THE COMMONWEALTH SPECIAL EDUCATION ENDORSEMENT PROGRAMS: ALTERNATIVE LICENSURE THROUGH DISTANCE EDUCATION

General Information:

Telephone: (757) 683-5372
(800) 968-2638 ext. 5372

Fax: (757) 683-4129

E-mail: cseep@odu.edu

Web page: http://www.odu.edu/cseep

Administration:

Stephen W. Tonelson (EdD), Program Director

Robert A. Gable (PhD), Program Co-Director

Ann S. Maydosz (PhD), Associate Director

Tracy Murray, Grant Support Specialist
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SECTION I. POLICIES AND PROCEDURES

OVERVIEW
Each day in Virginia's schools, more than 20,000 students with disabilities are taught by over 2,500 educators who have minimal preparation for the challenges they face. At issue is the need for highly qualified and fully licensed special education teachers, which is expanding at a faster rate than the capacity of traditional teacher preparation programs to respond. Concomitantly, Virginia schools and teachers, like all schools and teachers across the United States, are subject to the increasing pressure of the heightened teacher preparation standards presented by No Child Left Behind and the Individuals with Disabilities Education Improvement Act.

Old Dominion University's (ODU) response to the growing educational needs of Virginia's children with disabilities, the shortage of special educators, and teacher preparation mandates was to design and to implement the Commonwealth Special Education Endorsement Programs. The primary mission of these programs is to ensure a high quality education for Virginia's children with disabilities through the provision of readily accessible paths to full licensure for provisionally licensed special education teachers and qualifying non-licensed school division personnel.

Through a grant funded by the Virginia Department of Education (VDOE), the Darden College of Education of Old Dominion University provides a distance learning endorsement program for special educators and non-licensed school division personnel in the Commonwealth of Virginia. A network has been developed among Virginia public schools, state-operated programs, the Virginia Department of Education, and Old Dominion University in order to accomplish the following program goals:

- Utilize satellite, television, interactive technology, the Internet, and other electronic communication to provide high quality special education courses to identified individuals throughout the Commonwealth of Virginia;
- Establish a collaborative relationship among the Commonwealth's public school systems and state operated programs, the Virginia Department of Education, and Old Dominion University to facilitate full licensure for special education teachers with provisional licensure and qualifying non-licensed school personnel who wish to become special educators;
- Integrate content knowledge, technology standards, instructional strategies, and the Virginia Standards of Learning throughout the course work, using evidence-based practices;
- Evaluate all components of the project including curriculum design, course content, teacher application of knowledge and skills, and overall success in providing full endorsement for special education teachers in Virginia;
- Assess teacher retention of grant participants; and
- Assess P-12 student academic and non-academic change over time in grant participants' classrooms.
The Commonwealth Special Education Endorsement Programs (CSEEP) are designed to overcome the significant geographic, opportunity, and cost barriers that prevent these teachers and school personnel from having access to the special education courses necessary to complete the requirements for full licensure. Many participants in the Commonwealth Special Education Endorsement Programs are place-bound in locations that are distant from established licensure programs. Other participants often are unable to assume the costs of additional course work. To address these barriers, key components of CSEEP include: classes scheduled at times convenient for working professionals, a variety of course delivery modalities, and tuition assistance/discounts for grant participants.

CSEEP courses are broadcast from studio classrooms on Old Dominion University's main campus in Norfolk, VA and delivered asynchronously via the Internet. Full-time faculty members, who are experienced in their disciplines and in distance learning technology, teach the courses. Classes are tailored to the needs of working professionals and most are delivered in synchronous mode with asynchronous components, allowing for interaction between students and faculty. Other classes are offered entirely asynchronously. Three to five licensure courses are offered each semester at times convenient to working professionals. Additional classes (5-8) are offered during the summer semester.

The Commonwealth Special Education Endorsement Programs are a clear success: to date, they have enabled over 1650 teachers to achieve full licensure and to acquire the skills necessary to educate their students with disabilities. As another measure of CSEEP's success, the American Association of State Colleges and Universities awarded the Christa McAuliffe Award for Teaching Excellence to the CSEEP program in 2005. The purpose of the award is twofold: To recognize excellence in teacher education programs and to advance the field of teacher education by identifying promising practices and critical issues related to measuring the impact of programs on teacher candidate knowledge and the impact of these teachers on pupil learning. The CSEEP program also won the American Council on Rural Special Education's Exemplary Program Award in February 2006. The American Council on Rural Special Education strives to provide leadership and support that will enhance services for individuals with exceptional needs, their families, and the professionals who work with them, and for the rural communities in which they live. In February of 2007, the CSEEP program was a finalist in the Association of Teacher Educators' Distinguished Program in Teacher Education. The Virginia Educational Research Association awarded CSEEP the Charles Clear Research Award in 2010 for consistent and substantial contributions to educational research and scholarship. In 2013, the Southern Regional Association of Teacher Educators awarded CSEEP the Innovation in Teacher Education Award.

The Commonwealth Special Education Endorsement Programs are funded annually by the Virginia Department of Education. Additional years of grant funded tuition support will be contingent upon Virginia Department of Education grant awards.
**ELIGIBILITY and APPLICATION PROCESS**

Eligible participants must meet the criteria for one of the following programs:

**Commonwealth Special Education Endorsement Program for Provisionally Licensed Special Educators (CSEEPP)**

An applicant must:

1. be employed full-time in the Commonwealth of Virginia and assigned to teach students with disabilities who access the general curriculum in a public school division or VDOE-operated program in Superintendent's Study Regions 1, 2, 3, 6, 7 or 8;
2. hold a valid special education provisional license with a special education: general curriculum endorsement;
3. be recommended by the employing public school division or VDOE-operated program in Superintendent's Study Regions 1, 2, 3, 6, 7 or 8;
4. be currently admitted to ODU. If you are not currently admitted to ODU, you must complete the graduate non-degree entry process with your site director or the ODU Admissions office prior to submitting a CSEEPP application.

