Communication Disorders and Special Education

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

Stacie Raymer, Chair

The Department of Communication Disorders and Special Education is dedicated to preparing professionals to serve in educational and clinical settings as well as community agencies. The department fulfills this mission through its undergraduate and graduate degrees as well as licensure programs. Two undergraduate degrees are offered in the department: B.S. in Speech-Language Pathology and Audiology; and B.S. in Special Education.

Bachelor of Science—Speech-Language Pathology and Audiology

Stacie Raymer, Undergraduate Program Director

The undergraduate program in speech-language pathology and audiology is designed to provide students with the academic experiences needed to understand normal processes involved in speech, language, and hearing abilities, identify communication disorders, and introduce students to clinical procedures for assessment and treatment of communication disorders. The minimum number of hours required for the degree is 120 credits. Consistent with national accreditation standards, bachelor's level students are not eligible for employment as a speech-language pathologist or audiologist in any professional setting. Therefore, the undergraduate program at Old Dominion University serves as a feeder program for students to apply to a master's degree program in speech-language pathology that prepares students for licensure and employment through advanced course work and clinical practice. The undergraduate degree also prepares students to apply to graduate audiology programs that are offered at other universities or to apply to graduate programs that are offered at other universities.

Admission, Continuance and Exit Requirements

Admission

Requirements are as follows:
1. Students must have completed one year of course work with a grade point average of at least 2.50
2. Students must have an interview with a program advisor.

Continuance

A cumulative grade point average of 2.50 in all major courses is required for continuing status. Grades below C- in major courses must be retaken to attain a grade of C- or higher. A grade of C or better is required in CSD 449W in order to meet the undergraduate writing requirement.

Exit

Undergraduate majors must have satisfied University and program requirements, complete ENGL 110C, ENGL 211C or ENGL 221C or ENGL 231C, and the writing intensive (W) course in the major with a grade of C or better, and have a grade point average of at least 2.50 in all major courses.

Lower-Division General Education

Written Communication Skills * 6
Oral Communication 3
Mathematical Skills (STAT 130M recommended) 3
Language and Culture 0-6
Information Literacy and Research 3
Human Creativity 3
Interpreting the Past 3
Literature 3

| Philosophy and Ethics ** | 3 |
| The Nature of Science ** | 8 |

Select one of the following:

BIOL 105N Biology for Nonscience Majors I
BIOL 106N Biology for Nonscience Majors II
BIOL 110N Environmental Sciences
& BIOL 111N Environmental Sciences Lab
BIOL 117N Introduction to Human Biology
& BIOL 118N Introduction to Human Biology Lab
BIOL 121N General Biology I
& BIOL 122N General Biology I Lab

Select one of the following:

CHEM 105N Introductory Chemistry
& CHEM 106N Introductory Chemistry Laboratory
CHEM 121N Foundations of Chemistry I Lecture
& CHEM 122N Foundations of Chemistry I Laboratory

PHYS 101N Conceptual Physics

PHYS 111N Introductory General Physics

PHYS 231N University Physics I

Human Behavior *** 3-6
Impact of Technology 3

Total Hours 41-50

* C or better required in both courses.
** To meet national accreditation requirements, students must complete one course in biological sciences and one course in either chemistry or physics.
*** To meet national accreditation requirements, students must complete 6 credit hours of human behavior coursework, preferably PSYC 215S and SOC 211S.

Major Courses

| CSD 350 | Survey in Communication Disorders (Fall, Spring) | 3 |
| CSD 351 | Anatomy of Speech, Language, and Swallowing (Fall only) | 3 |
| CSD 352 | Phonetics (Spring only) | 3 |
| CSD 447 | Introduction to Language Disorders in Children (Fall, Spring) | 3 |
| CSD 449W | Disciplinary Writing in Speech-Language Pathology (Fall, Spring) | 3 |
| CSD 451 | Articulation and Phonological Disorders (Fall, Summer) | 3 |
| CSD 452 | Voice and Fluency Disorders (Fall, Summer) | 3 |
| CSD 453 | Language Development (Fall, Spring) | 3 |
| CSD 458 | Speech and Hearing Science (Spring only) | 3 |
| CSD 459 | Methods and Materials in Speech-Language Pathology (Spring, Summer) | 3 |
| CSD 460 | Hearing Disorders and Basic Audiometry (Fall, Summer) | 3 |
| CSD 461 | Aural Rehabilitation I (Spring only) | 3 |
| CSD 465 | Sign Language and Deaf Culture I (Fall, Spring) | 3 |
| SPED 313 | Fundamentals of Human Growth and Development: Birth through Adolescence | 3 |
| SPED 400 | Foundations of Special Education: Legal Aspects and Characteristics | 3 |
| SPED 411 | Classroom and Behavioral Management Techniques for Students with Diverse Needs | 3 |
| ENGL 350 | Aspects of the English Language | 3 |
| CSD/SPED/CDSE Elective | 3 |

Total Hours 54
Major courses in which a grade below C- was earned must be repeated. A grade of C or better must be earned in CSD 449W.

