Department of Communication Disorders and Special Education

Jonna Bobzien, Chair
241 Child Study Center
757 683-3307

The Department of Communication Disorders and Special Education (CDSE), housed in the Lions Child Study Center (4501 Hampton Blvd., Norfolk, VA 23529), provides academic and clinical programs that offer students valuable practical experience, deliver needed professional and educational services to members of the Hampton Roads community, and provide a laboratory setting for innovative faculty and student research. The department's mission is to prepare educators and speech-language pathologists to teach and serve individuals with diverse needs, their families, and their communities. We achieve this mission through innovative research, interprofessional collaboration, and evidence-based practices. The graduate programs in CDSE include a Ph.D. in Education (Special Education Concentration), master's degree programs in Special Education and Speech-Language Pathology, and certificate programs in autism and in applied behavior analysis.

Due to changing University requirements, national accreditation standards, and Commonwealth licensing regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Current and prospective students should obtain current program information from the appropriate Graduate Program Director and/or an academic advisor, as well as from the Darden College of Education and Professional Studies website at http://www.odu.edu/eps (http://www.odu.edu/education/).

The professional education programs in CDSE require several early field experiences. Prior to placements in educational settings, students are required to complete the ODU clearance background check which includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. The ODU clearance background check process takes at least eight weeks to complete and is located at: https://www.odu.edu/oce/teacher-education/placement. (https://www.odu.edu/success/academic/teacher-education/placement/background-checks/) If students have any questions, they can check with the Office of Clinical Experiences at (757) 683-3348. Speech-language pathology students placed in clinical settings may be required to complete an alternative background check process as guided by the graduate program director.

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

Special Education

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

Speech-Language Pathology

- Master of Science in Speech-Language Pathology

Master of Science in Education, Special Education

TBA, Graduate Program Director
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Within the Master of Science in Education, major in Special Education, there are three, endorsement specific concentrations for those who seek both an advanced degree in special education and either initial teacher licensure or endorsement in special education. The special education graduate program is committed to a philosophy of serving as a catalyst to promote awareness, understanding, and acceptance of individuals with disabilities. The course work focuses on the improvement of the quality and scope of educational and related services available to individuals with disabilities from infancy to adulthood. The Master of Science in Education, Special Education, Initial Licensure is offered on-line only. For more information regarding the other programs listed below, please contact the department.

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

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

The master's degree program with special education licensure prepares teachers and agency personnel to design and implement programs for individuals with disabilities in a variety of settings. This program can be completed in approximately two years and enrolled students will specify a special education concentration in General Curriculum K-12, Adapted Curriculum K-12, or Early Childhood Special Education (Birth to 5). In addition to meeting the Master of Science in Education degree requirements, this program targets the coursework required to satisfy the Virginia Department of Education (VDOE) special educator licensure endorsement competencies. Due to changing national accreditation standards and state licensure regulations (i.e. assessments, certifications), the programs in teacher education are under constant revision. Any student pursuing Virginia licensure should speak with their Graduate Program Director regarding requirements.

Graduates are prepared to work effectively with children, adolescents, and adults who require special educational services. Classroom instruction is supplemented by field experiences with children, adolescents, and adults in a variety of settings. Teacher interns have been placed in children’s hospitals, special education classes in public and private facilities, regional education programs, residential psychiatric hospitals, mental health centers, and community agencies.
Graduates in special education serve as key members of child study teams and are prepared to address educational, emotional, and physical disabilities. They also find employment as educational therapists, psycho-educational diagnosticians, and special education teachers and staff members in public and private schools.

**Admission**

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

**Regular Admittance Requirements**

1. a baccalaureate degree from a regionally accredited institution;
2. an undergraduate grade point average of 2.80 or better in an academic content area; and
3. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program.

**Provisional Admittance Requirements**

Provisional admittance may be offered to students with marginal grades. In this case, provisional admittance requires:

1. a baccalaureate degree from a regionally accredited institution;
2. an undergraduate grade point average of 2.70 or better in an academic content area; and
3. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program.

**Fast Track Teacher Preparation Admission Policy**

Please refer to the appropriate section in the undergraduate catalog.

**Continuance**

Students must:

1. complete the Pre-Task Rating Form at time of admission;
2. complete the CITI Responsible Conduct of Research, Social and Behavioral Research training modules. See the Responsible Conduct of Research site (https://www.odu.edu/impact/responsible-conduct-of-training/) for more information;
3. maintain a grade point average of 3.00;
4. achieve a grade of B or better in all field experience practicum coursework and a grade of B- or better in all additional course work; and
5. successfully complete all competencies relative to their area(s) of emphasis.

**Exit**

Program exit entails successful completion of both master's degree requirements and teacher licensure competencies. Students must:

1. maintain a grade point average of 3.00, achieve a grade of B or better in all field experience practicum coursework, and achieve a grade of B- or better in all additional course work;
2. obtain passing scores on the written comprehensive examination (with no more than one successful re-examination);
3. successfully complete either SPED 586: Teacher Candidate Internship or SPED 669: Directed Field Internship in Special Education*
4. obtain passing scores on the Virginia Communication and Literacy Assessment (VCLA)**
5. obtain passing scores on the Reading for Virginia Educators (RVE) assessment (Special Education General Curriculum K-12 only)**
6. obtain certificate of completion in First Aid/AED/CPR, Dyslexia Awareness Training, Child Abuse and Neglect Recognition and Intervention Training, and Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools**
7. complete a Graduate Student Assessment;
8. complete the Post Task Rating Form

*Student must hold a valid provisional, or renewable teaching license in special education from the Virginia Department of Education (VDOE) to be eligible for SPED 669.