**CSEEPP Program Application Process**

To apply, each participant must submit a complete application packet. The complete packet must be received at the address below by the designated deadline. The complete packet consists of:

1. a completed CSEEPP Participant Application Form (Appendix B) with appropriate signatures;
2. official college transcripts from all universities attended other than Old Dominion University. No grade reports will be accepted;
3. a copy of the special education: general curriculum license information from the Virginia Department of Education. This information consists of:
   - a provisional license with endorsement in special education: general curriculum including;
   - the endorsement requirements for special education: general curriculum; and
   - the professional studies requirements for special education: general curriculum; and
4. copies of any licensure test scores or certificates, if available (e.g., Virginia Communication and Literacy Assessment [VCLA]; Virginia Reading Assessment [VRA]; Reading for Virginia Educators [RVE]; Technology Standards for Instructional Personnel [TSIP]; Praxis I). Test scores are not required for entry into CSEEPP, but must be included with application, if available.

* Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog and this manual. Students are encouraged to obtain current program information from their advisors and the Darden College of Education.
Paraprofessional Preparation for Extraordinary Teaching (PPET)*

An applicant must:

1. Be employed full-time and assigned as a paraprofessional, long term substitute teacher under a contract, or other non-licensed personnel in a public school division or VDOE-operated program in Superintendent's Study Regions 1, 2, 3, 6, 7 or 8;
2. hold a baccalaureate degree from a regionally accredited college or university;
3. be recommended by the employing school division or state-operated program (the principal or designee must sign the participant application form);
4. be seeking initial licensure in special education with endorsement in special education: general curriculum; and
5. be currently admitted to ODU. If you are not currently admitted to ODU, you must complete the graduate non-degree entry process with your site director or the ODU Admissions office prior to submitting a PPET application.

PPET Program Application Process

To apply, each participant must submit a complete application packet. The complete packet must be received at the address below by the designated deadline. The complete packet consists of:

1. a completed PPET Participant Application form (Appendix C) with appropriate signatures;
2. official college transcripts from all universities other than Old Dominion University. No grade reports will be accepted; and
3. copies of any licensure test scores or certificates, if available (e.g., Virginia Communication and Literacy Assessment [VCLA]; Virginia Reading Assessment [VRA]; Reading for Virginia Educators [RVE]; Technology Standards for Instructional Personnel [TSIP]; Praxis I). Test scores are not required for entry into PPET but will need to be included with application, if available.

* Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog and this manual. Students are encouraged to obtain current program information from their advisors and the Darden College of Education.

Mail complete packets to:
CSEEP Grant Office
Child Study Center, Room 116
Old Dominion University
Norfolk, VA 23529-0136
Fax number: (757) 683-4129

Grant personnel will review and respond to complete applications. Official notification of acceptance, a course approval letter, and registration procedures then will be sent to the participant. Use this grant office address to send all required CSEEP documents. It is the applicant’s/participant’s responsibility to make sure all required CSEEP documents are received at this address by the designated deadline.
Application Deadlines
Grant applications must be mailed to the grant office according to the schedule found on the CSEEP website. Applications not received in the office by the appropriate due dates will be considered for the following semester.

Special Education Provisional Licensure*
The Special Education Provisional License is a three-year, non-renewable teaching license issued to an individual employed as a special education teacher who has not met all special education endorsement requirements. To receive a Special Education Provisional License an individual must:

1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;
2. Hold a baccalaureate degree from a regionally accredited college or university;
3. Have an assigned mentor endorsed in special education; and
4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.

(From Virginia Licensure Regulations for School Personnel, Virginia Department of Education, July 2007.)

* Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog and this manual. Students are encouraged to obtain current program information from their advisors and the Darden College of Education.

Teacher Candidate Internship (Student Teaching) for PPET Participants

Full (5 year) renewable licensure in Virginia requires two components: course work and supervised classroom experience in the endorsement area sought. PPET participants do not hold special education teaching licenses and, therefore cannot meet the supervised classroom experience requirement in their current job placements. Because of their current non-licensed status, PPET participants have two ways to meet the experience component of full licensure: (a) employment as a special educator under a provisional license or (b) teacher candidate internship (student teaching).
**Employment as a Special Educator.** PPET participants are eligible for hire by any school division on a *provisional* license at any point after they have completed a qualifying bachelor’s degree and a course on legal aspects of special education and broad characteristics of disabilities (SPED 400/500 at ODU). The provisional license requires that the participant complete all necessary remaining coursework in the areas on the license and a year of successful teaching in the endorsement area stated on the license before the expiration date of the license. In this scenario, PPET participants would not have to arrange for student teaching as long as their employers will officially verify their teaching in the endorsement area in lieu of student teaching.