Elective Credit
Elective credit may be needed to meet the requirement of 120 credit hours.

Upper-Division General Education
- Option A: Approved Disciplinary Minor (a minimum of 12 hours determined by the department), or second degree or second major.
- Option B: Interdisciplinary Minor (specifically 12 hours, 3 of which may be in the major).
- Option C: International Business and Regional Courses or an approved Certification Program such as teaching licensure.
- Option D: Upper-Division Courses (totaling 6 hours) from outside the College of Education and not required by the major

Requirements for Graduation
Requirements for graduation include a minimum cumulative grade point average of 2.00 overall and 2.50 in the major, 120 credit hours, which must include both a minimum of 30 credit hours overall and 12 credit hours in upper-level courses in the major program from Old Dominion University, completion of ENGL 110C, ENGL 211C or ENGL 221C or ENGL 231C, and the writing intensive (W) course in the major with a grade of C or better, and completion of Senior Assessment.

Four-Year Plan - Speech-Language Pathology and Audiology Major
- BS (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/communicationdisordersspecialeducation/speechlangpathaud-bs-fouryearplan)

This is a suggested curriculum plan to complete this degree program in four years. Please consult information in this Catalog, Degree Works, and your academic advisor for more specific information on course requirements for this degree.

Minor in Speech-Language Pathology and Audiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 350</td>
<td>Survey in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 460</td>
<td>Hearing Disorders and Basic Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 451</td>
<td>Articulation and Phonological Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 452</td>
<td>Voice and Fluency Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 453</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>CSD 458</td>
<td>Speech and Hearing Science</td>
<td></td>
</tr>
<tr>
<td>CSD 459</td>
<td>Methods and Materials in Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CSD 461</td>
<td>Aural Rehabilitation I</td>
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<td></td>
<td>Total Hours</td>
<td>18</td>
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</tbody>
</table>

For completion of a minor, a student must have a minimum overall cumulative grade point average of 2.00 in all courses required for the minor exclusive of prerequisite courses and complete a minimum of six hours in upper-level courses in the minor requirement through courses offered by Old Dominion University.

Bachelor of Science in Special Education
Carroll M. (C. J.) Butler, Jr., Undergraduate Program Director
The BS in special education draws courses from across the University to prepare teacher candidates interested in teaching special education. Course work spans the disciplines of English literature and composition; history; fine and performing arts; mathematics; natural sciences; social sciences; human growth and development; and educational foundations, technology, assessment, theory, and methods. The broad curriculum, along with the admittance, continuance, and graduation requirements described below, prepares teacher candidates for licensure endorsement for special education general curriculum K-12 for the Commonwealth of Virginia, including passing scores on the Reading for Virginia Educators Assessment and the Virginia Communication and Literacy Assessment.

Major coursework is available in both online and face-to-face formats. Additional coursework is posted on the departmental website or available in hard copy from the department.

Declaration of Major
To declare the major, teacher candidates must have a C or better in ENGL 110C and meet with an advisor in the Darden College of Education and Professional Studies.

Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program
Old Dominion University students seeking admission to an approved teacher education program must have submitted Praxis Core or approved alternative test of mathematics, reading, and writing (SAT or ACT).

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Office of Clinical Experiences website, http://www.odu.edu/ocoe and review the Professional Education Handbook.

Admission to Undergraduate Teacher Education Program
All teacher candidates must be admitted to the special education program as a requirement of continuance and graduation. Admittance to the special education program requires that the teacher candidate:

1. Be a declared BS in special education student.
2. Have a cumulative GPA of 2.75.
3. Have a 2.75 GPA in major and core courses.
4. Have no grade below a C- in any course required in the program.
5. Submit an application for admittance that is approved by the program and the Darden College of Education and Professional Studies.

Additionally, teacher candidates should be admitted to the special education program by the end of their 60th credit hour. Transfer students with 60 or more credits should be admitted to the special education program by the end of their second semester enrolled at the University.

