The Department of Communication Disorders and Special Education

Web Site: http://odu.edu/cdse

Stacie Raymer, Chair
241 Child Study Center
757 683-4117

The Department of Communication Disorders and Special Education is housed in the Lions Child Study Center (4501 Hampton Blvd.), a building that opened in 1997 and was made possible through the generosity of civic clubs, alumni, patrons and students. 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 and Professional Studies 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 and Professional Studies 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 in 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:
Students 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., 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 in conjunction with special education faculty. 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

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<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>CDSE 695</td>
<td>Topics in Education</td>
<td>1-3</td>
</tr>
<tr>
<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
<td>3</td>
</tr>
<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>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
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<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>
<td>3</td>
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<tr>
<td>SPED 707/807</td>
<td>Advanced Instructional Procedures in Special Education</td>
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#### Research

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<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
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</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</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 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 teacher advancement.

Curriculum

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

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<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
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<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
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<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
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Total Hours 54

* 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.

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<td>Characteristics and Medical Aspects of Disabling Conditions</td>
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## 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 and Professional Studies 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 and Professional Studies 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);

### Post-Baccalaureate Endorsement Program

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

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post baccalaureate endorsement only candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education and Professional Studies. The special education post baccalaureate endorsement option is available for those students who wish to pursue licensure in special education and do not meet the master’s degree admission requirements or hold provisional licensure in special education and wish to complete licensure requirements.

The Post-Baccalaureate Endorsement Program meets Virginia Department of Education endorsement requirements. Graduates find employment as special education teachers within the continuum of services provided for children with special needs and may also serve as key members of child study teams; they are prepared to address the educational, emotional, and physical needs of students with disabilities.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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><strong>Early Childhood Special Education OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 560</td>
<td>Teaching Preschoolers With Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 561</td>
<td>Developmental/Ecological Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567</td>
<td>Collaboration, Transitions and Infant-Family Intervention</td>
<td>3</td>
</tr>
<tr>
<td>**Special Education - Adapted Curriculum K-12 *****</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 623</td>
<td>Characteristics and Advanced Procedures: Intellectual Disabilities *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Instructional Strategies for Students Accessing the Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement **</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 63
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**

<table>
<thead>
<tr>
<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>
</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 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</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

* 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>
<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 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>
</tr>
</tbody>
</table>

**SPED 469/569** Communication/Language Development/ Intervention for Students with Significant Disabilities 3

**TLED 468/568** Language Acquisition and Reading for Students with Diverse Learning Needs 3

**SPED 440** Assistive Technology for Diverse Students 3

**Early Childhood Special Education Licensure Only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 560</td>
<td>Teaching Preschoolers With Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 561</td>
<td>Developmental/Ecological Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567</td>
<td>Collaboration, Transitions and Infant-Family Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 583</td>
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<td>1</td>
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<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).

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

**Core Requirements**

<table>
<thead>
<tr>
<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 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>
</tr>
</tbody>
</table>

**SPED 469/569** Communication/Language Development/ Intervention for Students with Significant Disabilities 3

**TLED 468/568** Language Acquisition and Reading for Students with Diverse Learning Needs 3

**SPED 440** Assistive Technology for Diverse Students 3

**Adapted Curriculum Licensure Only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 528</td>
<td>Instructional Strategies for Students Accessing the Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 541</td>
<td>Teaching Students with Severe Physical and Sensormotor 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>

**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

* 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).
Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies 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 and Professional Studies website at http://www.odu.edu/education.

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

**Endorsement Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tr>
<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>
<td>2</td>
</tr>
<tr>
<td>SPED 433/533</td>
<td>Braille Code</td>
<td>3</td>
</tr>
<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>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).**

### 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 Code</th>
<th>Course 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>
</tbody>
</table>

**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).**

### 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 Code</th>
<th>Course 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>
</tbody>
</table>
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.

SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence 3
SPED 500 Foundations of Special Education: Legal Aspects and Characteristics 3
SPED 670 Transition and Community-Based Instruction 3
SPED 671 Positive Behavior Supports 3
SPED 672 Curriculum and Assessment in Severe Disabilities 3
SPED 673 Communication and Severe Disabilities 3
SPED 674 Medical and Developmental Risk Factors for Children with Disabilities 3
SPED 675 Foundations of Language and Literacy for Diverse Learners 3
SPED 676 Curriculum and Methods-Severe Disabilities 3
SPED 677 Consultation and Collaboration 3
SPED 678 Interdisciplinary Approaches for Children with Sensory/Motor Disabilities 3
SPED 583 Field Experience Seminar in Special Education 1
SPED 586 Teacher Candidate Internship for Special Endorsement 9

Total Hours 18

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 course work 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 coursework.

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

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

<table>
<thead>
<tr>
<th>Introductory Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 821 Critical Issues I: Readings in Special Education and Professional Writing</td>
</tr>
<tr>
<td>SPED 822 Critical Issues II: Research and Professional Writing</td>
</tr>
<tr>
<td>SPED 893 Professional Seminar: Teaching, Research, and Service</td>
</tr>
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<table>
<thead>
<tr>
<th>Research Core</th>
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</thead>
<tbody>
<tr>
<td>FOUN 822 Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>FOUN 812 Research Design and Analysis</td>
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<tr>
<td>FOUN 813 Program Evaluation in Education</td>
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<tr>
<td>FOUN 814 Qualitative Research Design in Education</td>
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<td>FOUN 816 Single Subject Research Designs</td>
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<tr>
<th>Special Education Concentration</th>
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<tbody>
<tr>
<td>SPED 702/802 Cognitive Processes and Learning Strategies for Students with Special Needs</td>
</tr>
<tr>
<td>SPED 707/807 Advanced Instructional Procedures in Special Education</td>
</tr>
<tr>
<td>SPED 720/820 Curriculum and Instruction: Research Into Practice</td>
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<tr>
<td>CDSE 795/895 Topics in Education</td>
</tr>
<tr>
<td>SPED 868 Internship: Special Education</td>
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<td>Electives *</td>
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<table>
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<th>Dissertation</th>
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<tbody>
<tr>
<td>SPED 899 Dissertation</td>
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<tr>
<td>Total Hours</td>
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</table>

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 and Professional Studies 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 and Professional Studies 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 if the teacher is currently employed with a school division, has a letter from the Virginia Department of Education listing the 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.

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 178 or Praxis Core Academic Skills for Educator Math Test score of 150 and a composite Virginia Communication and Literacy Assessment (VCLA) score of at least 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 37, taken prior to April 1, 1995. ACT scores taken prior to 1989 are not valid; 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
viii. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a VCLA composite score of 470; or
ix. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a VCLA composite score of 470.

Master of Science – Speech-Language Pathology

240 Child Study Center
757-683-4117

Stacie Raymer, Graduate Program Director

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 on-campus practica in the university Speech and Hearing Clinic/Scottish Rite Center for Childhood Speech and Language Disorders. They also engage in 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 accepted from other institutions include anatomy of speech and language, phonetics, articulation/phonological disorders, voice/fluency disorders, language development, speech science, audiolog, 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) suggested 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 describing the student’s personal experiences and background that influence their potential to meet professional practice competencies (accountability, integrity, cultural competence, collaborative practice).

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-. 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;
4. meet prerequisite competencies (25 observation hours) in order to be admitted to clinical practice;
5. receive permission from the faculty in order to be admitted to any clinical practicum;
6. 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 (42 academic credits and 15 clinical credits). Students are expected to satisfy all professional, academic, and clinical requirements and demonstrate professional, ethical, and communication behaviors commensurate with the standards of the profession.
**Curriculum**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSD 350</td>
<td>Survey in Communication Disorders</td>
<td>3</td>
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<tr>
<td>or CSD 452/552</td>
<td>Voice and Fluency Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 351</td>
<td>Anatomy of Speech, Language, and Swallowing</td>
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</tr>
<tr>
<td>CSD 352</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 451/551</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 453/553</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 458/558</td>
<td>Speech and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>CSD 460/560</td>
<td>Hearing Disorders and Basic Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 461/561</td>
<td>Aural Rehabilitation I</td>
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<td><strong>Total Hours</strong></td>
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**Core Courses**