**Teacher Candidate Internship (Student Teaching).** PPET participants who are not holding provisional licenses and plan not to obtain employment/licensure before finishing the PPET program will have to arrange a teacher candidate internship through [Old Dominion University’s Teacher Education Services](#):

**Teacher Candidate Internship Requirements** include, but are not limited to the following:

1. Passing scores on Praxis Core Academic Skill for Educators Test or equivalent to enter the ODU Teacher Education program;
2. Passing Praxis II scores (content assessment) the end of the teacher candidate orientation;
3. Passing scores on the Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) in programs where it is applicable (PreK-3, PreK-6 and Special Education), the end of the teacher candidate orientation;
4. Passing scores on the Virginia Communication and Literacy Assessment (VCLA) the end of the teacher candidate orientation;
5. Completing all required content and professional studies courses required by your program of study with the required grades;
6. Meeting the required GPA for your specific teacher education program;
7. Registering for the teacher candidate internship course, as noted on your program curriculum sheet, PRIOR to starting teacher candidate internship;
8. Complete first aid/ CPR/ AED training for infant/child/ adult
9. Completing a tuberculosis screening that is less than one year old with a negative result. This test result must be available to your school;
10. Completing the ODU Teacher Education Services Clearance Check;
11. Satisfactorily completing your professional portfolio prior to the end of this experience;
12. Satisfactorily completing your instructional unit (impact on student learning) prior to the end of this experience;
13. Satisfactorily completing the Assessment of the Instructional Environment; and
14. The successful completion of the professional attribute and instructional development scales evaluation (mid-term and final). This includes recommendation for hire by your clinical faculty, school administrator(s), and your university supervisor.
15. Satisfactorily completing SPED 483 *Field Experience Seminar in Special Education*.

The PPET grant will approve a teacher candidate internship for eligible participants. Be aware that the teacher candidate internship is nine (9) graduate or twelve (12)
undergraduate credit hours and that the participant’s part of the tuition will be determined at the time he/she begins the application for teacher candidate internship. Depending on the funding status of the grant, participants’ fees may run as high as $3400-3700 under current tuition rates. The experience is full time, lasts 14 weeks, is graded pass/fail, and is only available in the fall and spring semesters. Participants will NOT be able to complete the internship in the classroom in which they are currently employed. Participants will, however, be able to request a specific school and school division.

CSEEP ADDITIONAL CONSORTIA OPPORTUNITIES
CSEEP also participates in the following consortia. Applications and entrance criteria are found at the following links:

- Virginia Consortium for Teacher Preparation in Vision Impairment
- Virginia Applied Behavior Analysis Consortium
- Severe Disabilities and Autism Consortium

RESPONSIBILITIES and EXPECTATIONS
The Commonwealth Special Education Endorsement Programs: Alternative Licensure through Distance Education are a collaborative effort among the Virginia Department of Education, local public school divisions, VDOE-operated programs, and Old Dominion University. Each organization makes important contributions toward the development and implementation of the Commonwealth Special Education Endorsement Programs. As a result of this collaborative approach, teachers and prospective teachers experience continuity and support throughout the licensure process. Therefore, the quality and success of the Commonwealth Special Education Endorsement Programs depends upon each organization and each individual fulfilling key responsibilities.

Responsibilities of the Virginia Department of Education
The Virginia Department of Education, on behalf of the Virginia Board of Education, has the responsibility for the issuance of licenses for instructional personnel. In addition, the Virginia Department of Education provides the grant funds (when available) that support the Commonwealth Special Education Endorsement Programs. This funding includes:

- a percentage of the tuition costs associated with licensure requirements (when available); and,
- administrative support through Old Dominion University.

Responsibilities of Public Schools and State-Operated Programs
All Virginia public school divisions and state-operated programs with eligible teachers of special education may participate in the Commonwealth Special Education Endorsement Programs. The participating agency must:

- recommend individuals for participation in the Commonwealth Special Education Endorsement Programs; and
- provide data concerning teacher effectiveness as requested.
Responsibilities of Old Dominion University

Old Dominion University faculty serves as program administrators and course instructors. The CSEEP staff is responsible for:

- offering distance courses as scheduled;
- coordinating and disseminating instructional materials, site reports, and evaluations;
- tabulating data from local site reports and survey instruments;
- monitoring and recording grades from assignments;
- responding to questions and requests from participants, site directors, and supervisors;
- managing correspondence for the Commonwealth Special Education Endorsement Programs;
- managing the Commonwealth Special Education Endorsement Programs budget;
- evaluating the Commonwealth Special Education Endorsement Programs;
- validating completion of endorsement requirements; and,
- advising participants.

Responsibilities of the Distance Learning Site Directors/Personnel

Distance learning site directors are the communication and instructional link between the course instructors and the participants. The site directors insure program continuity and support.

Distance learning site directors are responsible for:

- answering questions that relate to local program policies and practices;
- distributing and collecting materials; and,
- communicating with the course instructors concerning grant issues.

Responsibilities of the Grant Participants

The participants are responsible for:

- completing the application process, including admittance to ODU;
- reading and complying with Commonwealth Special Education Endorsement Programs policies and procedures outlined in the latest administrative manual (available online);
- viewing the online orientation prior to the first semester of grant participation;
- reading the materials provided in the grant welcome packet;
- reading the Distance Learning Student Orientation;
- registering for or dropping approved courses by using Old Dominion University's Leo Online;
- completing all course requirements and receiving a minimum of a B- in each endorsement course;
- retaking any courses after receiving an unacceptable grade (at the your own expense). (For more information, see Frequently Asked Question #9.);
- becoming aware of all Old Dominion University policies and procedures as they relate to registration and continuation (procedures and regulations as stated in the Old Dominion University Catalog are also in effect for all Commonwealth Special Education Endorsement Program participants), including but not limited to:
• Purchase of a web-based portfolio system like LiveText or Taskstream, as specified;
• Completion of the Responsible Conduct of Research training modules;
• Completion of an ODU Teacher Education Services Clearance Check;
• Completion of the Special Education Exit Exam and Educational Benchmarks Inventory;

- maintaining continuous enrollment in the grant program, providing approved course work is available;
- maintaining eligibility for funding/discounts by continuing to meet entrance and continuance criteria;
- completing and submitting all required evaluation forms by appropriate due dates as indicated in grant publications and mailings;
- activating your MIDAS and ODU email accounts. Information is available on the Information Technology Services (ITS) website. Participants must also refer to the information included in their acceptance packets. You may forward your ODU email to another email account. Your ODU email account will be the primary means of receiving grant communications. Additionally, ODU’s Office of Finance utilizes email billing notification in lieu of paper bills;
- notifying the grant office within two weeks of any changes in personal information (e.g., address, telephone number, name, or teaching assignments); and;
- making sure all required documents have been received in the CSEEP office in Norfolk by the specified deadlines.