**Due to changing national accreditation standards and VDOE licensure regulations, the special education program requirements are frequently revised. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should verify current program exit requirements with the appropriate Graduate Program Director and/or program coordinator/academic advisor.

**Comprehensive Examination**

All students seeking a master’s degree in special education must successfully complete a written comprehensive examination during the final semester of coursework, prior to graduation. The comprehensive examination is comprised of general special education content questions and specialization questions congruent with the student’s endorsement-specific academic and professional preparation. The comprehensive exam is administered only one time per semester, in October, March, and June, and students must apply to take the comprehensive examination during semester prior to graduation. Specifically, comprehensive exam applications must be submitted by December 1st for the spring semester exam, March 1 for the summer semester exam, and July 1 for the fall semester exam. See the Special Education Exit Requirements (https://www.odu.edu/cdse/academics/sped/grad/msed-endorse/exit/) for application. If not passed during the first administration, the comprehensive exam may be repeated only once. Failure to successfully complete the comprehensive examination will preclude the awarding of the Master of Science in Education degree.

**Program Requirements**

Successful completion of the master’s degree requires a minimum of 30 to 33 semester hours of graduate study in special education. For all students who have successfully (C-grade or better) completed undergraduate coursework in special education, the graduate program director will review course content to determine if Virginia Department of Education teacher endorsement competencies were satisfied by previous course completion. Course(s) in special education taken at the undergraduate level that satisfy Virginia Department of Education competencies for licensure may be substituted for coursework required in the master's degree program; however, the undergraduate credit does not count as transfer graduate credit. Students enrolled in a teacher preparation program are expected to demonstrate dedication to special education students through the effective use of differentiated strategies for assessment and planning and application of evidence-based practices. Furthermore, student are expected to demonstrate behaviors indicative of effective, professional educators and reflected in the program’s technical standards and professional dispositions policy.

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

This program is designed to prepare professionals who are able to design and to implement appropriate educational programs for students who manifest mild disabilities and participate in the general academic curriculum. The program combines coursework, supervised practicum and internship to meet the educational needs of students with special needs through the development of evidence-based interventions applicable for individuals with special needs from preschool through adult in both public and private facilities. Program competencies prepare students to work in school-based programs in a variety of settings, including residential and hospitals settings. Program practice and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings.

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

**Curriculum**

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<tr>
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**Required Graduate Course Work**

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<td>SPED 621</td>
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<td>SPED 627</td>
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**Special Education General Curriculum Core**

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<td>TLED 568</td>
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<td>SPED 610</td>
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**Teacher Candidate Internship (SPED 586 or SPED 669 as appropriate)**

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<tr>
<td>SPED 586</td>
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**Total Prerequisite Credit Hours**

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<td>SPED 586</td>
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**Special Education, Licensure - Early Childhood Special Education Endorsement**

The early childhood special education program is designed to prepare students to teach children from birth to age five who manifest disabilities or who are at risk of later school failure. Students endorsed in the area of early childhood special education will be eligible to teach in infant and preschool programs in both public and private settings. The program combines course work, supervised practica and internship to facilitate the integration of theory and practice in the development of evidence-based interventions applicable for infants and young children. Program practica and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings. Students following the early childhood special education endorsement will take the prerequisite, core, and early childhood special education course blocks and teacher candidate internship.

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**Required Graduate Courses**

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<td>SPED 504</td>
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<td>SPED 541</td>
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<td>SPED 569</td>
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<td>READ 680</td>
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**Early Childhood Special Education Core:**

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<td>SPED 560</td>
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<td>SPED 567</td>
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**Teacher Candidate Internship (SPED 586 or SPED 669 as appropriate)**

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<td>SPED 669</td>
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**Total Prerequisite Credit Hours**

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**Special Education, Licensure - Adapted Curriculum K - 12 Endorsement**

The adapted curriculum program is designed to prepare teachers to instruct individuals traditionally labeled with multiple, moderate, severe, or profound disabilities who are accessing an alternative academic curriculum. Individuals accessing the adapted curriculum may have disabling conditions such as cerebral palsy, autism, or a sensory impairment. The program combines course work, supervised practica and internship to facilitate the integration of theory and practice in the development of evidence-based interventions applicable for individuals with special needs from preschool through adult in both public and private facilities. Program competencies prepare students to work in school-based programs in a variety of educational settings.
of settings, including residential and hospitals settings. Program practica and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings. Students wishing to be endorsed in special education: adapted curriculum will take the prerequisite, core, and adapted curriculum course blocks and teacher candidate internship.

