

# Post-Baccalaureate Endorsement Special Education - Visual Impairments, PreK-12 Post- Baccalaureate Endorsement

## Special Education Post-Baccalaureate Endorsement Program

TBA, Graduate Program Director  
122 Child Study Center

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 Requirements

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 Requirements

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.

## Curriculum Requirements

### Endorsement Requirements †

|              |  |   |
|--------------|--|---|
| SPED 400/500 | Foundations of Special Education: Legal Aspects and Characteristics            | 3 |
| SPED 411/511 | Classroom and Behavioral Management Techniques for Students with Diverse Needs | 3 |
| SPED 417/517 | Collaboration and Transitions  | 3 |
| SPED 432/532 | Characteristics of Students with Visual Impairments                            | 3 |
| SPED 433/533 | Braille Code   | 3 |
| SPED 434/534 | Medical and Educational Implications of Visual Impairments *                   | 3 |
| SPED 435/535 | Orientation and Mobility *   | 2 |
| SPED 436/536 | Curriculum and Assessment of Students with Visual Impairments                  | 3 |
| SPED 437/537 | Assistive Technology for People with Sensory Impairments                       | 3 |
| TLED 468/568 | Language Acquisition and Reading for Students with Diverse Learning Needs      | 3 |
| SPED 638     | Teaching Methods for Students with Visual Impairments *                        | 3 |
| SPED 639     | Braille Reading and Writing *  | 3 |

### Teacher Candidate Internship

|                              |  |   |
|------------------------------|--|---|
| Select one of the following: |  | 9 |
| SPED 586                     | Teacher Candidate Internship for Special Endorsement |   |
| SPED 669                     | Directed Field Internship Special Education, K-12 ** |   |

**Total Credit Hours** **44**

\* Field experience required

\*\* 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> (<http://www.odu.edu/education/>).

## **Additional Requirements**

### **Continuance Requirements**

1. completion of the Pre-Task Rating Form upon acceptance;
2. complete the CITI Responsible Conduct of Research, Social and Behavioral Research training modules. See <https://www.odu.edu/impact/responsible-conduct-of-training>;
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 Praxis Teaching Reading: Elementary assessment (Test code 5205) (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, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools, and Cultural Competence Training.\*\*
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.