ADDITIONAL GRANT EXPECTATIONS

VDOE Statement of Expectation
The Virginia Department of Education has the expectation that PPET recipients will complete the necessary courses and internships for special education licensure and teach special education in a Virginia public school for a period of at least 2 years. If a grant recipient fails to meet these expectations, that individual may be responsible for repayment of grant funds to the Commonwealth of Virginia.

VDOE Statement Regarding Employment in Private Schools
The Virginia Department of Education has instructed the CSEEP/PPET programs to no longer accept applications from, nor admit, teachers or other personnel employed in nonpublic (private) schools and agencies. If you are employed in a public school or state-operated program and change your employer to a nonpublic school or agency, you will lose your grant funding/discount.

SECTION II. COURSE REGISTRATION & DELIVERY

REGISTRATION
1. Once accepted, participants will receive an acceptance packet that will include a course approval letter. This letter will summarize all courses needed to complete endorsement course work requirements that will be funded by the grant. Course work that has not received prior written approval will not be funded by the grant.
2. Grant funding/discounts will be applied only to the tuition of CSEEP-approved courses.

3. To register for course work, participants must use the Old Dominion University Leo Online system. For details, participants must refer to the information included in their acceptance packets. For further assistance in registering for classes, grant participants can contact their local site directors (for site director’s list, see the Distance Learning website or the Registrar’s Office on the main campus.

**DISTANCE LEARNING AT ODU**

Old Dominion University broadcasts all courses necessary for endorsement in special education: general curriculum. Distance learning via state-of-the-art televised satellite broadcast can be received at 34 sites in the Commonwealth of Virginia, 26 of which are community college campuses. The courses offered via ODU’s distance learning network are taught in studio classrooms on the Old Dominion University main campus. Each distant site is equipped with 2 way audio/1 way video communication. There are also virtual (2 way audio and video) classrooms, web-based courses and web conferencing options available. Participant access to computers is required to complete course assignments successfully. Please go to the Distance Learning website for more detailed information.

**COURSE SEQUENCE**

Please refer to the CSEP website for upcoming course offerings.

**CSEP COURSE DESCRIPTIONS**

**SPED 313. Fundamentals of Human Growth and Development: Birth to Adolescence.** Lecture 3 hours: 3 credits. Prerequisites: junior standing. This course will contribute to an understanding of the physical, social, emotional, and intellectual development of children and adolescents and the ability to use this understanding in guiding learning experiences. The interaction of children and adolescents with economic, social, racial, ethnic, religious, physical and intellectual differences will be explored. Developmental issues related to giftedness or disability and the impact of family disruptions, child abuse and substance abuse are included.

**SPED 400/500. Foundations of Special Education: Legal Aspects and Characteristics.** Lecture 3 hours; 3 credits. Prerequisite: junior standing. 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. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities.

**SPED 402/502. Instructional Design I: Learner Characteristics and Assessment.** Lecture 3 hours; 3 credits. Prerequisites: SPED 400/500. The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to, learning disability, emotional disability, and intellectual disability, and (b) the
ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed.

SPED 411/511. Classroom and Behavioral Management Techniques for Students with Diverse Needs. Lecture 3 hours; 3 credits. Co- or prerequisite: SPED 400/500. This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus 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 and supports and functional behavioral assessment will be emphasized.

SPED 415/515. Instructional Design II: Curricular Procedures and Individualized Education Planning. Lecture 3 hours; 3 credits. Early field experience of 45 hours in an elementary level setting and ODU TES clearance check are required. Prerequisites: SPED 400/500, 402/502, and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. The intent of this course is to provide pre-service teachers with: (a) knowledge of research-based instruction for K-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 Virginia Standards of Learning.

SPED 417/517. Collaboration and Transitions. Lecture 3 hours; 3 credits. Co- or prerequisite: SPED 400/500. 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 programs 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.

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

SPED 611. Instructional Strategies for Students Accessing the General Education Curriculum. Lecture 3 hours; 3 credits. Prerequisites: SPED 400/500, SPED 415/515, SPED 610 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45
hours in a middle/secondary level setting and ODU TES clearance check are required. 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.

**TLED 468/568. Language Acquisition and Reading for Students with Diverse Learning Needs.** Lecture 3 hours; 3 credits. Prerequisite: junior standing. This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist individuals with disabilities achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed.

**READ 680. Reading to Learn Across the Curriculum.** Lecture 3 hours; 3 credits. Prerequisite: graduate standing. This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

**VI Consortium Courses**

**SPED 432/532. Characteristics of Students with Visual Impairments.** Lecture 1 hour; 1 credit. Prerequisite: SPED 400/500. 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.