**Curriculum**

**Prerequisite Courses (or Undergraduate Minor or BS in special education)**

- SPED 313: Fundamentals of Human Growth and Development: Birth through Adolescence
- SPED 400/500: Foundations of Special Education: Legal Aspects and Characteristics
- SPED 402/502: Instructional Design I: Learner Characteristics and Assessment
- SPED 411/511: Classroom and Behavioral Management Techniques for Students with Diverse Needs
- SPED 415/515: Instructional Design II: Curricular Procedures and Individualized Education Planning
- SPED 417/517: Collaboration and Transitions
- SPED 418/518: Instructional Strategies to Meet Diverse Learning Needs in Math

**Required Graduate Courses**

- SPED 621: Effective Interventions for Children and Youth with Challenging Behavior
- SPED 625: Characteristics of Students with Autism Spectrum Disorders

**Special Education Adapted Curriculum Core:**

- SPED 504: Characteristics and Medical Aspects of Disabling Conditions
- SPED 528: Instructional Strategies for Students Accessing the Adapted Curriculum
- SPED 541: Teaching Students with Severe Physical and Sensorimotor Disabilities
- SPED 569: Communication/Language Development/Intervention for Students with Significant Disabilities
- READ 680: Reading to Learn Across the Curriculum

**Teacher Candidate Internship (SPED 586 or SPED 669 as appropriate)**

- SPED 586: Teacher Candidate Internship for Special Endorsement
- SPED 669: Directed Field Internship Special Education, K-12

**Total Prerequisite Credit Hours**: 21

**Total Graduate Credit Hours Required for Degree**: 30

* Requires a 45-hour practicum
** Requires valid provisional, or renewable VDOE-issued teaching license

Due to changing national accreditation standards and state licensure regulations (i.e. assessments, certifications), teacher preparation programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education/.

**Post-Baccalaureate Endorsement Program**

TBA, Graduate Program Director

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting the Virginia Department of Education teaching licensure standards. The special education post-baccalaureate endorsement option is available for those students who wish to complete the coursework required for licensure in special education, but have no desire to complete a master's degree program or who do not meet the master’s degree admission requirements. Individuals pursuing a post-baccalaureate endorsement program must first apply for admission to Old Dominion University as a non-degree seeking graduate student; however, admission to Old Dominion University does not guarantee admission into post-baccalaureate endorsement or teacher preparation programs in the Darden College of Education and Professional Studies. Once admitted to the University, individuals must also apply for admission into a post-baccalaureate endorsement program and must meet the college’s policy for admitting students into an approved teacher education program.

The college offers four post-baccalaureate endorsement programs in special education: general curriculum K-12, adapted curriculum K-12, early childhood special education, and visual impairments prek-12.

The Post-Baccalaureate Endorsement Program offers the coursework required to satisfy the Virginia Department of Education (VDOE) special educator licensure endorsement competencies. Due to changing national accreditation standards and state licensure regulations (i.e. assessments, certifications), the programs in teacher education are under constant revision. Students are encouraged to obtain current program information from the Special Education Program website at: http://www.odu.edu/cdse/academics/sped/grad (http://www.odu.edu/cdse/academics/sped/grad/). Program completers find employment as special education teachers within the continuum of services provided for children with special needs and may also serve as key members of child study teams; they are prepared to address the educational, emotional, and physical needs of students with disabilities.

**Admission**

**Regular admittance requires:**

1. completion of an undergraduate degree in the arts and sciences (or equivalent);
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.80 for all college credit courses taken in the baccalaureate degree program from an accredited college/university; and,
4. submission of an application for admittance into the Darden College of Education and Professional Studies Teacher Post-Baccalaureate Endorsement Program.

**Provisional admittance requires:**

1. completion of an undergraduate degree in the arts and sciences (or equivalent);
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.50-2.74 for all college credit courses taken in the baccalaureate degree program from an accredited college/university; and,
4. submission of an application for admittance into the Darden College of Education and Professional Studies Teacher Post-Baccalaureate Endorsement Program.

**Continuance Requirements**

1. completion of the Pre-Task Rating Form upon acceptance;

Department of Communication Disorders and Special Education
3. successful completion of all courses required for licensure in an endorsement area(s);
4. maintenance of a GPA of 3.0 with a B or better in all practicum coursework, and a B- or better in all additional course work; and

Exit Requirements
1. completion of all requirements for the program;
2. passing scores on the Special Education Exit Exam.
3. maintenance of a GPA of 3.0 with a B or better in all practicum coursework, and a B- or better in all additional course work
4. successful completion of either SPED 586: Teacher Candidate Internship or SPED 669: Directed Field Internship in Special Education*
5. passing scores on the Virginia Communication and Literacy Assessment (VCLA)**
6. passing scores on the Reading for Virginia Educators (RVE) assessment (Special Education General Curriculum K-12 only)**
7. obtaining certificate of completion in First Aid/AED/CPR, Dyslexia Awareness Training, Child Abuse and Neglect Recognition and Intervention Training, and Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools**
8. completion of the Post Task Rating Form

*Student must hold a valid, provisional or renewable teaching license in special education from the Virginia Department of Education (VDOE) to be eligible for SPED 669.

**Due to changing national accreditation standards and VDOE licensure regulations, the special education program requirements are frequently revised. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should verify current program exit requirements with the appropriate Graduate Program Director and/or program coordinator/academic advisor.

