Communication Disorders and Special Education

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

Jonna Bobzien, Chair

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

Bachelor of Science—Speech-Language Pathology and Audiology

Dr. Anne Michalek, Undergraduate Program Director

The Bachelor of Science program in speech-language pathology and audiology is designed to provide students with the academic experiences needed to understand normal processes involved in speech, language, hearing, and communication disorders. Classes also introduce students to clinical procedures for assessment and treatment of communication disorders. The maximum number of hours required for the degree is 120 credits. The undergraduate program at Old Dominion University provides students with the coursework required to apply for national certification as a Speech-Language Pathology Assistant. However, bachelor's-level students are not eligible for employment as a certified speech-language pathologist or audiologist in any professional setting. Therefore, the undergraduate program at Old Dominion University also serves as a feeder program for students to apply to the graduate program in speech-language pathology where licensure and certification standards will be met. Finally, the undergraduate degree also prepares students to apply to graduate audiologist programs that are offered at other universities and other professional graduate programs.

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

- The four-year plan is a suggested curriculum to complete this degree program in four years. It is just one of several plans that will work and is presented only as broad guidance to students. Each student is strongly encouraged to develop a customized plan in consultation with their academic advisor. Additional information can also be found in Degree Works.

Admission, Continuance and Exit Requirements

Admission

Requirements are as follows:

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

Continuance

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

Exit

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

Lower-Division General Education

<table>
<thead>
<tr>
<th>Written Communication Skills *</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Skills (STAT 130M recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Language and Culture</td>
<td>0-6</td>
</tr>
<tr>
<td>Information Literacy and Research</td>
<td>3</td>
</tr>
<tr>
<td>Human Creativity</td>
<td>3</td>
</tr>
<tr>
<td>Interpreting the Past</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>The Nature of Science **</td>
<td>8</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>BIOL 105N</th>
<th>Biology for Nonscience Majors I</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 106N</td>
<td>Biology for Nonscience Majors II</td>
</tr>
<tr>
<td>BIOL 110N</td>
<td>Environmental Sciences</td>
</tr>
<tr>
<td>&amp; BIOL 111N</td>
<td>Environmental Sciences Lab</td>
</tr>
<tr>
<td>BIOL 117N</td>
<td>Introduction to Human Biology</td>
</tr>
<tr>
<td>&amp; BIOL 118N</td>
<td>Introduction to Human Biology Lab</td>
</tr>
<tr>
<td>BIOL 121N</td>
<td>General Biology I</td>
</tr>
<tr>
<td>&amp; BIOL 122N</td>
<td>General Biology I Lab</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>CHEM 105N</th>
<th>Introductory Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; CHEM 106N</td>
<td>Introductory Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 121N</td>
<td>Foundations of Chemistry I Lecture</td>
</tr>
<tr>
<td>&amp; CHEM 122N</td>
<td>Foundations of Chemistry I Laboratory</td>
</tr>
<tr>
<td>PHYS 101N</td>
<td>Conceptual Physics</td>
</tr>
<tr>
<td>PHYS 111N</td>
<td>Introductory General Physics</td>
</tr>
<tr>
<td>PHYS 231N</td>
<td>University Physics I</td>
</tr>
</tbody>
</table>

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

Total Hours: 41-50

* C or better required in both courses.

** To meet national certification requirements, students must complete one course in biological sciences and one course in either chemistry or physics.

*** To meet national certification requirements, students must complete 6 credit hours of human behavior coursework, preferably PSYC 201S and SOC 201S.

Major Courses

<table>
<thead>
<tr>
<th>CSD 350</th>
<th>Survey in Communication Disorders (Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 351</td>
<td>Anatomy of Speech, Language, and Swallowing (Fall only)</td>
</tr>
<tr>
<td>CSD 352</td>
<td>Phonetics (Spring only)</td>
</tr>
<tr>
<td>CSD 446</td>
<td>Neural Bases of Communication and Swallowing Disorders</td>
</tr>
<tr>
<td>CSD 447</td>
<td>Introduction to Language Disorders in Children (Fall, Spring)</td>
</tr>
<tr>
<td>CSD 449W</td>
<td>Clinical Reasoning in Communication Sciences and Disorders (Fall, Spring)</td>
</tr>
<tr>
<td>CSD 451</td>
<td>Articulation and Phonological Disorders (Fall, Summer)</td>
</tr>
</tbody>
</table>
A cumulative grade point average of 2.00 in all courses specified as a requirement of continuance and graduation. Admittance to the special education program must satisfy the Virginia Board of Education required assessment, theory, and methods. The broad curriculum, along with the admittance, continuance, and graduation requirements described below, prepares teacher candidates for licensure endorsement for special education adapted curriculum K-12 for the Commonwealth of Virginia, including passing scores on the Virginia Communication and Literacy Assessment.