**SPED 433/533. Braille Code.** Lecture 3 hours; 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.

**SPED 434/534. Medical and Educational Implications of Visual Impairments.** Lecture 3 hours; 3 credits. Co- or prerequisites: SPED 400/500; 432/532 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45 hours and ODU TES clearance check are required. 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.
SPED 435/535. Orientation and Mobility. Lecture 2 hours; 2 credits. Co- or prerequisites: SPED 400/500; 432/532 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45 hours and ODU TES clearance check are required. 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.

SPED 436/536. Curriculum and Assessment of Students with Visual Impairments. Lecture 3 hours; 3 credits. Co- or prerequisites: SPED 400/500; 432/532 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45 hours and ODU TES clearance check are required. 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.

SPED 437/537. Assistive Technology for People with Sensory Impairments. Lecture 2 hours; 2 credits. Co- or prerequisites: SPED 400/500 and 432/532. 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.

SPED 638. Teaching Methods for Students with Visual Impairments. Lecture 3 hours; 3 credits. Co/Prerequisites: SPED 400/500; 432/532 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45 hours and ODU TES clearance check are required. Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. 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.

SPED 639. Braille Reading and Writing. Lecture 3 hours; 3 credits. Prerequisites: SPED 433/533. Co/Prerequisites: SPED 400/500; 432/532 and passing scores on the Praxis Core Academic Skills for Educators Tests or equivalent as prescribed by the Virginia Board of Education. Early field experience of 45 hours and ODU TES clearance check are required. This course provides basic instruction on transcription of advanced
Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies.

**ABA Consortium Courses**

**SPED 640. Applied Behavior Analysis: Principles, Procedures, and Philosophy.** 3 Credits. This course focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Prerequisites: Permission of the instructor.

**SPED 641. Applied Behavior Analysis: Empirical Bases.** 3 Credits. Pre- or corequisite: SPED 640 or permission of the instructor. This course focuses on basic content of applied behavior analysis. This course teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

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

**SPED 643. Applied Behavior Analysis: Assessments and Interventions.** 3 Credits. Prerequisites: SPED 640 or permission of the instructor. This course further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

**SPED 644. Applied Behavior Analysis: Applications.** 3 Credits. Prerequisites: SPED 640, SPED 641, and SPED 643 or consent of the instructor. Pre- or corequisite: SPED 643. This course expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

**SPED 645. Applied Behavior Analysis: Verbal Behavior.** 3 Credits. Prerequisites: SPED 643 or permission of the instructor. This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

**SPED 769. Practicum in Applied Behavior Analysis.** Practicum; 3-6 credits. Pre-requisite: ODU TES clearance check. Supervised practicum experiences that apply university approved coursework to instruction of children and youth, and their families in school and community settings. As stated in the BACB Experience Standards, the purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to his/her clients.
For PPET & VI participants only (to be taken after all other course work is complete):

SPED 483/583. Field Experience Seminar in Special Education. Lecture 1 hour; 1 credit. Prerequisites: SPED 313, 400/500, 402/502. Corequisite: SPED 403 for 483. 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 Reading for Virginia Educators (RVE) will be required by the end of the course.

SPED 486/586. Teacher Candidate Internship for Special Endorsement. 3-12 credits. Five days per week; full semester; Prerequisites: completion of the approved teacher education program in the major area, completion of SPED 483/583, departmental approval, passing scores on the Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education, passing scores on the Virginia Communication and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE) and the appropriate the Praxis Core Academic Skills for Educator Tests content examination, and permission of the director of teacher education services. Available for pass/fail grading only. (Qualifies as a CAP experience.)

SECTION III. FREQUENTLY ASKED QUESTIONS AND ANSWERS

1. How do I get more information about these programs?

Visit our website for an orientation, information, data, and forms for the CSEEP programs.

2. Can participants use course work from other universities to satisfy endorsement requirements?

Yes. Course work taken at another university may be used to satisfy endorsement requirements upon the discretion of the grant's associate director at Old Dominion University. An official copy of the transcript and a course description will be requested before attributing credit.

3. How will participants know what courses to take and when to take them?

The associate director will review transcripts and the Virginia Department of Education's documentation (if applicable) to determine remaining courses necessary for full endorsement. This information will be provided to the participant in the course approval letter(s).

4. Where will participants take the courses?

Thirty-four sites have been identified across the Commonwealth of Virginia. Participants will be allowed to take courses at the site of his/her choice. In addition, participants may be allowed to enroll in the on-campus, web conferencing, and asynchronous sections of courses.
5. How will grant participants complete practicum requirements?

For provisionally licensed teachers, practicum requirements can be completed within the participant's current classroom setting since the student population matches the specific endorsement course work expectations. PPET participants may have to arrange to complete practicum hours in an appropriate classroom, including contacting Teacher Education Services (TES), if necessary, for an official placement. All grant participants must complete the TES Online Request Form.

6. Will participants be required to complete a teacher candidate internship (student teaching)?

Provisionally licensed teachers will have their school divisions verify their classroom experience with official paperwork to the Virginia Department of Education in lieu of student teaching. Grant participants without valid provisional licenses will have to arrange student teaching experiences through Old Dominion University's Teacher Education Services (TES). All TES requirements for student teaching must be met.

7. Can participants be endorsed in more than one area through the grant?

No. All CSEEP & PPET participants must seek the special education: general curriculum endorsement. Participants in the VI Consortium may seek endorsement only in visual impairments.

8. How many courses can a participant take in a year?

Participants may receive grant assistance/discounts for three to four courses each academic year (includes fall, spring, and summer semesters) with written approval from the grant associate director. Payment/discounts for additional course work may be requested from CSEEP. If funds/discounts are not available, participants will have to pay for additional course work.