Special Education General Curriculum, K - 12 Endorsement Only
Curriculum
Core Requirements

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<td>READ 680</td>
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Special Education General Curriculum Licensure Only

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<tbody>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<tr>
<td>SPED 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
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<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students Accessing the General Education Curriculum</td>
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Teacher Candidate Internship (SPED 586 or SPED 669 as appropriate)

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<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
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<tr>
<td>SPED 669</td>
<td>Directed Field Internship Special Education, K-12 **</td>
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Total Hours: 0
* Requires a practicum of 45 hours
** Requires valid provisional, or renewable VDOE-issued teaching license

Early Childhood Special Education Endorsement Only
Curriculum
Core Requirements

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Early Childhood Special Education Licensure Only

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<td>SPED 404/504</td>
<td>Characteristics and Medical Aspects of Disabling Conditions</td>
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<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
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<tr>
<td>SPED 560</td>
<td>Teaching Preschoolers With Diverse Needs *</td>
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<td>SPED 561</td>
<td>Development/Ecological Assessment Strategies *</td>
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<tr>
<td>SPED 567</td>
<td>Collaboration, Transitions and Infant-Family Intervention *</td>
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<tr>
<td>SPED 669</td>
<td>Directed Field Internship Special Education, K-12 **</td>
</tr>
</tbody>
</table>

Total Hours: 0
* Requires a practicum of 45 hours
** Requires valid provisional, or renewable VDOE-issued teaching license

Special Education Adapted Curriculum, K - 12 Endorsement Only
Curriculum
Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
</tr>
</tbody>
</table>

Teacher Candidate Internship (SPED 586 or SPED 669 as appropriate)
Curriculum

PreK-12 Endorsement only

** Requires valid provisional, or renewable VDOE-issued teaching license
† READ 680 is recommended

Due to changing national accreditation standards and state licensure regulations (i.e. assessments, certifications), teacher preparation programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education/.

**Autism Certificate Program**

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

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders †</td>
<td>3</td>
</tr>
<tr>
<td>SPED 569</td>
<td>Communication/Language Development/ Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

* Requires practicum of 45 hours

**Applied Behavior Analysis Certificate Program**

Old Dominion University is pleased to offer the 5th Edition Verified Course Sequence (VCS) approved by the Association for Behavior Analysis International (ABAI). The 5th Edition VCS consists of 315 hours of coursework (21 graduate-level credits or 7 courses) for students taking the Board Certified Behavior Analyst (BCBA®) examination. Applicants will need to meet additional degree and experience requirements before they can be deemed eligible to take the examination.

The program’s primary goal is to provide teachers and related-service providers with instruction in applied behavior analysis that will broaden the range of empirically-supported instructional methodologies used to meet the academic, social, and behavioral needs of a diverse student or client population. The program’s secondary goal is to provide teachers and related-service providers with the educational and supervised fieldwork experience needed to sit for the national BCBA® examination.

In this program, the seven courses are offered in a combined distance learning and online format on a pre-determined schedule. An applicant must (a) have a master’s degree from an accredited university or the equivalent from a foreign institution OR (b) be accepted into and currently pursuing a master’s degree offered by an accredited university.

Successful completion of the ODU ABA certificate program, in addition to a supervised internship that meets the Behavior Analyst Certification Board (BACB) guidelines®, will allow the participant to apply for the national BCBA® examination. A student who successfully completes the 21-credit course sequence and does not complete the internship requirement may earn the ODU ABA Certificate, but is not eligible to sit for the national BCBA® examination. Courses required to complete the ODU Applied Behavior Analysis Certificate Program include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 418/518</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>6</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 404/504</td>
<td>Characteristics and Medical Aspects of Disabling Conditions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 521</td>
<td>Techniques for Students Accessing the Adapted Curriculum †</td>
<td>3</td>
</tr>
<tr>
<td>SPED 541</td>
<td>Teaching Students with Severe Physical and Sensimotor Disabilities †</td>
<td>3</td>
</tr>
<tr>
<td>SPED 469/569</td>
<td>Communication/Language Development/ Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristic</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 432/532</td>
<td>Characteristics of Students with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 433/533</td>
<td>Braille Code</td>
<td>3</td>
</tr>
<tr>
<td>SPED 434/534</td>
<td>Medical and Educational Implications of Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 435/535</td>
<td>Orientation and Mobility *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 436/536</td>
<td>Curriculum and Assessment of Students with Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 437/537</td>
<td>Assistive Technology for People with Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 638</td>
<td>Teaching Methods for Students with Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 669</td>
<td>Directed Field Internship Special Education, K-12 **</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>3</td>
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<tr>
<td>SPED 569</td>
<td>Directed Field Internship Special Education, K-12 **</td>
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</tbody>
</table>

Total Hours 0

* Field experience required

**Department of Communication Disorders and Special Education 6**
**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>SPED 640</td>
<td>Applied Behavior Analysis: Concepts and Principles</td>
<td>3</td>
</tr>
<tr>
<td>SPED 641</td>
<td>Applied Behavior Analysis: Empirical Bases</td>
<td>3</td>
</tr>
<tr>
<td>SPED 642</td>
<td>Ethics and Professional Conduct for Behavior Analysts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 643</td>
<td>Applied Behavior Analysis: Assessments and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 644</td>
<td>Applied Behavior Analysis: Applications</td>
<td>3</td>
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<tr>
<td>SPED 645</td>
<td>Applied Behavior Analysis: Verbal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 646</td>
<td>Applied Behavior Analysis: Personnel Supervision and Management</td>
<td>3</td>
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</tbody>
</table>

**Optional Internship Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 769</td>
<td>Supervised Fieldwork in Applied Behavior Analysis (Optional Internship Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 24

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 670</td>
<td>Transition and Community-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 671</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SPED 672</td>
<td>IEP, Assessment &amp; Program Planning for Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 673</td>
<td>Communication and Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 674</td>
<td>Characteristics of Students with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 675</td>
<td>Foundations of Language and Literacy for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 676</td>
<td>Curriculum and Methods-Severe Disabilities *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 677</td>
<td>Consultation and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>SPED 678</td>
<td>Individualized Supports and Specialized Care of Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

*Field experience required

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**Doctor of Philosophy, Education – Special Education Concentration**

