

Communication Disorders and Special Education

Web Site: <http://www.odu.edu/cdse> (<http://www.odu.edu/cdse/>)

Academic programs previously offered in the Department of Communication Disorders and Special Education have moved. The Bachelor of Science degree and the minor in speech-language pathology and audiology (<http://catalog.odu.edu/undergraduate/health-sciences/programs/speech-language-pathology-audiology-bs/>) are administered by the Dean's Office in the College of Health Sciences. The Bachelor of Science degree and the minor in special education are administered by the Department of Human Movement Sciences in the Darden College of Education and Professional Studies.

Programs

Bachelor of Science Programs

- Special Education with a Major in Special Education Adapted Curriculum K-12 (BS) (<http://catalog.odu.edu/undergraduate/education/communication-disorders-special-education/special-education-adapted-curriculum-k12-bs/>)
- Special Education with a Major in Special Education General Curriculum K-12 (BS) (<http://catalog.odu.edu/undergraduate/education/communication-disorders-special-education/special-education-general-curriculum-k12-bs/>)

Minor Programs

- Special Education Minor (<http://catalog.odu.edu/undergraduate/education/communication-disorders-special-education/special-education-minor/>)

BA or BS to MBA (Master of Business Administration) Linked Program

The linked BA/MBA or BS/MBA program is an early entry to the MBA program of study. The early-entry program is designed for well qualified non-business undergraduate ODU students to start their MBA program prior to completing their undergraduate degree. Well qualified non-business undergraduate students may take MBA-level courses as early as three semesters prior to graduation and count up to 12 graduate credits toward their undergraduate degree. Students participating in the early-entry program must earn a minimum of 150 credit hours (120 discrete credit hours for the undergraduate degree and 30 discrete credit hours for the graduate degree). Early-entry program students should carefully consider their undergraduate degree program requirements when planning their course of study. Students in the early-entry program work in close consultation with the MBA Program Office and should refer to information in the Strome College of Business section in the graduate catalog (<http://catalog.odu.edu/graduate/stromecollegeofbusiness/>) to develop an individualized plan of study based on the required coursework.

BA or BS to MPA (Master of Public Administration) Linked Program

The linked BA/MPA or BS/MPA program provides qualified Old Dominion University undergraduate students with the opportunity to earn a master's degree in public administration while taking credits in the MPA program as an undergraduate student. The program is designed for highly motivated students with the desire to immediately continue their education after the bachelor's degree. The program is especially relevant to individuals seeking to work (or currently working) in the public or non-profit sectors, but is suitable for students from any undergraduate major. Graduate courses may be taken during the fall and spring semester of the student's senior undergraduate year. Up to 12 graduate credits can count toward both the

undergraduate and graduate degree and can meet upper-level General Education requirements. After receiving the undergraduate degree, a student will continue with the MPA program, taking MPA courses until completing the required 39 credit hours. Students in the linked program must earn a minimum of 150 credit hours (120 discrete credit hours for the undergraduate degree and 30 discrete credit hours for the graduate degree).

Requirements for admission to the graduate program can be found in the School of Public Service section of the Graduate Catalog (<http://catalog.odu.edu/graduate/business/public-service/>). For additional information, please contact the School of Public Service in the Strome College of Business.

Courses

Foundations of Education (FOUN)

FOUN 101S Learning to Learn (3 Credit Hours)

Learning is essential to human development and is a primary goal of formal schooling. Further, the nature of work is ever changing and the need to adapt to changing environments by learning new skills in new domains is essential for future success. In this educational psychology course, students will focus on the theoretical and empirical study of the science of learning. Students will gain insights into learning processes and achieve a deeper understanding of their own learning, including how to enhance their learning in various contexts.

FOUN 301 Learning and Development (3 Credit Hours)

This course focuses on educational psychology theory and research related to student learning and development. There will be an emphasis on how to incorporate research based principles in designing instruction, motivating students, and promoting a positive classroom climate based on how students learn and develop.

Prerequisites: ENGL 110C

FOUN 302 Assessment of Learning (3 Credit Hours)

This course focuses on exploring and implementing ethical assessment principles in a K-12 setting in order to ensure equity amongst a diverse population of students. Students will discuss and develop assessments for formative and summative purposes. They will analyze and interpret assessment data to measure and promote student success. State assessment programs will be discussed including social justice implications. The purpose of this course is to prepare future educators to analyze instructional situations, identify instructional targets, and determine appropriate assessment tools to monitor and support student learning.