9. Does the grade a participant receives in a course affect continued participation in the grant?

Yes. CSEEP and PPET participants must earn a minimum grade of B- in each endorsement course supported by grant funds/discounts, as well as meeting university grade point average requirements for graduate students. If a participant earns a grade of less than B- in a grant-funded/discounted course, tuition support/discounts from CSEEP will cease at the end of the session or semester in which the course was taken. The participant will be placed on inactive status and no other funds/discounts will be applied to the participant's account for following sessions or semesters. Additionally, the participant may become ineligible for future registrations at ODU until he or she meets Teacher Education Services requirements for practicum course enrollment. Students whose grade point averages fall below the requirement for graduate students may be placed on graduate probation or suspension, thus prohibiting future registrations. See question #15 for further information.
To regain grant funding/discounts, the participant may retake the course at his/her own expense and report successful completion of the course to the grant office. The participant may also have to reapply to the grant, including being placed on a waiting list. The equivalent of this course may be taken at another college or university after receiving approval from the associate director. There will be no further tuition assistance/discounts from CSEEP until this course has been successfully retaken, documented and the grant office has been informed.

10. What are the consequences for dropping a class after the drop/add deadline?

If a participant drops a grant funded/discounted course after the drop/add deadline, the participant will be required to inform the CSEEP grant office directly. Grant funds/discounts will be withdrawn from the participant's student account and the participant may then be required to pay the entire tuition of the dropped course including any added fees. The participant then may choose to file a tuition appeal.

11. What are the consequences if a participant receives an incomplete (I) grade in a grant-funded/discounted course?

If a participant receives an I grade in a course supported by grant funds/discounts, the individual will have one semester to satisfactorily complete any outstanding course work and receive a grade of B- or better. It is the participant's responsibility to contact his or her instructor immediately upon receiving an I grade and complete the required course work. An I will automatically change to an F at the end of the following semester if the instructor has not entered a change of grade. At that point, the conditions as stated in questions number 9 will apply. It is also the participant's responsibility to know what grade he or she has received for each class.

12. In addition to course requirements, are there any other responsibilities of grant participants?

Yes. See Grant Participant Responsibilities in the preceding Responsibilities section.

Also, the following assessment documents are required of grant participants:

1) Pre/Post Task Rating Form: Grant participants are asked to complete the Pre Task Rating Form within 2 weeks of notification of acceptance to the grant program and the Post Task Rating Form during the last semester of participation. If the Pre/Post Task Rating Form (PTRF) is not submitted within the specified time period, further tuition assistance/discounts or the licensure request to the Virginia Department of Education will be withheld until complete. Any fees assessed by the university on the participants’ accounts will be the responsibility of the participant.

2) Compilation of portfolio materials (if requested).

13. When should the participant pay his or her portion of the tuition?
The participant portion of the tuition must be paid on or before the designated ODU tuition payment deadline. The participant must not wait for a bill, nor should the participant wait for the posting of the grant funds/discounts. Waiting to pay may result in a late or collection fee. In the case that late or collection fees are applied, the participant will be responsible for his/her portion of the tuition as well as any late or collection fee on his/her portion. For all tuition and academic deadlines, please check the websites of the ODU Offices of Finance and the Registrar.

14. What is the procedure for receiving endorsement once the participant has completed the course work requirements?

The grant office must receive all required assessment documents (Post Task Rating Form and any other assessment instrument(s)) before processing a recommendation for endorsement. Once endorsement requirements have been met, the grant director will send an official letter indicating completion of the program to the grant participant. Participants are responsible for providing their employing education agencies a copy of the letter of verification. The employing agency then will make application to the Virginia Department of Education for licensure.

15. Are there other grade requirements that CSEEP and PPET participants must meet?

All graduate students (CSEEP & PPET participants included) must maintain a 3.00 grade point average to remain eligible to register for classes at ODU. Although the grant accepts a B-, all B- grades must be offset with B+ or A grades to meet graduate GPA requirements at ODU. From the ODU catalog:

**Non-degree Students Certificate and Licensure Program Students**

**Probation/Suspension Policy**

A 3.00 average will be required for the awarding of a graduate degree or certificate. A student whose average falls below 3.00 following six or more graduate hours attempted shall be placed on probation or suspended in accordance with the continuance regulations for graduate students.

**Reinstatement Policy**

A suspended certificate or licensure student seeking reinstatement should follow the procedures outlined ear under Reinstatement Policy for Degree Seeking graduate students in the applicable ODU Catalog.

**QUESTIONS RELATED TO SEEKING ENROLLMENT IN THE MASTER'S DEGREE PROGRAM**

Many grant participants choose to enter the master’s degree program to seek licensure and a master’s degree concurrently, as both programs have many courses in common. For applications and updated information, please visit the [program website](#).

1. What are the criteria for admission to the master's degree program?
Regular admittance requires the following:

1) a baccalaureate degree in the liberal arts and sciences from a regionally-accredited institution or an equivalent degree from a foreign institution. Successful completion of the Praxis II Elementary Education: Content Knowledge (0014) according to scores established by the VDOE may be substituted to meet the liberal arts and sciences requirements;

2) an undergraduate grade point average of 2.80 or better in an academic content area;

3) a Graduate Record Examination score of at least 291 (Verbal and Quantitative sections with a minimum Verbal Reasoning score of 150 or better) and a 4.5 on the Analytical Writing section OR a Miller Analogies Test (MAT) minimum score of 403;

4) a 400-500 word goal statement indicating why the student wishes to enroll in the special education program; and

5) successful completion of the Praxis Core Academic Skills for Educators Tests, the Scholastic Aptitude Test (SAT) or the American College Testing exam (ACT) according to the scores established by the Virginia Department of Education.