**TBA, Graduate Program Director**

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

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

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

**Entrance Criteria**

In order to be considered for admission into the Old Dominion University Ph.D. in Education: Special Education Concentration program (special education Ph.D. program) a candidate must include the following information in the application:

1. Proof of a completed master’s degree in special education or an equivalent degree in a related discipline from a program that is accredited by an appropriate specialized accrediting agency or from a regionally accredited institution of higher education. Transcripts from universities outside the United States must be accompanied by a global credit evaluation from an accredited agency. A minimum grade point average (GPA) of 3.60 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree is expected;
2. Acceptable scores on the Graduate Record Examination (GRE): 156 [550] on the verbal portion and no less than a 4.5 on the writing sample. Applicants whose first language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) according to the standards established by Old Dominion University;
3. A minimum of three years teaching experience in a pre-K – 12 setting with students with disabilities;
4. A 500-800-word statement of academic and professional goals. This statement must describe the applicant’s research agenda to meet his/her academic and professional goals;
5. A professional curriculum vitae;
6. Three letters of reference from individuals capable of commenting on the applicant’s readiness for advanced graduate study. At least two of these letters must be from academic sources. If a non-academic letter of reference is necessary, it should be from a professional source; and
7. Evidence of prior course work in statistics and in theories of learning. If this requirement is not met, a student may be admitted, and additional course work will be added to the candidate’s program of study.
Admissions Process

Admission to the special education Ph.D. program occurs on a two-year cycle with new students admitted every other year. As such, admission to the program is competitive, with the number of applications expected to exceed the number of available openings. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of 10 students will be admitted each year. This limited number of students is necessary to ensure that there is an adequate number of full-time faculty to serve the students through advising and other duties, particularly when the cohorts reach the dissertation stage of the program. Applicants must submit the application package, including the online graduate student application and all related materials no later than March 1 of the admission cycle year.

Once the application deadline has passed, complete application packages will be initially reviewed by the special education Ph.D. program admissions committee. Following the preliminary review of complete applications, the admissions committee will invite eligible applicants to participate in a two-part interview, including a formal interview with the special education Ph.D. program faculty and a one-hour, proctored spontaneous writing session during which applicants will compose a spontaneous response to a question regarding special education policy and procedure in the United States.

Continuance

Students must:
1. maintain a grade point average of 3.00 overall;
2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/impact/responsible-conduct-of-training (https://www.odu.edu/impact/responsible-conduct-of-training/);
3. complete an annual continuance review;
4. complete a one-time written continuance evaluation; and
5. successfully complete all competencies relative to their program of study.

Exit

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

Program Requirements

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

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Course work</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722 Introduction to Applied Statistics and Data Analysis</td>
<td>12-15</td>
</tr>
<tr>
<td>SPED 701/801 Historical and Contemporary Research in Special Education</td>
<td>12-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speciality Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 821 Critical Issues I: Readings in Special Education and Professional Writing</td>
<td>6</td>
</tr>
<tr>
<td>SPED 822 Critical Issues II: Research and Professional Writing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Core</th>
<th>Total Hours</th>
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</thead>
<tbody>
<tr>
<td>FOUN 822 Applied Linear Models in Educational Research</td>
<td>15</td>
</tr>
<tr>
<td>FOUN 812 Research Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>FOUN 813 Program Evaluation in Education</td>
<td></td>
</tr>
<tr>
<td>TLCI 814 Qualitative Research Design in Education</td>
<td></td>
</tr>
<tr>
<td>SPED 830 Single Subject Research</td>
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</table>

<table>
<thead>
<tr>
<th>Special Education Concentration</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 800 Social/Emotional Aspects of Child Development</td>
<td>57-60</td>
</tr>
<tr>
<td>SPED 802 Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td></td>
</tr>
<tr>
<td>SPED 807 Advanced Instructional Procedures in Special Education</td>
<td></td>
</tr>
<tr>
<td>SPED 820 Curriculum and Instruction: Research Into Practice</td>
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</tr>
<tr>
<td>CDSE 897 Independent Study in Communication Disorders &amp; Special Education</td>
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</tr>
<tr>
<td>SPED 868 Internship: Special Education</td>
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</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 899 Dissertation</td>
<td>12-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>57-60</td>
</tr>
</tbody>
</table>

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

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

Practicum Experiences Policy

A student may participate in a course with a practicum experience if he/she has been admitted into an approved teacher education program. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

Master of Science – Speech-Language Pathology

Stacie Raymer, Graduate Program Director
115 Child Study Center; 757-683-4522

The Master of Science - Speech-Language Pathology program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, which is affiliated with the American Speech-Language-Hearing Association (2200 Research Boulevard #310, Rockville, Maryland 20852, USA) and the American Speech-Language-Hearing Association (ASHA).
Maryland 20850, phone: 800-498-2071 or 301-296-5700). The degree prepares professionals to meet certification standards to apply for the Certificate of Clinical Competence in Speech-Language Pathology through curriculum and clinical activities that guide students to understand, identify, assess, and develop intervention programs for children and adults who present a wide array of speech, language, and swallowing disorders.

Students engage in supervised on-campus practica in the ODU Speech and Hearing Clinic/Scottish Rite Center for Childhood Speech and Language Disorders. They also complete two off-campus externships in settings such as public schools, hospitals, private practice settings, rehabilitation centers, and clinics. Graduate students also must successfully pass a written comprehensive examination. Upon graduation, all students will be prepared to complete the national examination in Speech-Language Pathology (Praxis) and apply for ASHA certification and licensure in the Commonwealth of Virginia and most other states. Student outcome data and the program strategic plan can be accessed on the program website (https://odu.edu/cdse/academics/slpa/msed-slp).