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

Four-Year Plan - Bachelor of Science in Special Education - Concentration in Adapted Curriculum K-12

The BS in special education draws courses from across the University to prepare teacher candidates interested in teaching special education. Course work spans the disciplines of English literature and composition; history; fine and performing arts; mathematics; natural sciences; social sciences; human growth and development; and educational foundations, technology, assessment, theory, and methods. The broad curriculum, along with the admittance, continuance, and graduation requirements described below, prepares teacher candidates for licensure endorsement for special education adapted curriculum K-12 for the Commonwealth of Virginia, including passing scores on the Virginia Communication and Literacy Assessment.

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

Four-Year Plan - Bachelor of Science in Special Education - Adapted Curriculum K-12 (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/communicationdisordersspecialeducation/specialed-bs-fouryearplan/)

• The four-year plan is a suggested curriculum to complete this degree program in four years. It is just one of several plans that will work and is presented only as broad guidance to students. Each student is strongly encouraged to develop a customized plan in consultation with their academic advisor. Additional information can also be found in Degree Works.

Declaration of Major

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

Virginia Board of Education Prescribed Assessments for Admission to an Approved Teacher Education Program

Old Dominion University students seeking admission to an approved teacher education program must satisfy the Virginia Board of Education required assessment for admission into an approved teacher education program. The requirement can be satisfied by meeting a passing score in the following:

• Virginia Communication and Literacy Assessment (VCLA): Scaled passing score of 235 for the reading subtest and score of 235 for the writing subtest or a composite score of 470 for the assessment.

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Virginia Department of Education at https://www.doe.virginia.gov/.

Admission to Undergraduate Teacher Education Program

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

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

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

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

**Background Clearance Requirement:** Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The background clearance must be successfully completed prior to a field experience placement. The process to complete the ODU clearance background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks(http://www.odu.edu/success/academic/teacher-education/placement/background-checks/).

The ODU clearance process includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. Candidates interested in professional education programs are advised to complete this clearance process immediately upon entry since the clearance process takes a minimum of eight weeks to complete. Please contact the Office of Clinical Experiences at 757-683-3348 with any questions.

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

Additionally, passing scores on the Special Education exit exam and the Virginia Communication and Literacy Assessment (VCLA) are prerequisites to enrollment in SPED 486. Special Education exit examination scores will be submitted to the Office of Clinical Experiences by the Undergraduate Program Director; however, students must submit a copy of VCLA results to both the Office of Clinical Experiences and the Department of Special Education. All teacher candidates must consult with an academic advisor every semester to review their academic progress.

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

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

### General Education Courses

**Written Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110C</td>
<td>English Composition (C or better required) *</td>
</tr>
<tr>
<td>ENGL 211C</td>
<td>Introduction to Academic Writing (C or better required)</td>
</tr>
</tbody>
</table>

**Literature**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Language and Culture (See Requirements for Undergraduate Degrees section of this Catalog for requirement. If language needed, Spanish preferred)</td>
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**Oral Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Human Creativity*</td>
</tr>
<tr>
<td>3</td>
<td>Interpreting the Past*</td>
</tr>
</tbody>
</table>

**Impact of Technology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 104H</td>
<td>Interpreting the American Past</td>
</tr>
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</table>

**Human Behavior**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 203S</td>
<td>Lifespan Development</td>
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**Philosophy and Ethics**