Continuance
Teacher candidates must:

1. Maintain a cumulative grade point average of 2.75 and a 2.75 major and core GPA.
2. Earn a grade no less than C- in all departmental requirements, major courses, and core courses.
3. Successfully complete a background clearance check.

Background Clearance Requirement: Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The background clearance must be successfully completed prior to a field experience placement. The process to complete the ODU clearance background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks. The ODU clearance process includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. Candidates interested in professional education programs are advised to complete this clearance process immediately upon entry since the clearance process takes a
minimum of eight weeks to complete. Please contact the Office of Clinical Experiences at 757-683-3348 with any questions.

Teacher candidates who fail to meet program requirements for two consecutive semesters will be encouraged to consider other academic and professional goals.

Additionally, passing scores on the Special Education exit exam, the Virginia Communication and Literacy Assessment, and Reading for Virginia Educators are required in SPED 483 and are a prerequisite to enrollment in SPED 486. Test results will be submitted to the Office of Clinical Experiences. All teacher candidates must consult with an academic advisor every semester to review their academic progress.

Graduation
To graduate, teacher candidates must:

1. Complete all program requirements.
2. Earn a grade of no less than C- in all departmental requirements (C in ENGL 110C and ENGL 211C), major courses, and core courses.
3. Have a minimum cumulative grade point average of 2.75 and 2.75 major and core GPA.
4. Pass the writing intensive (W) course in the major with a grade of C or higher.
5. Complete the Senior Assessment Survey.
6. Submit a professional portfolio according to Darden College of Education and Professional Studies and program requirements.

Due to changing University requirements, national accreditation standards, and Commonwealth of Virginia 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 this catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at https://www.odu.edu/eps.

Note for students in Washington State from the Student Achievement Council (SAC) concerning the teacher preparation with licensure in 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 students may be residing in Washington while in this program, the application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

General Education Courses
Written Communication* 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ENGL 110C</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 211C</td>
<td>3</td>
</tr>
</tbody>
</table>

Literature 3

Language and Culture (See Requirements for Undergraduate Degrees section of this Catalog for requirement. If language needed, Spanish preferred) 0-6

Oral Communication 3

Information Literacy and Research (met in the major with LIBS 110G or STEM 251G) 3

Human Creativity* 3

Interpreting the Past* 3

HIST 104H Interpreting the American Past 3

Impact of Technology (met in the major with STEM 570T) 3

Human Behavior* 3

PSYC 203S Lifespan Development 3

Philosophy and Ethics 3

Mathematics* - Select one of the following 3

MATH 102M College Algebra 3

3 Communication Disorders and Special Education

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FOUN 301</td>
<td>Learning and Development</td>
<td>3</td>
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<tr>
<td>FOUN 302</td>
<td>Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 315</td>
<td>Foundations of Education: Historical and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>TLED 325</td>
<td>Communication and Collaboration in Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>TLED 326</td>
<td>Socio-Cultural Perspectives in Education</td>
<td>3</td>
</tr>
<tr>
<td>STEM 370T</td>
<td>Technology and Society (writing intensive; C or better required)</td>
<td>3</td>
</tr>
<tr>
<td>TLED 425</td>
<td>Creating and Managing Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>TLED 426</td>
<td>Introduction to Literacy Research, Theory and Practice in the Classroom</td>
<td>3</td>
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Total Hours 24

Major Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LIBS 110G</td>
<td>Information Literacy for the Digital Age</td>
<td>3</td>
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<tr>
<td>or STEM 251G</td>
<td>Computer Literacy: Communication and Information</td>
<td>3</td>
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<tr>
<td>SPED 400</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 403</td>
<td>Directed Field Experience in Special Education **</td>
<td>2</td>
</tr>
<tr>
<td>SPED 411</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning **</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417</td>
<td>Collaboration and Transitions</td>
<td>3</td>
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<tr>
<td>SPED 418</td>
<td>Instructional Strategies to Meet Diverse Learning Needs in Math</td>
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</tr>
<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students ***</td>
<td>3</td>
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<tr>
<td>SPED 483</td>
<td>Field Experience Seminar in Special Education ***</td>
<td>1</td>
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<tr>
<td>SPED 486</td>
<td>Teacher Candidate Internship for Special Endorsement **+</td>
<td>12</td>
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<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
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</tbody>
</table>

Total Hours 42

Total Degree Credits**** 120

* Departmental requirements for all teacher candidates, not met by the associate degree.
Communication Disorders and Special Education

** Admission to undergraduate special education program required prior to registration for SPED 403, SPED 415, SPED 483, and SPED 486. SPED 403 and SPED 415 will each require 45 practicum hours. A background clearance check is required prior to practicum placement. Teacher candidates should request an elementary school placement in SPED 415 and a middle/high school placement in SPED 403. In SPED 486 teacher candidates will student teach 7 weeks at the elementary level and 7 weeks at the secondary level.