Application and Admission

Application to the ODU MS Speech-Language Pathology program takes place through Communication Sciences and Disorders Centralized Application System (CSDCAS, https://cascas.liaisoncas.org/cascas-students/). The deadline to submit all documents (application, transcripts, letters of recommendation, essay) to CSDCAS is February 1 of each year. Upon submission of the application, students will receive an email from ODU Graduate Admissions to complete a secondary ODU application and fee. No additional documents are needed with the ODU application. Admission decisions take place after March 1 for admissions in Fall of that year.

Students with and without an undergraduate degree in speech-language pathology/communication sciences and disorders are eligible for acceptance into the program. The normal matriculation for a student who has completed undergraduate requirements in the field is two full years (6 semesters) of full-time enrollment. Students without undergraduate coursework in the field typically require two additional semesters to complete prerequisite and required master’s degree coursework (8 semesters total). Prerequisite courses can be accepted from other institutions and include: introduction to communication disorders; anatomy of speech and language; phonetics; articulation/phonological disorders; language development; speech science; audiology; and aural rehabilitation.

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

The following minimum requirements are necessary to be considered for admission to the program’s competitive application cycle:

1. a baccalaureate degree from an institution accredited by a regional accrediting body or an equivalent degree from a foreign institution;
2. an undergraduate grade point average of 2.80 or better;
3. three letters of recommendation, at least two of which should be from prior university instructors;
4. a 500 word essay describing the student’s personal experiences and background that influence their potential to meet professional practice competencies (accountability, integrity, cultural competence, collaborative practice).
5. Please note: At this time, no GRE score is required.

Continuance

Once admitted to the program, students must:

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

Exit
Students must:

1. have a grade point average of 3.00;
2. pass the department writing proficiency examination;
3. meet all academic competencies;
4. meet all clinical competencies;
5. pass a written comprehensive examination.

Comprehensive Examination

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

Program Requirements

All students who have met prerequisite requirements must complete 53 semester hours of graduate study in speech-language pathology (38 academic credits and 15 clinical credits). Students are expected to satisfy all professional, academic, and clinical requirements and demonstrate professional, ethical, and communication behaviors commensurate with the standards of the profession.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses (or Equivalent from another Institution)</th>
<th>CSD 350</th>
<th>Survey in Communication Disorders 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>or CSD 452/552</td>
<td>CSD 351</td>
<td>Anatomy of Speech, Language, and Swallowing 3</td>
</tr>
<tr>
<td>CSD 352 Phonetics</td>
<td>CSD 451/551</td>
<td>Articulation and Phonological Disorders 3</td>
</tr>
<tr>
<td>CSD 453/553 Speech and Language Development</td>
<td>CSD 458/558</td>
<td>Speech and Hearing Science 3</td>
</tr>
<tr>
<td>CSD 460/560 Hearing Disorders and Basic Audiometry</td>
<td>CSD 461/561</td>
<td>Aural Rehabilitation I 3</td>
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<td>Total Hours</td>
<td></td>
<td>24</td>
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Core Courses

<table>
<thead>
<tr>
<th>CSD 612 Evidence-Based Research in Speech-Language Pathology</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 651 Spoken and Written Language Disorders: School-Aged Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 652 Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 653 Language Disorders: Birth to Five Years</td>
<td>3</td>
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<td>CSD 655 Voice and Resonance Disorders</td>
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<td>CSD 656 Theories and Therapies in Stuttering</td>
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<td>CSD 657 Aphasia</td>
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<td>CSD 658 Swallowing Disorders</td>
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<td>CSD 659 Augmentative and Alternative Communication Disorders</td>
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<td>CSD 660 Procedures in Audiology</td>
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<td>CSD 662 Cognitive-Communication Disorders</td>
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<td>CSD 663 Clinical Perspectives on Autism Spectrum Disorders</td>
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CDSE 664  Culturally Sustaining Communication\nPractices in Speech-Language Pathology\n1
CDSE 665  Theories of Supervision in Speech-Language Pathology\n1
CDSE 750  Neurornotor Speech Disorders\n3
Clinical Practice\n15
CSD 660  Clinical Practicum in Speech-Language Pathology I, II, III\nCSD 668  Advanced Clinical Externship in Speech-Language Pathology (I, II)

Total Hours 53

COMMUNICATION DISORDERS AND SPECIAL EDUCATION Courses

CDSE 595. Topics in Education. 1-6 Credits.
Selected topics in education.

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

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

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

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

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

CDSE 769. Concentrated Supervised Fieldwork in Applied Behavior Analysis. 3 Credits.
Supervised fieldwork experiences that apply university approved coursework to instruction of children, youth and their families in the natural environment. As stated in the Behavior Analyst Certification Board Experience Standards, the purpose of supervised fieldwork experience is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to clients. Students enrolled in the MS in ABA Program will complete a Capstone project as part of their supervised fieldwork experience. The Capstone project is a graduation requirement of the MS in ABA Program. Prerequisites: Admission to the MS program in Applied Behavior Analysis and permission of the instructor.