Prerequisites: FOUN 301

Special Education (SPED)

SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence (3 Credit Hours)

This course contributes to an understanding of the physical, social, emotional, speech and language, and intellectual development of infants, toddlers, children, and adolescents. Furthermore, it promotes the ability to use this understanding in guiding learning experiences and relating meaningfully to preK-12, special education, and secondary education students. The interaction of infants, toddlers, children, and adolescents with economic, social, racial, ethnic, religious, physical, and intellectual differences is explored, as well as developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse.

Prerequisites: junior standing

SPED 400/500 Foundations of Special Education: Legal Aspects and Characteristics (3 Credit Hours)

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. The course includes a broad overview of the characteristics, identification, instructional needs, and accommodation necessary for creating appropriate educational and vocational environments for students with disabilities.

Prerequisites: junior standing

SPED 402/502 Instructional Design I: Learner Characteristics and Assessment (3 Credit Hours)

The intent of this course is to provide pre-service and in-service teachers with: (a) knowledge of the characteristics of K-12 students with learning differences who are accessing either the general curriculum or the adapted curriculum, and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced and criterion-referenced assessments for exceptional learners. Administering formal and informal assessment tools for the development of an IEP are emphasized. The use of assessment data to improve evidence-based 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 (3 Credit Hours)

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

Prerequisites: A grade of C- or higher in SPED 400 and SPED 402 and satisfactory entry into the undergraduate teacher education program (UTEP)

SPED 404/504 Characteristics and Medical Aspects of Disabling Conditions (3 Credit Hours)

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 Credit Hours)

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 Credit Hours)

This course addresses classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course focuses 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, supports, and functional behavioral assessment for students with diverse learning needs will be emphasized.

Prerequisites: Junior standing or permission of the instructor

SPED 415/515 Instructional Design II: Curricular Procedures and Individualized Education Planning (3 Credit Hours)

The intent of this course is to provide preservice and in-service teachers with: (a) knowledge of research-based instruction for PreK-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 standards of learning or the adapted education curriculum and the aligned or essentialized standards of learning.

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 Credit Hours)

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 services, 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.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400/SPED 500

SPED 418/518 Instructional Strategies to Meet Diverse Learning Needs in Math (3 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 434/534 Medical and Educational Implications of Visual Impairments (3 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532

SPED 440/540 Assistive Technology for Diverse Students (3 Credit Hours)

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 Credit Hours)

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 Abilities (3 Credit Hours)

This course prepares students to create high quality learning environments for preschool children (ages 2-5 years) who have diverse strengths and needs. Students will learn how to access curricula and materials, plan for and provide evidence-based instruction, collect data for progress monitoring, and provide adaptations to the environment to support the development of children with and without disabilities. Programming that addresses multiple areas of development, such as social-emotional, communication, motor, and cognition, will be discussed. Practicum of 45 hours required.

Prerequisites: SPED 400 or SPED 500

SPED 461/561 Developmental Assessment of Young Children with Diverse Abilities (3 Credit Hours)

This course prepares students to use recommended practices for assessing the development of young children with diverse abilities, ages birth to 5 years, in home and inclusive/classroom-based settings. Course content and discussions address the knowledge and skills needed by early intervention, early childhood, and early childhood special educators when gathering developmental information to determine a child's eligibility, plan intervention and educational activities, and monitor progress across time. Practicum of 45 hours required.

Prerequisites: SPED 400 or SPED 500

SPED 467/567 Family-Centered Practices in Early Childhood Intervention (3 Credit Hours)

This course prepares professionals to partner with families of infants and toddlers (ages birth-three) with developmental delays and disabilities in early intervention programs. Emphasis is placed on the use of family-centered practices that support caregiver and child learning during visits in homes and other community settings. Strategies for collaborating with team members (including the family), writing Individualized Family Service Plans (IFSPs), and providing effective services that facilitate child development during natural family routines and activities will be discussed. Practicum of 45 hours required.

Prerequisites: SPED 400 or SPED 500

SPED 469/569 Communication/Language Development/Intervention for Students with Significant Disabilities (3 Credit Hours)

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 Hour)

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 Credit Hours)

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 Credit Hours)

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