

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. An undergraduate degree is offered in Speech-Language Pathology and Audiology. A graduate degree program is offered in Speech-Language Pathology and graduate degree programs and licensure are offered in Special Education. Special education students may emphasize either a combination of learning disabilities, emotional and behavioral disorders, and mental retardation, or early childhood special education and severe disabilities.

Special Education Undergraduate Preparation: Interdisciplinary Studies

Undergraduate students who are interested in Special Education can become eligible for licensure to teach Special Education through the College of Arts and Letters Interdisciplinary Studies Teacher Preparation program. See the Interdisciplinary Studies section of this Catalog or the web site for additional information, admission, continuance, exit and assessment requirements, program requirements and curriculum of study: <http://al.odu.edu/ids/tprep>.

Minor in Special Education

Required courses are:

SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
SPED 402	Instructional Design I: Learner Characteristics and Assessment	3
SPED 411	Classroom and Behavioral Management Techniques for Students with Diverse Needs	3
SPED 415	Instructional Design II: Curricular Procedures and Individualized Education Planning	3
or SPED 417	Collaboration and Transitions	

SPED 415 requires passing the prescribed Virginia State Board of Education Assessment for admission to an approved teacher education program (see Darden College of Education section for specific assessment information). SPED 440 is highly recommended as an additional course for those students planning to seek certification. 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.

Guaranteed Entry Program in Special Education

Undergraduate students will be automatically accepted into the graduate program in special education if they have met the following requirements.

- 3.50 grade point average and 1100 SAT or 3.25 grade point average and 1180 SAT at the high school level.
- A minimum 3.50 grade point average in undergraduate course work.
- Permission of the special education faculty.

- Passing scores on all parts of the Praxis Core exam.

Bachelor of Science—Speech-Language Pathology and Audiology

Stacie Raymer, 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 to a master's degree program in speech-language pathology that prepares students for licensure and employment through advanced course work and clinical practica. The undergraduate degree also prepares students to apply to graduate audiology programs that are offered at other universities and other professional graduate programs.

Admission, Continuance and Exit Requirements

Admission

Requirements are as follows:

- Students must have completed one year of course work with a grade point average of at least 2.50
- 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 & BIOL 111N	Environmental Sciences and Environmental Sciences Lab
BIOL 117N & BIOL 118N	Introduction to Human Biology and Introduction to Human Biology Lab
BIOL 121N & BIOL 122N	General Biology I and General Biology I Lab

Select one of the following:

CHEM 105N & CHEM 106N	Introductory Chemistry and Introductory Chemistry Laboratory
-----------------------	--

CHEM 121N & CHEM 122N	Foundations of Chemistry I Lecture and 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 201S and SOC 201S.

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 (Spring, Summer)	3
CSD 449W	Introduction to Clinical Procedures 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 (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.

Minor in Speech-Language Pathology and Audiology

CSD 350	Survey in Communication Disorders	3
CSD 460	Hearing Disorders and Basic Audiometry	3
Electives		
Select four of the following:		12
CSD 451	Articulation and Phonological Disorders	
CSD 452	Voice and Fluency Disorders	
CSD 453	Language Development	
CSD 458	Speech and Hearing Science	
CSD 459	Methods and Materials in Speech-Language Pathology	
CSD 461	Aural Rehabilitation I	
Total Hours		18

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.

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 448/548. 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 350 and CSD 460.

CSD 449W. Introduction to Clinical Procedures in Speech-Language Pathology. 3 Credits.

This course provides an introduction to basic clinical procedures and competencies in speech-language pathology with an emphasis on language sampling and identification of grammatical categories. Professionals practicing in the field of speech-language pathology require these skills. This course includes structured and supervised observation activities. ASHA requires 25 supervised hours of therapy observation. 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 457. Language Diagnosis and Remediation. 3 Credits.

This course acquaints the student with diagnostic methods and remediation techniques for the language-disordered and nonverbal child. Prerequisites: CSD 350 and CSD 453.

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. 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 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 460 and 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 403/503. Directed Field Experience in Special Education. 2 Credits.

This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required. 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 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 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 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. 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 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.