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

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

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

CDSE 897. Independent Study in Communication Disorders & Special Education. 1-3 Credits.
Independent study of special topics in communication disorders and special education for doctoral students. Prerequisite: permission of the instructor.
CSD 651. Spoken and Written Language Disorders: School-Aged Children. 3 Credits.
This course focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-aged students. It addresses the characteristics of language, reading, and spelling impairments; the subtypes of these disorders; and the different assessment and intervention approaches used with them. Prerequisites: CSD 453 or CSD 553 or permission of the instructor.

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

CSD 653. Language Disorders: Birth to Five Years. 3 Credits.
An advanced study of the diagnosis and intervention for infants and preschoolers with suspected language disorders arising from a variety of etiologies. This course has a particular emphasis on assessment and intervention using principles of evidence-based practice. Prerequisites: CSD 453/CSD 553 or permission of instructor.

CSD 655. Voice and Resonance Disorders. 2 Credits.
This course emphasizes the current etiological theories, research, diagnostic procedures, and therapeutic techniques related to voice and resonance disorders. Students will study terminology and concepts related to the resonance, phonation, and respiration systems underlying voice production. Prerequisites: Permission of instructor.

CSD 656. Theories and Therapies in Stuttering. 2 Credits.
This course emphasizes current etiological theories, research, diagnostic procedures and therapeutic techniques related to stuttering. Prerequisites: Permission of instructor.

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

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

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

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

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

CSD 663. Clinical Perspectives on Autism Spectrum Disorders. 2 Credits.
Students in this class will study diagnostic and intervention methods necessary for speech-language pathologists treating people diagnosed with Autism Spectrum Disorders. Prerequisite: CSD 453/CSD 553 or equivalent.

Students will discuss cultural competence as applied in the speech-language pathology clinical process, including a self-examination of bias and effective communication through a culturally-responsive lens. Prerequisites: Permission of instructor.

CSD 665. Theories of Supervision in Speech-Language Pathology. 1 Credit.
Students will discuss models of effective clinical supervision, with an emphasis on preparation and planning to guide students, clinical fellows, and speech-language pathology assistants. Prerequisites: Permission of instructor.

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

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

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

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

SPECIAL EDUCATION Courses

SPED 500. Foundations of Special Education: Legal Aspects and Characteristics. 3 Credits.
The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative, and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. 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 502. Instructional Design I: Learner Characteristics and Assessment. 3 Credits.
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 504. Characteristics and Medical Aspects of Disabling Conditions. 3 Credits.
This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction. Prerequisites: SPED 400 or SPED 500.

SPED 506. Students with Diverse Learning Needs in the General Education Classroom. 3 Credits.
This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom. Prerequisites: Junior standing.
SPED 511. Classroom and Behavioral Management Techniques for Students with Diverse Needs. 3 Credits.
This course 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. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 515. Instructional Design II: Curricular Procedures and Individualized Education Planning. 3 Credits.
The intent of this course is to provide preservice 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 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 517. Collaboration and Transitions. 3 Credits.
This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational 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. Pre- or corequisite: SPED 400/SPED 500.

SPED 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 instructor.

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

SPED 532. Characteristics of Students with Visual Impairments. 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. Considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Prerequisites: SPED 400/SPED 500.

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

SPED 534. Medical and Educational Implications of Visual Impairments. 3 Credits.
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum of 25 hours required. Prerequisites: passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 535. Orientation and Mobility. 2 Credits.
Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required. Prerequisites: Passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

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

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

SPED 540. Assistive Technology for Diverse Students. 3 Credits.
This course provides lectures for pre-service and in-service teachers, and related service providers of special populations in use of assistive technology (AT) devices and services, and augmentative and alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state educational standards related to providing assistive technology to students with diverse learning needs. Prerequisite: SPED 400/SPED 500.
SPED 541. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis I Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 560. Teaching Preschoolers With Diverse Needs. 3 Credits.
This course prepares students in developing skills in curricula, materials, and methods of instruction for preschool-aged (2-6 years) children with diverse needs. Programming for personal-social, language, motor, and cognitive development are addressed. Data collection, programmatic organization, and classroom planning are covered. Practicum of 45 hours required. Prerequisite: SPED 400 or SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

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

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

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

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

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

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

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

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

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

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

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

SPED 611. Instructional Strategies for Students Accessing the General Education Curriculum. 3 Credits.
This course emphasizes effective research-based instructional strategies for teaching students with mild/moderate disabilities in grades K-12 who are accessing the general education curriculum. Practicum of 45 hours in middle/secondary-level setting is required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, SPED 610 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 613. Human Growth and Development. 3 Credits.
This course is designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. This course provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious characteristics will be explored; developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse will be addressed within the context of each topic.
SPED 615. Behavior Change in Classroom. 3 Credits.
This course will focus on the following elements of effective management: integration of instruction for positive learning environment; strategies to provide students the opportunity to be successful academically, emotionally, and socially; assessment of and modifying the learning environment; and group and individualized strategies to affect behavior change in order to increase student learning.

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

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

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

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

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

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

SPED 626. Characteristics and Advanced Procedures: Learning Disabilities in Reading & Writing. 3 Credits.
This course provides the professional educator with a variety of educational procedures for students with learning disabilities in reading and writing, including diagnostic assessment, causal nature of the disability, and evidence-based instructional strategies. Application of evidence-based practices for assessing and teaching students with learning disabilities who have severe deficits in reading and writing is emphasized. Prerequisites: SPED 400/SPED 500.

