

SPED 714. Alternative Strategies for Secondary Students. 3 Credits.
This course is designed to provide students with an opportunity to examine and develop curriculum strategies and adaptations which may be used to meet the needs of students with diverse learning needs. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 715. Alternative Strategies for Elementary Students: Prevention and Intervention. 3 Credits.
The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 720. Curriculum and Instruction: Research Into Practice. 3 Credits.
This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed. Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801.

SPED 769. Practicum in Applied Behavior Analysis. 3.6 Credits.
This course may be taken as an elective for students who complete the ABA certificate program and wish to complete the 15 total required practicum hours to sit for the National ABA Board Examination. Course can be repeated up to 5 times.
SPED 800. Social/Emotional Aspects of Child Development. 3 Credits.
The emphasis of this course is on the theoretical approaches to the social/ emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

SPED 801. Historical and Contemporary Research in Special Education. 3 Credits.
This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 802. Cognitive Processes and Learning Strategies for Students with Special Needs. 3 Credits.
The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

SPED 807. Advanced Instructional Procedures in Special Education. 3 Credits.
This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements. Prerequisite: graduate standing.

SPED 814. Alternative Strategies for Secondary Students. 3 Credits.
This course is designed to provide students with an opportunity to examine and develop curriculum strategies and adaptations which may be used to meet the needs of students with diverse learning needs. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 815. Alternative Strategies for Elementary Students: Prevention and Intervention. 3 Credits.
The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 820. Curriculum and Instruction: Research Into Practice. 3 Credits.
This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed. Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801.

SPED 821. Critical Issues I: Readings in Special Education and Professional Writing. 3 Credits.
The intent of this course is to provide doctoral candidates an opportunity to do the following: (a) become thoroughly involved in the literature relating to current critical issues in special education, and (b) begin the process of developing writing skills suitable for positions and tenure in higher education. The course stresses APA writing guidelines and style, conducting literature searches, and beginning development of a writing product that is suitable for publication. The course provides an introduction to the skills necessary for advancement in higher education and professional institutions.

SPED 822. Critical Issues II: Research and Professional Writing. 3 Credits.
Prerequisites: SPED 821. This course provides doctoral candidates an opportunity to read, analyze and synthesize research in special education with the intent to contributing to the literature. The course emphasizes skills necessary for developing writing skills suitable for positions and tenure in higher education. APA writing guidelines and style, analyzing and synthesizing research/literature, and producing a lengthy written product suitable for publication are stressed. The course is designed to build skills necessary for advancement in higher education and professional institutions.

SPED 868. Internship: Special Education. 3 Credits.
Internships in teaching, research, and other professional activities will provide experience in the roles that students will assume after completing their doctoral degrees. The successful completion of a 3-credit internship is required to fulfill program requirements and necessitates a commitment of a minimum of 150 contact hours. Internships may be at the regional, national or international levels.

SPED 869. Practicum/Field Experience. 6-12 Credits.
Supervised involvement of the doctoral-level student in a practicum setting, where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

SPED 893. Professional Seminar: Teaching, Research, and Service. 3 Credits.
Prerequisites: SPED 821 and SPED 822. This course prepares doctoral candidates to meet professional standards in teaching, research and service in special education in higher education institutions. Teaching includes an understanding of adult learning and the design, delivery, evaluation of content, and use of technology in college teaching. Research includes recognizing and critically discussing scholarly work, systematically planning and preparing for research, and developing research proposals. Service includes identifying professional organizations and agencies and creating integrated professional development programs. The course is designed to build skills necessary for advancement in higher education and professional institutions.

SPED 899. Dissertation. 1-12 Credits.
Dissertation. Prerequisites: Successful defense of prospectus and admission to candidacy.

SPED 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit every hour every semester until their graduation.

TEACHING AND LEARNING-EDUCATION Courses

TLED 506. Teaching in the Multicultural Classroom. 3 Credits.
Lecture 3 hours; 3 credits. Explores the teaching strategies, materials and understandings needed in developing responsive classroom environments for children from diverse cultural, ethnic, economic and linguistic backgrounds.

TLED 532. Developing Instructional Strategies PreK-6: Language Arts. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children’s development of attitudes, behaviors, and concepts in language arts in grades PreK-6 in support of NCTE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C or higher in TLED 617 and TLED 468/TLED 568.