*** Meets Impact of Technology requirement

**** NOTE: ALL STUDENTS MUST EARN A MINIMUM OF 120 CREDIT HOURS FOR THE BACCALAUREATE DEGREE. WHICH MUST INCLUDE BOTH A MINIMUM OF 30 CREDIT HOURS OVERALL AND 12 CREDIT HOURS IN UPPER-LEVEL COURSES IN THE MAJOR PROGRAM FROM OLD DOMINION UNIVERSITY.

+ LiveText is required for all Special Education majors and minors upon registration for SPED 400.

++ Passing scores on the Special Education exit exam, the Reading for Virginia Educators Assessment, and Virginia Communication and Literacy Assessment are required in SPED 483 and prior to SPED 486.

Upper-Division General Education

Satisfied in the major.

Four-Year Plan - Bachelor of Science in Special Education (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/communicationdisordersspecialeducation/specialeds-fiveyearplan)

This is a suggested curriculum plan to complete this degree program in four years. Please consult information in this Catalog, Degree Works, and your academic advisor for more specific information on course requirements for this degree.

Minor in Special Education

Required courses are:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

or SPED 417 Collaboration and Transitions

SPED 415 requires passing the prescribed Virginia State Board of Education Assessment for admission to an approved special education program (see Darden College of Education and Professional Studies section for specific assessment information). For completion of a minor, a student must have a minimum grade point average of 2.00 in all courses required for the minor exclusive of prerequisite courses and complete a minimum of six hours in upper-level courses in the minor requirement at Old Dominion University.

COMMUNICATION DISORDERS AND SPECIAL EDUCATION Courses

CDSE 495/595. Topics in Education. 1-6 Credits.
Selected topics in education. Prerequisites: junior standing or permission of the instructor.

CDSE 497/597. Independent Study in Special Topics in Education. 1-3 Credits.
Independent study of selected topics. Prerequisite: junior standing or permission of the instructor.

COMMUNICATION SCIENCES AND DISORDERS Courses

CSD 350. Survey in Communication Disorders. 3 Credits.
This course is designed to acquaint student with the discipline of speech-language pathology, and provide introduction to developmental and acquired disorders of speech and language. Prerequisites: Permission of instructor.

CSD 351. Anatomy of Speech, Language, and Swallowing. 3 Credits.
Study of the psycholinguistic, acoustic, anatomical, and physiological aspects of speech and language, as well as anatomical and physiological aspects of swallowing. Prerequisites: permission of the instructor.

CSD 352. Phonetics. 3 Credits.
Study of the production and classification of sounds in American English; practice in phonetic transcription. Prerequisites: permission of the instructor.

CSD 446. Neural Bases of Communication and Swallowing Disorders. 3 Credits.
The content of this course focuses upon the neurological bases of speech, language, and swallowing, and communication and swallowing disorders that result from acquired neuropathologies affecting the central and peripheral nervous system. Prerequisites: Grade of C- or better in CSD 350 and CSD 351.

CSD 447. Introduction to Language Disorders in Children. 3 Credits.
This course presents an introduction to the various language disorders manifested by children and adolescents with a focus on characteristics, etiologies and general intervention approaches. Prerequisite: Grade of C- or higher in CSD 453.

CSD 449W. Disciplinary Writing in Speech-Language Pathology. 3 Credits.
This course provides an introduction to disciplinary writing skills, with an emphasis on clinical reasoning, grammatical categories, and metalinguistic skills designed to facilitate academic editing and language analysis skills required in speech-language pathology. Objectives of this course are achieved using structured and supervised observation activities and through the development of ePortfolios. This is a writing intensive course. Prerequisites: Grade of C or better in ENGL 211C or ENGL 221C or ENGL 231C; and grade of C- or better in ENGL 350.

CSD 451/551. Articulation and Phonological Disorders. 3 Credits.
This course emphasizes causes, identification and treatment of articulation and phonological disorders. Pre- or corequisites: CSD 352 and CSD 350.

CSD 452/552. Voice and Fluency Disorders. 3 Credits.
This content of this course focuses upon the basic tenets related to fluency and voice disorders. The 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. Prerequisites: Grade of C- or better in CSD 351.