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>CDSE 636</td>
<td>Problems in Education</td>
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</tr>
<tr>
<td>CSD 612</td>
<td>Evidence-Based Research in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 649</td>
<td>Clinical Procedures in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 651</td>
<td>Language Diagnosis and Intervention in School-Aged Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 652</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 653</td>
<td>Language Diagnosis and Intervention in Infants and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>CSD 655</td>
<td>Voice and Resonance Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 656</td>
<td>Theories and Therapies in Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CSD 657</td>
<td>Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>CSD 658</td>
<td>Swallowing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 659</td>
<td>Augmentative and Alternative Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 660</td>
<td>Procedures in Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 662</td>
<td>Cognitive-Communication Disorders</td>
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<tr>
<td>CSD 750</td>
<td>Neumotor Speech Disorders</td>
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<td><strong>Clinical Practica</strong></td>
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<tr>
<td>CSD 669</td>
<td>Clinical Practicum in Speech-Language Pathology I, II, III</td>
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<tr>
<td>CSD 668</td>
<td>Advanced Clinical Externship in Speech-Language Pathology</td>
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<td><strong>Total Hours</strong></td>
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**COMMUNICATION DISORDERS AND SPECIAL EDUCATION Courses**

**CDSE 595. Topics in Education. 1-6 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 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 audiosities, 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 audiometry 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.
Department of Communication Disorders and Special Education
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/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 560. 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.
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. Prerequisites: SPED 313, SPED 400/SPED 500 and SPED 402/SPED 502.

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. 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 601. English Learners and the Special Education Process. 3 Credits.
This course will provide students with information regarding the characteristics of English learners with disabilities, the special education law, and the legal requirements for assessment, evaluation, eligibility determination, and program planning. Progress monitoring, annual reviews, and reevaluation of English learners with disability or suspected of a disability also will be reviewed. The role of parents and community will be examined. Prerequisite: Permission of the instructor.

SPED 602. Principles of Language Learning and Assessment of English Learners with Disabilities. 3 Credits.
This course will provide students with knowledge and skills related to first and second language acquisition, language assessment, response to intervention, program planning, data collection and analysis, and the effective use of interpreters. Special attention is focused upon factors that affect second language acquisition, typical and atypical language development, differentiation for English learners with disabilities, and the bilingual brain. Prerequisite: SPED 601.

SPED 603. Language, Literature Content for English Learners With Disabilities in Inclusive Settings. 3 Credits.
This course examines language as the key to learning and the integration of speaking, listening, reading and writing to English learners' (EL) literacy development with a focus on ELs with disabilities. Students will learn phonological and orthographic features of words, factors that influence reading comprehension, how to differentiate instruction, how to teach sentence and paragraph writing, and how to develop academic vocabulary in ELs with disabilities. Prerequisite: SPED 602.

SPED 604. Instructional Strategies for English Learners with Disabilities. 3 Credits.
This course details current evidence-based practices to teach English learners with disabilities. Students will learn principles of effective evidence-based instructional strategies and guidelines for selecting them, including the use of technology to teach English learners with disabilities. Prerequisite: SPED 603.

SPED 610. Characteristics of Students Accessing the General Curriculum. 3 Credits.
The intent of this course is to provide pre-service and currently licensed teachers with the 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. Prerequisites: SPED 400/SPED 500.

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
erducation and treatment of emotional/behavioral disorders. Emphasis is
on group/individualized programming that addresses social, emotional,
aademic 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 415/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
courses 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.
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 place 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.

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.

This course provide 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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, choicemaking, 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 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 730. Single Subject Research. 3 Credits.

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 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.
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. Prerequisites: SPED 821.

SPED 830. Single Subject Research. 3 Credits.

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.
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. Prerequisites: SPED 821 and SPED 822.

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 hour every semester until their graduation.