TLED 535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children’s development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCSS national instructional standards and the Virginia Standards of Learning. Prerequisites: TLED 617.
TLED 551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 301 or TLED 290 or TLED 608, TLED 430 or TLED 617, SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C-in content area and professional education core, minimum major and overall GPA of at least 3.0.

TLED 555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in social studies, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 301 or TLED 290 or TLED 608, TLED 430 or TLED 617, SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C-in content area and professional education core, minimum major and overall GPA of at least 3.0.

TLED 556. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.
This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed.

TLED 574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.
This course addresses current issues related to children and families in early childhood settings. Contemporary research on pedagogical and formative assessment practices related to the education of young children will be discussed through critical exploration. This course will also have an associated 40 hour practicum (20 hours in an infant or toddler classroom and 20 hours in a preschool age classroom).

TLED 578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.
Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in prek-3 and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS I or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 3.0 and at least two of the following: TLED 532, TLED 535, STEM 533, and STEM 534.

TLED 579. Classroom Management and Practice PreK-3; PreK-6. 3 Credits.
Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners founded in empirically based practice. The field based component (70 hours) includes participation in PreK-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the Prek-3 program are required to complete 35 hours in the Child Development Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS I or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 2.8 and at least two of the following courses: TLED 432 and TLED 532, or TLED 435 and TLED 535, or TLED 478 and TLED 578; STEM 433 and STEM 533, or STEM 434 and STEM 534.

TLED 580. Multicultural Young Adult Literature in Schools. 3 Credits.
This course will explore the reading and teaching of diverse young adult literature. Topics addressed include ideas about adolescents and their learning practices; characteristics of young adult literature and literary criticism; analysis of texts from a range of young adult genres; methods for teaching young adult literature; and lesson and unit design.

TLED 583. Seminar in Teacher Education. 1 Credit.
This course explores issues, problems, concerns, and processes related to teaching and entering the profession of teaching. Passing score on PRAXIS II in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on the Virginia Reading Assessment (VRA) are required to pass this course. Prerequisite: admitted to approved teacher education program.

TLED 586. Student Teaching for Special Endorsement. 3-6 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on the appropriate PRAXIS II content examination, passing score on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, meet grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75, and a criminal background check. (qualifies as a CAP experience).

TLED 595. Topics in Education. 1-4 Credits.
Lecture 1-4 hours; 1-4 credits. Prerequisite: graduate standing. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation.

TLED 596. Topics in Education. 1-3 Credits.
Lecture 1-3 hours; 1-3 credits. Prerequisite: graduate standing. Cannot be applied to a Master of Science in Education degree in the Department of Educational Curriculum and Instruction. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation.

TLED 597. Independent Study. 1-3 Credits.
Hours to be arranged. Allows the student to engage in independent study of issues and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 608. Foundations of Education and Instructional Assessment. 3 Credits.
Prerequisites: graduate standing. Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate prek-6, 6-8, or 6-12 grade level.
TLED 615. Teaching in the Middle School. 4 Credits.
Lecture 4 hours; 4 credits. Prerequisite: Graduate standing. Focusing on middle school teaching, this course examines the organization, curriculum, instructional strategies, classroom management techniques, and teaching methods for working with young adolescents. Also covered are middle school guidance, exploratories, scheduling, and parent-school relations. A 30-hour practicum in a middle school is required.

TLED 616. Design for Effective Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Assists students in the organization of research on effective teaching for application in diversified classroom settings. Decision-making in the areas of content, learner behavior, and teacher behavior is stressed. Students learn the fundamentals of lesson design and basic instruction through a unit plan project and teaching vignettes.

TLED 617. Digital Age Teaching and Learning. 3 Credits.
In this class, contemporary digital tools and Internet resources are used to develop instructional plans and contribute to teaching techniques. The course is designed with three components: effectively integrating technology into the delivery of the curriculum, evidence-based good teaching practices utilizing technology that spans across grades and subject levels, and the technologies that support those practices. Upon completion of this course students should be able to pass, or apply for exemption from their school district’s TSIP exam.

TLED 618. Assessment and Evaluation in PK-12 Schools. 3 Credits.
This course will prepare teachers for the appropriate use of formative and summative assessment and evaluation principles in support of students’ learning and development. Students will learn to analyze assessment data to evaluate reliability and validity, interpret student performance, and make instructional decisions.