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

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

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

SPED 631. Developmental and Ecological Assessment Strategies. 3 Credits.
This course provides students with the skills necessary for assessment of atypical early development as well as best practices in assessing functional skills in students with severe disabilities. Students will explore and give assessments to children from birth to 6 years of age and students with severe/multiple/profound disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 633. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.
SPED 637. Infant/Family Intervention and Teamwork. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth through age three. Emphasis is placed on the development of the individualized family service plan (IFSP), procedures, materials and curriculum for this population. A family-centered approach is stressed. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 630, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

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

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

SPED 640. Applied Behavior Analysis: Concepts and Principles. 3 Credits.
This course focuses on the concepts and principles of applied behavior analysis; identification of factors that increase or decrease the probability of behavior under specific circumstances. Prerequisites: Permission of the instructor.

SPED 641. Applied Behavior Analysis: Empirical Bases. 3 Credits.
Applications of single-case experimental research designs to the analysis of behavior with emphasis on measurement, visual display of data, and interpretation of results. Pre- or corequisite: SPED 640 or permission of the instructor.

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

SPED 643. Applied Behavior Analysis: Assessments and Interventions. 3 Credits.
Identification and assessment of problem behavior and socially-appropriate behaviors, implementation of function-based intervention plans, and design of environments to prevent and address problem behavior. Prerequisites: SPED 640 or permission of the instructor.

SPED 644. Applied Behavior Analysis: Applications. 3 Credits.
Application of concepts and principles of behavior analysis to a wide range of populations, settings, and behaviors within the context of more sophisticated clinical and professional issues and environments. Prerequisites: SPED 640, SPED 641, and SPED 643 or consent of the instructor. Pre- or corequisite: SPED 643.

SPED 645. Applied Behavior Analysis: Verbal Behavior. 3 Credits.
B.F. Skinner's analysis of verbal behavior and the design, development, and implementation of curriculum, language and communication interventions for individuals with language delays. Prerequisites: SPED 643 or permission of the instructor.

SPED 646. Applied Behavior Analysis: Personnel Supervision and Management. 3 Credits.
Application of behavior analytic principles and procedures to personnel supervision and management as well as implementation of evidence-based practices to provide effective supervision to enhance personnel performance across a variety of organizational settings. Prerequisites: Admission to the Applied Behavior Analysis Certificate Program; completion of SPED 640 and SPED 641.

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

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

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

SPED 672. IEP, Assessment & Program Planning for Adapted Curriculum. 3 Credits.
This course is designed to develop knowledge and skills about best special education practice in assessment and evaluation for students with severe disabilities, and IEP and educational program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum. Field experience required. Prerequisites: SPED 400 or SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 673. Communication and Severe Disabilities. 3 Credits.
This course introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. It addresses the knowledge and skills that are needed to assess the potential AAC user, to make team decisions, to develop and implement instruction, and to evaluate the effects of instruction. The course is also aimed at motivating, building, and expanding communication, choice-making, and social interaction. Prerequisites: SPED 400/SPED 500.

SPED 674. Characteristics of Students with Severe Disabilities. 3 Credits.
Examines the academic, social, medical and behavioral characteristics of individuals with severe disabilities such as intellectual disability, autism, traumatic brain injury, and severe/multiple cognitive, physical and/or sensory disabilities. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support. Prerequisites: SPED 400/SPED 500.
SPED 675. Foundations of Language and Literacy for Diverse Learners. 3 Credits.
This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs, as well as the inter-relationship of language and literacy development. Emphasis will be placed on identifying effective research-based strategies for promoting and enhancing emergent literacy and early reading and writing skills for children and youth with language and intellectual disabilities and English language learners with disabilities. Field experience is required: course participants must identify an appropriate target student and engage in observation and assessment activities with that student and his/her family during the first half of the course. Final project includes the development of a literacy development plan for the student. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

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

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

SPED 678. Individualized Supports and Specialized Care of Students with Significant Disabilities. 3 Credits.
Provides an understanding of the unique physical, sensory, communication, and health and medical needs of students with significant disabilities, how these needs impact the educational program, how special education and related services are delivered, and how to design academic, functional and behavioral instruction and adaptations to meet these needs. Prerequisites: SPED 400/SPED 500.

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

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

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

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

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

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

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

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

SPED 730. Single Subject Research. 3 Credits.

SPED 769. Supervised Fieldwork in Applied Behavior Analysis. 3 Credits.
Supervised fieldwork experiences that apply University-approved coursework to instruction of children, youth, and their families in the natural environment. As stated in the BCBA Experience Standards, the purpose of supervised fieldwork experiences is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high quality services to clients. Students can enroll in supervised fieldwork hours concurrently with the ODU ABA certificate approved sequence coursework. Prerequisites: Admission to the ODU ABA certificate program and permission of advisor.

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

SPED 802. Cognitive Processes and Learning Strategies for Students with Special Needs. 3 Credits.
The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.
SPED 803. Scholarly Writing for Doctoral Students. 3 Credits.
This course targets the knowledge and skills required to successfully engage in scholarly writing. Specific course topics include, the use of the American Psychological Association Publication Manual (APA) to guide the basic elements of style (i.e., creating and writing from an outline, manuscript organization, sentence and paragraph construction, marks of punctuation, use of quotations, use of references, bias free language, editing and revising, proofreading, revising drafts, and resubmission), and the development of professional writing skills, such as drafting, writing, editing, revising, responding to reviews, interpreting and synthesizing professional journal articles. The culminating activity is the production of an article ready for submission to a scholarly journal.

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

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

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

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

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

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

SPED 830. Single Subject Research. 3 Credits.

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

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

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

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

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