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<thead>
<tr>
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<th>Course Title</th>
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<tr>
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<td>Mathematics* - Select one of the following</td>
</tr>
<tr>
<td>MATH 102M</td>
<td>College Algebra</td>
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<tr>
<td>or MATH 103M</td>
<td>College Algebra with Supplemental Instruction</td>
</tr>
</tbody>
</table>

**The Nature of Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105N</td>
<td>Biology for Nonscience Majors I (preferred)</td>
</tr>
<tr>
<td>or BIOL 106N</td>
<td>Biology for Nonscience Majors II</td>
</tr>
<tr>
<td>or BIOL 110N/111N</td>
<td>Environmental Sciences</td>
</tr>
<tr>
<td>or BIOL 112N/113N</td>
<td>Environment and Man</td>
</tr>
<tr>
<td>or BIOL 121N/122N</td>
<td>General Biology I</td>
</tr>
<tr>
<td>OEAS 110N</td>
<td>Earth Science</td>
</tr>
<tr>
<td>or PHYS 103N</td>
<td>Introductory Astronomy of the Solar System</td>
</tr>
<tr>
<td>or PHYS 104N</td>
<td>Introductory Astronomy of Galaxies and Cosmology</td>
</tr>
<tr>
<td>or OEAS 250N</td>
<td>Natural Hazards and Disasters</td>
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**Total Hours**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Written Communication*</td>
</tr>
<tr>
<td>8</td>
<td>The Nature of Science*</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 301</td>
<td>Learning and Development</td>
</tr>
<tr>
<td>FOUN 302</td>
<td>Assessment of Learning</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics *</td>
</tr>
<tr>
<td>SPED 411</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
</tr>
<tr>
<td>SPED 417</td>
<td>Collaboration and Transitions</td>
</tr>
<tr>
<td>STEM 370T</td>
<td>Technology and Society (writing intensive; C or better required) **</td>
</tr>
<tr>
<td>TLED 326</td>
<td>Socio-Cultural Perspectives in Education</td>
</tr>
<tr>
<td>TLED 426</td>
<td>Introduction to Literacy Research, Theory and Practice in the Classroom</td>
</tr>
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**Total Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<td>Core Courses</td>
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<tr>
<td>24</td>
<td>Major Courses</td>
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</tbody>
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**Major Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 110G</td>
<td>Information Literacy for the Digital Age</td>
</tr>
<tr>
<td>or STEM 251G</td>
<td>Computer Literacy: Communication and Information</td>
</tr>
</tbody>
</table>
SPED 402 Instructional Design I: Learner Characteristics and Assessment 3
SPED 404 Characteristics and Medical Aspects of Disabling Conditions 3
SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning *** 3
SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math 3
SPED 428 Instructional Strategies for Students Accessing the Adapted Curriculum *** 3
SPED 440 Assistive Technology for Diverse Students *** 3
SPED 441 Teaching Students with Severe Physical and Sensorimotor Disabilities 3
SPED 469 Communication/Language Development/Intervention for Students with Significant Disabilities 3
SPED 486 Teacher Candidate Internship for Special Endorsement **** 12

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>39</th>
</tr>
</thead>
</table>

| Total Degree Credits**** | 120 |

* Departmental requirements for all teacher candidates; not met by the associate degree.
** Meets Impact of Technology requirement.
*** Admission to the undergraduate special education teacher preparation program and completion of a background clearance check is required prior to registration for SPED 415, SPED 428, SPED 441, and SPED 486. SPED 428, SPED 441, and SPED 415 each include a 45-hour practicum requirement. Students enrolled in SPED 415 must request an elementary school practicum placement, students enrolled in SPED 428 must request a middle/high school placement, and students enrolled in SPED 441 may request any PreK-12 setting. In SPED 486 teacher candidates will student teach 7 weeks at the elementary level and 7 weeks at the secondary level.
**** NOTE: ALL STUDENTS MUST EARN A MINIMUM OF 120 CREDIT HOURS FOR THE BACCALAUREATE DEGREE, WHICH MUST INCLUDE BOTH A MINIMUM OF 30 CREDIT HOURS OVERALL AND 12 CREDIT HOURS IN UPPER-LEVEL COURSES IN THE MAJOR PROGRAM FROM OLD DOMINION UNIVERSITY.
+ LiveText is required for all Special Education majors and minors upon registration for SPED 400.
++ Passing scores on the Special Education exit exam and the Virginia Communication and Literacy Assessment are required prior to SPED 486.

admittance, continuance, and graduation requirements described below, prepares teacher candidates for licensure endorsement for special education general curriculum K-12 for the Commonwealth of Virginia, including passing scores on the Reading for Virginia Educators Assessment and the Virginia Communication and Literacy Assessment.