TLED 619. Classroom Research and Assessment in Curriculum and Instruction. 3 Credits.
Students will learn research techniques such as the selection of appropriate designs and data collection protocols in the process of conducting their own research studies with pupils in grades PK-12. Measurement and evaluation principles and procedures for assessing and promoting students’ learning and development will be addressed as well as the interpretations of data analyses as part of informed instruction. Students will be required to write the typical three-chapter portion of a Problems Paper Option.

TLED 622. Transitioning from Master Teacher to Mentor Teacher. 1 Credit.
1 hour on-line module. 1 credit. Prerequisite: Licensed teacher, 3 years of experience, recommendation from school division. The course provides information in five areas through online modules identified by teaching staff and human resource officials to develop mentor teachers. These five areas are: professionalism, collaboration, classroom/behavior management, differentiation of instruction, and diversity.

TLED 624. Curriculum Development Principles & Practices in Elementary Schools. 3 Credits.
This course will engage students in the ongoing debates about the development and shaping of curricula with an emphasis on how these forces play out in elementary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in secondary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop and understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 630. Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas. 3 Credits.
Lecture 3 hours, 3 credits. This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 634. Problems of Teaching in Elementary Grades. 3 Credits.
This course addresses the prevailing issues and trends affecting elementary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to examine and explore significant theorists, researchers, and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of elementary education.

TLED 635. Problems of Teaching in Secondary Grades. 3 Credits.
This course addresses the prevailing issues and trends affecting secondary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to address those issues in their classrooms. This course provides an opportunity to examine and explore significant theorists, researchers, and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of secondary education.

TLED 636. Problems in Education. 3 Credits.
Provides practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in education. Pass/Fail grading only. Prerequisites: FOUN 612.

TLED 638. Dynamic Assessment of Teaching and Learning. 3 Credits.
In this course, students will learn the processes of reflective inquiry and conduct assessments of the teaching/learning dynamic in K-12 school settings. The assessments will include school culture, student demographics, curriculum, instructional practices, technology, and other critical components of teaching and learning. Prerequisites: graduate standing.

TLED 639. Seminar in Education. 3 Credits.
Hours to be arranged. 3 credits. Prerequisite: 15 graduate hours in education, including all core courses. Explores in depth a variety of current topics, trends and concerns in K-12 education.

TLED 640. The Management of Learning and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Explores problems and developments projects in many aspects of education and describes learners—how they learn and how teachers can facilitate their learning.

TLED 644. Diversity and Equity in Elementary Education. 3 Credits.
This course focuses on factors of diversity and social justice that affect decisions elementary teachers must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the elementary grades.

TLED 645. Diversity and Equity in Secondary Education. 3 Credits.
This course exposes secondary teachers to a variety of diversity and social justice issues associated with secondary teaching at the school, local, state, and national levels. The course will help teachers learn how to critique and challenge problems of diversity, equity, and social justice often presented in their teaching and school contexts, and it will provide opportunities for them to contemplate ideas/problems for investigation in the practitioner inquiry project required for the degree.

TLED 652. Language Arts in the Elementary/Middle School. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Examines the teaching of oral and written expression, reading, spelling, and handwriting and describes conditions necessary for children’s optimum development in the language arts.
TLED 655. Social Studies in the Elementary/Middle School. 3 Credits.
Lecture 3 hours; 3 credits. Includes advanced preparation of instructional objectives, evaluation procedures, instructional resources, classroom activities, and lesson development, and describes current social studies curriculum projects as well as current trends in the teaching of social studies.

TLED 666. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks; 9 credits. Prerequisites: completion of an approved program in teacher education, 6-8, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75. Available for pass/fail grading only. Provides practice in teaching in grades 6-8 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.

TLED 667. Internship/Student Teaching and Seminar in PreK-3. 3 Credits.
This course provides practice in teaching in grades PK-3 and in analyzing teaching approaches and behaviors. It examines instructional problems and concerns. Each semester the candidate must maintain continuance and a 3.0 GPA to enroll in each teacher candidate internship semester for a total of 9 semester credit hours. Available for pass/fail grading only. Prerequisites: admission to the approved teacher education program; completion of all undergraduate content courses, professional education courses, and all Virginia Department of Education licensure assessments for admission into the ECE graduate program; no grade less than C in content area and professional education core; minimum major and overall GPA of at least 2.8; and permission of the department.

TLED 668. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks; 9 credits. Prerequisites: completion of an approved program in teacher education PreK-6, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75. Available for pass/fail grading only. Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.