2. May a student who currently is in the Old Dominion University Special Education Master’s Degree Program also participate in the grant?
Yes. If an individual meets the established grant criteria, s/he may become a grant participant.

3. How many courses can be transferred into the master's degree program?
An individual may transfer up to 12 graduate credit hours into the master’s degree program at the discretion of the graduate program director. Regardless of the number of graduate hours completed or where these hours were completed, only 12 credit hours can be transferred into the graduate degree program.

4. If a student currently is enrolled in the CSEEP grant, what is the maximum number of hours s/he can complete before applying to the master’s program?
An individual must apply and be accepted into the Old Dominion University Special Education Master's Program before the completion of 12 graduate credit hours. Any credit hours earned beyond 12 will not be transferred into the master’s program.
### APPENDIX A:
OLD DOMINION UNIVERSITY CONTACT INFORMATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>MAILING ADDRESS</th>
<th>PHONE/FAX/EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen W. Tonelson, Program Director</td>
<td>Old Dominion University</td>
<td>757/683-6295 (phone)</td>
</tr>
<tr>
<td></td>
<td>Child Study Center, Rm. 210</td>
<td>757/683-4129 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:stonelso@odu.edu">stonelso@odu.edu</a></td>
</tr>
<tr>
<td>Robert A. Gable, Program Co-Director</td>
<td>Old Dominion University</td>
<td>757/683-3157 (phone)</td>
</tr>
<tr>
<td></td>
<td>Child Study Center, Rm. 214</td>
<td>757/683-4129 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:rgable@odu.edu">rgable@odu.edu</a></td>
</tr>
<tr>
<td>Ann S. Maydosz, Associate Director</td>
<td>Old Dominion University</td>
<td>757/683-5372 (phone)</td>
</tr>
<tr>
<td></td>
<td>Child Study Center, Rm. 116</td>
<td>757/683-4129 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:amaydosz@odu.edu">amaydosz@odu.edu</a></td>
</tr>
<tr>
<td>Tracy A. Murray, Grant Support Specialist</td>
<td>Old Dominion University</td>
<td>757/683-5372 (phone)</td>
</tr>
<tr>
<td></td>
<td>Child Study Center, Rm. 116</td>
<td>757/683-4129 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:tmurray@odu.edu">tmurray@odu.edu</a></td>
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<tr>
<th>OTHER IMPORTANT OLD DOMINION UNIVERSITY CONTACTS:</th>
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<tr>
<th>NAME</th>
<th>MAILING ADDRESS</th>
<th>PHONE/FAX/EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Distance Learning</td>
<td>Old Dominion University</td>
<td>800/968-2638 (toll-free)</td>
</tr>
<tr>
<td></td>
<td>Gornto Building</td>
<td>757/683-3163 (phone)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td>757/683-5492(fax)</td>
</tr>
<tr>
<td>Listing for ODU Distance Learning Sites &amp; Directors</td>
<td>See website for contact information →</td>
<td><a href="mailto:DLDistanceLearning@odu.edu">DLDistanceLearning@odu.edu</a></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Old Dominion University</td>
<td>757/683-4425 (phone)</td>
</tr>
<tr>
<td></td>
<td>Rollins Hall</td>
<td>757/683-5357 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:register@odu.edu">register@odu.edu</a></td>
</tr>
<tr>
<td>Office of Admissions</td>
<td>Old Dominion University</td>
<td>757/683-3685 (phone)</td>
</tr>
<tr>
<td></td>
<td>Rollins Hall</td>
<td>757/683-3255 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:admit@odu.edu">admit@odu.edu</a></td>
</tr>
<tr>
<td>Student Financial Aid Office</td>
<td>Old Dominion University</td>
<td>757/683-3683 (phone)</td>
</tr>
<tr>
<td></td>
<td>Rollins Hall</td>
<td>757/683-5920 (fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:finaid@odu.edu">finaid@odu.edu</a></td>
</tr>
<tr>
<td>Office of Finance</td>
<td>Old Dominion University</td>
<td>757/683-3030 (phone)</td>
</tr>
<tr>
<td></td>
<td>Rollins Hall</td>
<td>757/683-5407(fax)</td>
</tr>
<tr>
<td></td>
<td>Norfolk, VA 23529</td>
<td><a href="mailto:tuition@odu.edu">tuition@odu.edu</a></td>
</tr>
</tbody>
</table>

All Old Dominion University phone numbers can be accessed through the Office of Distance Learning’s toll free number-1-800-968-2638. This access is available weekdays 8:00AM - 5:00PM. The last four digits of each number serve as extension numbers.

CONSORTIA APPLICATIONS
Applications and entrance criteria are found at the following links:
- [Virginia Consortium for Teacher Preparation in Vision Impairment](http://www.odu.edu/)
- [Virginia Applied Behavior Analysis Consortium; ODU VA-ABA Program](http://www.odu.edu/)
- [Severe Disabilities and Autism Consortium](http://www.odu.edu/)
Participant Application Form

The Commonwealth Special Education Endorsement Programs (CSEEP):
Alternative Licensure through Distance Education

If you are not currently admitted to ODU, you must complete the graduate non-degree entry process with your ODU site director or the ODU Admissions office.