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

Four-Year Plan - BS in Special Education - Concentration in General Curriculum K-12 (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/communicationdisordersspespecialeducation/specialedgencurrk12-bs-fouryearplan/)

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Declaration of Major

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

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- Virginia Communication and Literacy Assessment (VCLA): Scaled passing score of 235 for the reading subtest and score of 235 for the writing subtest OR a composite score of 470 for the assessment.

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Admission to Undergraduate Teacher Education Program

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

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

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

Continuance

Teacher candidates must:

Upper-Division General Education

Satisfied in the major.

Bachelor of Science Degree in Special Education - Concentration in General Curriculum K-12

Lisa Morin, Undergraduate Program Director

The BS in special education draws courses from across the University to prepare teacher candidates interested in teaching special education. Course work spans the disciplines of English literature and composition; history; fine and performing arts; mathematics; natural sciences; social sciences; human growth and development; and educational foundations, technology, assessment, theory, and methods. The broad curriculum, along with the
1. Maintain a cumulative grade point average of 2.75 and a 2.75 major and core GPA.
2. Earn a grade no less than C- in all departmental requirements, major courses, and core courses. 
3. Successfully complete a background clearance check. 

**Background Clearance Requirement:** Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The background clearance must be successfully completed prior to a field experience placement. The process to complete the ODU clearance background check is located at: [http://www.odu.edu/success/academic/teacher-education/placement/background-checks/](http://www.odu.edu/success/academic/teacher-education/placement/background-checks/).

The ODU clearance process includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. Candidates interested in professional education programs are advised to complete this clearance process immediately upon entry since the clearance process takes a minimum of eight weeks to complete. Please contact the Office of Clinical Experiences at 757-683-3348 with any questions.

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

Additionally, passing scores on the Special Education exit exam, the Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) are required prerequisites to enrollment in SPED 486. Special Education exit examination scores will be submitted to the Office of Clinical Experiences by the Undergraduate Program Director; however, students must submit copies of VCLA and RVE results to both the Office of Clinical Experiences and the Undergraduate Program Director. All teacher candidates must consult with an academic advisor every semester to review their academic progress.

**Graduation**

To graduate, teacher candidates must:

1. Complete all program requirements.
2. Earn a grade of no less than C- in all departmental requirements (C in ENGL 110C and ENGL 211C), major courses, and core courses.
3. Have a minimum cumulative grade point average of 2.75 and 2.75 major and core GPA.
4. Pass the writing intensive (W) course in the major with a grade of C or higher.
5. Obtain passing scores on the Reading for Virginia Educators (RVE) assessment (Special Education General Curriculum K-12 only).
7. Complete the Senior Assessment Survey.
8. Submit a professional portfolio according to Darden College of Education and Professional Studies and program requirements.

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

**General Education Courses**

<table>
<thead>
<tr>
<th>Written Communication*</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110C</td>
<td>English Composition (C or better required) *</td>
</tr>
</tbody>
</table>

**ENGL 211C** Introduction to Academic Writing (C or better required) *

**Literature**

- Language and Culture (See Requirements for Undergraduate Degrees section of this Catalog for requirement. If language needed, Spanish preferred) *(optional)*
- Oral Communication *(optional)*
- Information Literacy and Research (met in the major with LIBS 110G or STEM 251G) *(optional)*
- Human Creativity *(optional)*
- Interpreting the Past *(optional)*
- HIST 104H Interpreting the American Past *(optional)*
- Impact of Technology (met in the major with STEM 370T) *(optional)*
- Human Behavior *(optional)*
- PSYC 203S Lifespan Development *(optional)*
- Philosophy and Ethics *(optional)*
- Mathematics* - Select one of the following *(optional)*
  - MATH 102M College Algebra
  - or MATH 103M College Algebra with Supplemental Instruction
- The Nature of Science* *(optional)*
  - BIOL 105N or BIOL 106N Biology for Nonscience Majors I (preferred)
  - or BIOL 110N/111N Environment and Man
  - or BIOL 112N/113N General Biology I
  - or BIOL 121N/122N Earth Science
  - or PHYS 103N Introductory Astronomy of the Solar System
  - or PHYS 104N Introductory Astronomy of Galaxies and Cosmology
  - or OEAS 250N Natural Hazards and Disasters