TLED 669. Internship/Student Teaching and Seminar. 3-9 Credits.
Five days per week for 6-14 weeks; 3-9 credits. Available for pass/fail grading only. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of a least 2.75, GPA of 3.0 required for graduate programs.

TLED 670. Assessment and Evaluation. 3 Credits.
Lecture 3 hours; 3 credits. Students will design a three-chapter research proposal and study the appropriate statistical references. Evaluation methodologies leading to this research are explored (portfolio/rubrics). Instructional technology and its classroom applications are interwoven into research and evaluation.

TLED 671. Practitioner Inquiry in Elementary and Secondary Grades. 3 Credits.
In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

TLED 675. English Language Learners in the PK-12 Classroom. 3 Credits.
The course is designed to infuse the teachers' competencies related to meeting the instructional needs of English Language Learners. The course will explore the language, culture, instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners.

TLED 676. Teaching Diverse Learners in Elementary & Secondary Schools. 3 Credits.
The course will emphasize evidence-based instructional practices and strategies to teach students with diverse interests, abilities, and prior knowledge. This course examines the impact of students' varied home support mechanisms and resources on the academic skills among students in contemporary schools. Additionally, the course will focus on instructional strategies that are varied and accessible from many perspectives; emphasis is given to methods of instruction that have evidence to support resulting improved student outcomes.

TLED 677. Advanced Child Development Theory and Research. 3 Credits.
Lecture. 3 cr. This course focuses on developing an in-depth understanding of major theories of children's learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use thee in analyzing, interpreting, promoting, and evaluating children's growth and learning in the classroom. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

TLED 679. Advanced Classroom Management and Practicum in PreK-6. 3 Credits.
This course will examine advanced methods for educators to use in order to make their classroom teaching and management more efficient and effective. This will include supervised involvement of the student in a practicum setting where the student, instructor and classroom teacher work together closely to develop knowledge and gain expertise in teaching children in a positive and effective learning environment. A weekly seminar is required.

TLED 681. Critical Pedagogy in Early Childhood. 3 Credits.
Building from early childhood traditions that recognize the importance of children's participation in learning, students will employ critical perspectives of early childhood to develop awareness of paradigmatic changes in thinking about young children by considering the heterogeneous nature of childhood. Students will examine and critically reflect on models of the learner and curriculum contexts in early education through an inter-disciplinary focus that views childhood as a complex web of interdependence. This course will provide students with an understanding of how cultural texts and representation practices shape curricular and pedagogical decisions as well as resources for planning curriculum and instruction from constructivist paradigms. Prerequisites: Departmental approval required.

TLED 687. Pedagogy Principles & Models of Instruction. 3 Credits.
Students will investigate and analyze a range of pedagogical approaches from the objectivist, constructivist and social family of learning models including major psychological and philosophical approaches. Students will assess the syntax of instructional models that can be applied across a variety of content areas and demonstrate their understanding of various teaching models through the development of lesson plans in their content area.

TLED 688. Practicum in Early Childhood. 1-6 Credits.
1-6 credits. Supervised involvement of the student in a practicum setting where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

TLED 690. The Child and the Family. 3 Credits.
Lecture 3 hours; 3 credits. This course will examine children in the context of the families in which they live. Family systems theory provides the basis for study, and students do an in-depth examination of their own families of origin. The stages of the family life cycle are taught; principles of healthy family functioning are emphasized to promote healthy growth for children.
TLED 695. Topics in Education. 1-3 Credits.
Lecture 1-3 hours; 1-3 credits. Prerequisite: Graduate standing. Provides opportunities for graduate students to explore current topics, trends and issues related to curriculum, instructional strategies, and evaluation.

TLED 697. Independent Study. 1-3 Credits.
Hours to be arranged. Provides opportunities for the master's student to do independent research in an area of his/her particular interests and needs. Prerequisites: graduate standing.

TLED 699. Thesis. 3-6 Credits.
6 credits. Prerequisites: graduate standing and permission of the instructor. Master’s-level research and thesis in topics related to curriculum, instructional strategies, and evaluation in educational settings.

TLED 701. Teacher as Leader. 3 Credits.
This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leader roles in the K-12 context, including exemplary and critically minded practitioner, curriculum decision-maker, researcher, advocate, and facilitator of job-embedded professional development.

TLED 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.