Last Name ___________________________________________ First Name ___________________________________________

Middle Name ___________________________ Maiden Name ___________________________

Date of Birth __________ Gender: F __ M __

Ethnicity (Please check one) ___American Indian/Alaskan Native ___Black (non-Hispanic) ___White (non-Hispanic) ___Asian ___Hawaiian Native/ Other Pacific Islander ___Hispanic ___Unspecified

Home Address ___________________________________________ Home Telephone # (____)

_________________________________________________________ University ID Number (UIN) ___________________________

School Division ___________________________ School Name ___________________________

School Address ___________________________________________ School Telephone # (____)

_________________________________________________________ School FAX # ___________________________

School Principal’s Name ___________________________ Participant ODU e-mail address ___________________________

Grade level(s) currently teaching:______________ Disability(s) currently teaching ___LD ___ED ___ID ___autism ___TBI ___OHI ___multiple disabilities ___developmental delay

(To qualify for the Commonwealth Special Education Endorsement Program, applicants must teach students with disabilities who access the general curriculum and meet all other criteria.) Applicants who appear to be unable to finish the coursework required for endorsement by the deadline on their licenses will not be accepted into the CSEEP program. Contact the grant office for details.

Years of teaching experience ______

State any and all Virginia teaching license endorsements (other than provisional): ___________________________________________

Name of college/university awarding B.A./B.S. degree: ___________________________

Undergraduate Major (e.g., English) __________ Date Awarded _______ Undergraduate GPA: ______

Are you currently enrolled in a masters program? YES ____ NO ____ College or University: ___________________________

Do you or will you pay out-of-state tuition? YES ____ NO ____

I have read and agree to comply with the guidelines set forth in the Administrative Manual (10th ed.) for the Commonwealth Special Education Endorsement Programs (online at www.odu.edu/cseep). I certify that I meet the eligibility requirements and agree to fulfill the participant responsibilities in the Commonwealth Special Education Endorsement Program as stated in the CSEEP Administrative Manual. By signing this application, I am also consenting to complete and submit all required CSEEP evaluation documents.

_________________________________________ Date

Signature of Teacher

ODU distance learning site you plan to attend: ___________________________

As a representative of ___________________________ education agency, I recommend this teacher to participate in the Commonwealth Special Education Endorsement Programs. We agree to fulfill our responsibilities as outlined in the CSEEP Administrative Manual (10th ed.) (Online at www.odu.edu/cseep).

By signing below, I am agreeing to participate in the CSEEP evaluation procedures, if any.

Print name of Principal ___________________________ Date ___________________________

Signature of Principal ___________________________________________ Date

Old Dominion University is an equal opportunity, affirmative action institution.

Please mail applications to: CSEEP Grant Office, Child Study Center, Room 116, Old Dominion University, Norfolk, VA 23529. FAX: 757-683-4129
Participant Application Form
Paraprofessional Preparation For Extraordinary Teaching (PPET)

If you are not currently admitted to ODU, you must complete the graduate non-degree entry process with your ODU site director or the ODU Admissions office.

Last Name ___________________________ First Name ___________________________

Middle Name ___________________________ Maiden Name ___________________________

Date of Birth ___________________________ Gender: F __ M __

Ethnicity (Please check one): American Indian/Alaskan Native Black (non-Hispanic) White (non-Hispanic) Asian Hawaiian Native/ Other Pacific Islander Hispanic Unspecified

Home Address ___________________________ Home Telephone # (____)

______________________________________ University ID Number (UIN) ___________________________

School Division ___________________________ School Name ___________________________

School Address ___________________________ School Telephone # (____)

______________________________________ School FAX # ___________________________

School Principal’s Name ___________________________ Participant ODU e-mail address ___________________________

Grade level(s) currently serving:_________ Current classroom assignment: ___LD ___ED ___ID ___ autism ___TBI ___OHI ___multiple disabilities ___developmental delay

Title of current position: ___________________________

(To qualify for the Paraprofessional Preparation for Extraordinary Teaching Program, applicants must be employed full time and assigned as paraprofessionals, contracted long-term substitute teachers, or other non-licensed personnel in a public school division or VDOE-operated program in the Commonwealth of Virginia; and meet all other entrance criteria.)

Years of experience as a paraprofessional/long term substitute teacher/other nonlicensed personnel:_________

Name of college/university awarding B.A./B.S. degree: ___________________________

Undergraduate Major (e.g., English) ___________________________ Date Awarded _________ Undergraduate GPA: _________

Are you currently enrolled in a masters program? YES ___ NO ___ College or University: ___________________________

Do you or will you pay out-of-state tuition? YES ___ NO ___

I have read and agree to comply with the guidelines set forth in the Administrative Manual (10th ed.) for the Commonwealth Special Education Endorsement Programs (available online at www.odu.edu/cseep ). I certify that I meet the eligibility requirements and agree to fulfill the participant responsibilities in the Paraprofessional Preparation for Extraordinary Teaching Program as stated in the CSEP Administrative Manual (10th ed.). By signing this application, I am consenting to complete and submit all required CSEP evaluation documents. I understand that I will be seeking a Special Education: General Curriculum K-12 endorsement.

Signature of Paraprofessional/Non-licensed personnel ___________________________ Date ___________________________

ODU distance learning site you plan to attend: ___________________________

As a representative of ___________________________ (education agency), I recommend this applicant to participate in the Paraprofessional Preparation for Extraordinary Teaching program and hereby verify his/her employment as paraprofessional/substitute teacher/other non-licensed personnel. We agree to fulfill our responsibilities as outlined in the enclosed guidelines and the CSEP Administrative Manual (10th ed.) (Available online at www.odu.edu/cseep ).

Print name of Principal ___________________________

Signature of Principal ___________________________ Date ___________________________

Old Dominion University is an equal opportunity, affirmative action institution.

Please mail applications to: CSEP Grant Office, Child Study Center, Room 116, Old Dominion University, Norfolk, VA 23529. FAX: 757-683-4129