**Total Hours** 35-41

**Core Courses**

- FOUN 301 Learning and Development *(optional)*
- FOUN 302 Assessment of Learning *(optional)*
- SPED 400 Foundations of Special Education: Legal Aspects and Characteristics *(optional)*
- SPED 411 Classroom and Behavioral Management Techniques for Students with Diverse Needs *(optional)*
- SPED 417 Collaboration and Transitions *(optional)*
- STEM 370T Technology and Society (writing intensive; C or better required) *(optional)*
- TLED 326 Socio-Cultural Perspectives in Education *(optional)*
- TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom *(optional)*

**Total Hours** 24

**Major Courses**

- LIBS 110G or STEM 251G Information Literacy for the Digital Age *(optional)*
- Computer Literacy: Communication and Information *(optional)*
- SPED 402 Instructional Design I: Learner Characteristics and Assessment *(optional)*
- SPED 403 Directed Field Experience in Special Education *(optional)*
- SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning *(optional)*
- SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math *(optional)*

**Total Hours** 3
Course requirements are as follows:

upper-level courses in the minor requirement at Old Dominion University, exclusive of prerequisite courses and complete a minimum of six hours in

The minor in Special Education requires the completion of 12 credit hours. Satisfied in the major.

** Minor in Special Education

The minor in Special Education requires the completion of 12 credit hours. For completion of a minor, a student must have a minimum grade point average of 2.00 in all courses specified as a requirement for the minor exclusive of prerequisite courses and complete a minimum of six hours in upper-level courses in the minor requirement at Old Dominion University.

Course requirements are as follows:

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 486</td>
<td>Teacher Candidate Internship for Special Endorsement ***</td>
<td>12</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 33

Total Degree Credits: 120

* Departmental requirements for all teacher candidates; not met by the associate degree.

** Admission to the undergraduate special education teacher preparation program and completion of a background clearance check is required prior to registration for SPED 403, SPED 415, and SPED 486. SPED 403 and SPED 415 each include a 45-hour practicum requirement. Students enrolled in SPED 415 must request an elementary school practicum placement and students enrolled in SPED 403 must request a middle/high school placement. In SPED 486 teacher candidates will student teach 7 weeks at the elementary level and 7 weeks at the secondary level.

*** Meets Impact of Technology requirement.

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

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

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

Upper-Division General Education

Satisfied in the major.

** Minor in Special Education

The minor in Special Education requires the completion of 12 credit hours. For completion of a minor, a student must have a minimum grade point average of 2.00 in all courses specified as a requirement for the minor exclusive of prerequisite courses and complete a minimum of six hours in upper-level courses in the minor requirement at Old Dominion University.

Course requirements are as follows:

Select four of the following:

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

Total Hours: 12

* LiveText is required for all Special Education minors upon registration for SPED 400.

COMMUNICATION DISORDERS AND SPECIAL EDUCATION Courses

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

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

COMMUNICATION SCIENCES AND DISORDERS Courses

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

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

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

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

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

CSD 449W/549. Clinical Reasoning in Communication Sciences and Disorders. 3 Credits.
In this course, speech-language pathology students will learn practical and foundational clinical reasoning skills necessary for facilitating intervention for communication sciences and disorders. Objectives of this course are achieved using guided observations, case-based practice, and ePortfolios. This is a writing intensive course. Prerequisites: Grade of C or better in ENGL 211C or ENGL 221C or ENGL 231C; and grade of C- or better in ENGL 350. Pre- or corequisite: Senior standing and a grade of C- or better in CSD 447 and CSD 451.

