In order to meet the Commonwealth of Virginia's need for well-trained and well-qualified special education teachers, ODU's College of Arts and Letters' Interdisciplinary Studies Program offers a Bachelor of Science degree with endorsement in special education general curriculum, K-12. Teacher candidates in this special education concentration also will be highly qualified in the secondary English content area. This concentration is designed to prepare professionals who are able to develop and implement appropriate educational programs for students who manifest mild disabilities. The concentration combines coursework, supervised practica, and student teaching internships to facilitate the integration of theory and practice in the development of innovative interventions applicable for individuals with special needs from kindergarten through adult in both public and private facilities. The concentration 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. Teacher candidates 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.

Typically, a teacher with this license will be the special education co-teacher or support instructor for the general education teacher. In the majority of schools, these teachers would be working with special education students in an inclusion setting rather than teaching a self-contained classroom with students with mild disabilities. In a few schools, teachers may be assigned to teach an entire secondary English class with all Special Education students. Additionally, in a few secondary schools the teacher may be assigned to teach a resource class with all special education students needing additional support in secondary English. However, most school systems are following the inclusion model described above. Special Education teachers with the K-12 general curriculum license are not able to teach a secondary English general education classroom even though they will be highly qualified in this content. Teacher candidates may wish to seek a separate endorsement in Secondary English if they want to teach secondary English in a general education classroom.

In addition to passing PRAXIS Core and being admitted to the undergraduate teacher education program, teacher candidates must pass the PRAXIS II Secondary English Content Knowledge Assessment, Virginia Communication and Literacy Assessment, Reading for Virginia Educators Assessment, Special Education Departmental Exam, a background clearance check, child abuse training, and be certified in First Aid/CPR prior to student teaching.