CSD 453/553. Language Development. 3 Credits.
This course emphasizes language development from the perspective of the speech-language pathologist. Prerequisites: Grade of C- or better in CSD 350.
CSD 456. Clinical Skills in Communication Sciences & Disorders. 3 Credits.  
In this course, speech-language pathology students will learn practical and foundational clinical implementation skills necessary for professional practice in assessment and intervention for communication sciences and disorders. Prerequisite: CSD 352, CSD 453, and a GPA at least 3.0 in the major.

CSD 458/558. Speech and Hearing Science. 3 Credits.  
The content of this course focuses upon basic acoustics, speech acoustics, psychoacoustics, speech perception, and clinical laboratory instrumentation. The course is designed to provide fundamental information regarding normal and abnormal aspects of speech and hearing processes. Prerequisites: Grade of C- or better in CSD 460.

CSD 459. Methods and Materials in Speech-Language Pathology. 3 Credits.  
This course introduces students to methods and materials used in assessment and treatment of communication disorders and differences, and introduces augmentative and alternative communication methods utilized in the management of severe communication disorders. Prerequisites: Grade of C- or higher in CSD 350.

CSD 460/560. 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. Prerequisites: Permission of instructor.

CSD 461/561. Aural Rehabilitation I. 3 Credits.  
A study of audiological findings and the implications for hearing therapy; speech and language development of the deaf. Prerequisite: Grade of C- or better in CSD 460.

CSD 465. Sign Language and Deaf Culture I. 3 Credits.  
Study of the grammatical structure and use of American sign language; exposure to ideals and culture of the deaf community. (This course does not satisfy the general education foreign language skills requirement.) Prerequisite: Permission of the instructor.

CSD 466. Sign Language and Deaf Culture II. 3 Credits.  
Advanced studies of the grammar and symbols of American Sign Language, and appreciation for concepts and issues surrounding deaf culture. (This course does not fulfill the general education foreign language requirement.) Prerequisites: Grade of C- or higher in CSD 465.

**SPECIAL EDUCATION COURSES**

SPED 313. Fundamentals of Human Growth and Development: Birth through Adolescence. 3 Credits.  
This course will contribute to an understanding of the physical, social, emotional, and intellectual development of children and adolescents and the ability to use this understanding in guiding learning experiences. The interaction of children and adolescents with economic, social, racial, ethnic, religious, physical and intellectual differences will be explored. Developmental issues related to giftedness or disability and the impact of family disruptions, child abuse and substance abuse are included. Prerequisites: junior standing.

SPED 400/500. Foundations of Special Education: Legal Aspects and Characteristics. 3 Credits.  
The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities. Prerequisites: junior standing.

SPED 402/502. Instructional Design I: Learner Characteristics and Assessment. 3 Credits.  
The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities and intellectual disabilities and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 403. Directed Field Experience in Special Education. 2 Credits.  
This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required. Corequisite: SPED 483. 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 Skill for Educator Tests or equivalent.

SPED 404/504. Characteristics and Medical Aspects of Disabling Conditions. 3 Credits.  
This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction. Prerequisites: SPED 400/SPED 500.

SPED 406/506. 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 411/511. 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- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 415/515. Instructional Design II: Curricular Procedures and Individualized Education Planning. 3 Credits.  
The intent of this course is to provide preschool 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 in an elementary-level setting is required. 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 or SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 417/517. 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 418/518. Instructional Strategies to Meet Diverse Learning Needs in Math. 3 Credits.
This course covers instructional strategies necessary to teach mathematics to students with diverse learning needs in elementary and secondary settings. Students will study and apply pedagogy-based research on how learning takes place and strategies for differentiating instruction for the unique needs of diverse learners. Students will address and apply effective research-based methodology and evaluation standards. Prerequisites: Permission of the instructor.

SPED 428/528. 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 432/532. Characteristics of Students with Visual Impairments. 3 Credits.
This course 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. It considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Prerequisites: SPED 400/SPED 500.

SPED 433/533. 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 434/534. 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 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 435/535. 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 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 436/536. 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 437/537. 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 440/540. 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 the use of assistive technology (AT) devices and services, and augmentative alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state standards related to providing assistive technology to diverse students. Prerequisites: SPED 400/SPED 500.

SPED 441/541. 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 460/560. 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 461/561. 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 467/567. 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 469/569. 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 483/583. 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) 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. Pre- or corequisite: SPED 403.

SPED 486/586. Teacher Candidate Internship for Special Endorsement. 12 Credits.
Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level. Students enrolled at the graduate level complete 9 credit hours. Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; completion of SPED 483; 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), the appropriate Praxis II content examination and endorsement program exit exam.

SPED 495/595. 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.