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

CSD 452/552. Introduction to Voice and Fluency Disorders. 3 Credits.
This content of this course focuses upon the basic tenets related to fluency and voice disorders. The purpose is to introduce students to the basic terminology, concepts of the role of articulation, phonation, and respiration as they relate to both fluency and voice disorders. Diagnosing and treating fluency and voice disorders will be discussed. Prerequisites: Grade of C- or better in CSD 351.

CSD 453/553. Speech and Language Development. 3 Credits.
This course reviews speech and language development from the perspective of the speech-language pathologist. Prerequisites: Grade of C- or better in CSD 350.
CSD 456/556. Clinical Skills in Communication Sciences & Disorders. 3 Credits.
This course, speech-language pathology students will learn practical and foundational clinical implementation skills necessary for professional practice in assessment and intervention for communication sciences and disorders. Prerequisite: CSD 352, CSD 453, and a GPA at least 3.0 in the major.

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

CSD 459. Multicultural and Multilingual Issues in Communication Disorders. 3 Credits.
This class is designed to acquaint students with the identification and understanding of issues related to treating multicultural and multilingual clients. Prerequisites: Grade of C- or higher in CSD 350.

CSD 460/560. Hearing Disorders and Basic Audiometry, 3 Credits.
A study of the physics of sound, anatomy, and physiology of the human ear, basic audiometry and hearing disorders. Prerequisites: Permission of instructor.

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

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

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

CSD 469. Clinical Externship in Speech-Language Pathology. 3 Credits.
This field-based experience includes a minimum of 80 direct client/patient/student services as well as 20 hours of indirect client/patient/student services for a total of 100 hours under the supervision of an ASHA certified speech-language pathologist. The clinical externship in speech-language pathology is an off-campus practice giving students the opportunity to earn clinical hours in their final semester. Students are required to have a GPA in the major of 3.25 or higher. Prerequisites: senior standing. Pre- or corequisite: a grade of C- or better in CSD 447, CSD 449W, and CSD 451.

FOUNDATIONS OF EDUCATION Courses

FOUN 101S. Learning to Learn. 3 Credits.
Learning is essential to human development and is a primary goal of formal schooling. Further, the nature of work is ever changing and the need to adapt to changing environments by learning new skills in new domains is essential for future success. In this educational psychology course, students will focus on the theoretical and empirical study of the science of learning. Students will gain insights into learning processes and achieve a deeper understanding of their own learning, including how to enhance their learning in various contexts.

FOUN 301. Learning and Development. 3 Credits.
This course focuses on educational psychology theory and research related to student learning and development. There will be an emphasis on how to incorporate research based principles in designing instruction, motivating students, and promoting a positive classroom climate based on how students learn and develop. Prerequisite: ENGL 110C.

FOUN 302. Assessment of Learning, 3 Credits.
This course focuses on exploring and implementing ethical assessment principles in a K-12 setting in order to ensure equity amongst a diverse population of students. Students will discuss and develop assessments for formative and summative purposes. They will analyze and interpret assessment data to measure and promote student success. State assessment programs will be discussed including social justice implications. The purpose of this course is to prepare future educators to analyze instructional situations, identify instructional targets, and determine appropriate assessment tools to monitor and support student learning. Prerequisites: FOUN 301.

SPECIAL EDUCATION Courses

SPED 313. Fundamentals of Human Growth and Development: Birth through Adolescence. 3 Credits.
This course contributes to an understanding of the physical, social, emotional, speech and language, and intellectual development of infants, toddlers, children, and adolescents. Furthermore, it promotes the ability to use this understanding in guiding learning experiences and relating meaningfully to preK-12, special education, and secondary education students. The interaction of infants, toddlers, children, and adolescents with economic, social, racial, ethnic, religious, physical, and intellectual differences is explored, as well as developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse. Prerequisites: junior standing.

SPED 400/500. Foundations of Special Education: Legal Aspects and Characterstics. 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 402/502. 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 403. Directed Field Experience in Special Education. 3 Credits.
This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Prerequisite: 45 hours required. Prerequisites: A grade of C- or higher in SPED 400 and SPED 402 and satisfactory entry into the undergraduate teacher education program (UTEP).

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

SPED 406/506. Students with Diverse Learning Needs in the General Education Classroom. 3 Credits.
This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom. Prerequisites: junior standing.
SPED 411/511. Classroom and Behavioral Management Techniques for Students with Diverse Needs. 3 Credits.
This course 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. Prerequisite: Junior standing or permission of the instructor.

SPED 415/515. 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 or SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 417/517. Collaboration and Transitions. 3 Credits.
This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational 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. Prerequisite: Junior standing. Pre- or corequisite: SPED 400/SPED 500.

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

SPED 428/528. Instructional Strategies for Students Accessing the Adapted Curriculum. 3 Credits.
This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. 45 Hour Practicum Prerequisites: a grade of C- or higher in SPED 400 and SPED 411 or a grade of B- or higher in SPED 500 and SPED 511, and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 432/532. Characteristics of Students with Visual Impairments. 3 Credits.
This course provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants’ and children’s growth and development, child and adolescent emotional and social development, and family interaction patterns. It considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Prerequisites: SPED 400/SPED 500.

SPED 433/533. Braille Code. 3 Credits.
This course provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified. Prerequisites: Junior standing. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 434/534. Medical and Educational Implications of Visual Impairments. 3 Credits.
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum requires a minimum of 25 hours. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 435/535. Orientation and Mobility. 2 Credits.
Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 436/536. Curriculum and Assessment of Students with Visual Impairments. 3 Credits.
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students will practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Practicum requires a minimum of 25 hours. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 437/537. Assistive Technology for People with Sensory Impairments. 3 Credits.
This course is designed for professionals and/or students interested in serving the visually impaired/blind population or hearing impaired/deaf population. It is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the ability of individuals with visual and hearing impairments to succeed in school, daily living activities and employment. Knowledge and awareness components of this course will be delivered via distance education. Prerequisite: Junior standing. Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532.

SPED 440/540. Assistive Technology for Diverse Students. 3 Credits.
This course provides lectures for pre-service and in-service teachers and related service providers of special populations in the use of assistive technology (AT) devices and services, and augmentative alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state standards related to providing assistive technology to diverse students. Prerequisites: SPED 400/SPED 500.
SPED 441/541. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 460/560. Teaching Preschoolers With Diverse Needs. 3 Credits.
This course prepares students in developing skills in curricula, materials, and methods of instruction for preschool-aged (2-6 years) children with diverse needs. Programming for personal-social, language, motor, and cognitive development are addressed. Data collection, programmatic organization, and classroom planning are covered. Practicum of 45 hours required. Prerequisite: SPED 400 or SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 461/561. Developmental/Ecological Assessment Strategies. 3 Credits.
This course provides students with the skills necessary for assessment of atypical development as well as best practices involved in assessment. Students explore and give assessments to children from birth through eight years of age or older with severe disabilities. Practicum of 45 hours required. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 467/567. Collaboration, Transitions and Infant-Family Intervention. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth to age three. Emphasis is placed on development of IFSPs, procedures, materials, transitions, and curricula for this population. Observation of 20 hours in an infant-toddler program is required. Prerequisite: Junior standing. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 469/569. Communication/Language Development/Intervention for Students with Significant Disabilities. 3 Credits.
This course examines symbolic and non-symbolic communication/language development and acquisition. Emphasis is on routine-based communication training, communication/language facilitation strategies, augmentative communication systems, and informal/functional communication/language assessment procedures for students in early childhood special education, students with autism, and students with multiple disabilities. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 483/583. Field Experience Seminar in Special Education. 1 Credit.
Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA) and Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE) will be required by the end of the course. Prerequisites: SPED 313, SPED 400/SPED 500, and SPED 402/SPED 502. Pre- or corequisite: SPED 403.

SPED 486/586. Teacher Candidate Internship for Special Endorsement. 12 Credits.
Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level. Students enrolled at the graduate level complete 9 credit hours. Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; completion of SPED 483; departmental approval; passing scores on Praxis Core Academic Skills for Educator Tests (or equivalent as prescribed by the Virginia Board of Education); passing scores on Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE), the appropriate Praxis II content examination and endorsement program exit exam.

SPED 495/595. Topics in Special Education. 1-3 Credits.
This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field. Prerequisites: SPED 400.