

TECHNICAL STANDARDS



COLLEGE OF EDUCATION

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TECHNICAL STANDARDS



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TECHNICAL STANDARDS



STANDARDS

Department of Communication Disorders and Special Education Communication Sciences and Disorders (graduate program)

Students admitted to the graduate speech-language pathology program are expected to complete course and clinical requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills or attributes should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodation through technical aids and assistance. Several of these standards have been adapted from the Essential Functions checklist of the Council of Academic Programs in Communication Sciences and Disorders.

1. Communication and Cognition:
 - a. Communicate proficiently in oral and written English language with correct grammar, style and mechanics (e.g., spelling and pronunciation).
 - b. Read and write in order to meet curricular and clinical demands.
 - c. Perceive and demonstrate phonological patterns of English and perceive and analyze differences from Standard English.
 - d. Perceive and demonstrate appropriate nonverbal communication for culture and context.
 - e. Modify communication style to meet the communication needs of clients, families, and other professionals.
 - f. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
 - g. Solve problems, reason, and make sound clinical judgments in client assessment, diagnostic and therapeutic planning and implementation.

2. Motor skills:
 - a. Sustain physical activity level necessary in classroom and clinical activities (e.g., ambulate to access clients; lift and manipulate clinical instruments, tests and materials).
 - b. Respond quickly to provide a safe environment for clients in an emergency situation (e.g., fire, choking).
 - c. Access transportation to clinical and academic placements.
 - d. Participate in classroom and clinical activities for the defined workday (e.g., full 8-10 hour workday).

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- e. Manipulate patient-utilized equipment (e.g., computer systems, hearing aids) in a safe manner.
3. Sensory skills:
- a. Possess sufficient hearing and vision to meet curricular and clinical demands.
 - b. Possess adequate hearing to auditorily identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.
 - c. Possess adequate vision to visually identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.
4. Behavioral/Social skills:
- a. Display empathy and effective professional relationships by exhibiting compassion, integrity and concern for others.
 - b. Show respect for individuals with disabilities and different backgrounds.
 - c. Establish interpersonal rapport sufficient to interact appropriately with others in academic and clinical settings.
 - d. Maintain good physical and mental health and self-care in order not to jeopardize the health, safety and well-being of self and others in classroom and clinical settings.
 - e. Adapt to changing and demanding environment which includes maintaining professional demeanor and emotional balance in stressful circumstances.
 - f. Manage time effectively to complete academic and clinical tasks.
 - g. Respond in a professional manner to suggestions and constructive criticism.
 - h. Dress appropriately and professionally.

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Communication Sciences and Disorders (undergraduate program)

Students admitted to the undergraduate speech-language pathology and audiology program are expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills or attributes should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodation through technical aids and assistance. Several of these standards have been adapted from the Essential Functions checklist of the Council of Academic Programs in Communication Sciences and Disorders.

5. Communication and Cognition:
 - h. Communicate proficiently in oral and written English language with correct grammar, style and mechanics (e.g., spelling and pronunciation).
 - i. Read and write in order to meet curricular demands.
 - j. Perceive and demonstrate phonological patterns of English and perceive and analyze differences from Standard English.
 - k. Perceive and demonstrate appropriate nonverbal communication for culture and context.
 - l. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular demands.

6. Motor skills:
 - f. Sustain physical activity level necessary in classroom activities (e.g., lift and manipulate clinical instruments, tests and materials).
 - g. Respond quickly to provide a safe environment in an emergency situation (e.g., fire, choking).
 - h. Participate in classroom activities for the defined workday (e.g., full 8-10 hour workday if necessary).

7. Sensory skills:
 - d. Possess sufficient hearing and vision to meet curricular demands.
 - e. Possess adequate hearing to auditorily identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.
 - f. Possess adequate vision to visually identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.

8. Behavioral/Social skills:

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- i. Display empathy and effective professional relationships by exhibiting compassion, integrity and concern for others.
- j. Show respect for individuals with disabilities and different backgrounds.
- k. Establish interpersonal rapport sufficient to interact appropriately with others in academic settings.
- l. Maintain good physical and mental health and self-care in order not to jeopardize the health, safety and well-being of self and others in classroom settings.
- m. Adapt to changing and demanding environment which includes maintaining professional demeanor and emotional balance in stressful circumstances.
- n. Manage time effectively to complete academic tasks.
- o. Respond in a professional manner to suggestions and constructive criticism.
- p. Dress appropriately and professionally.

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Department of Communication Disorders and Special Education
Special Education Program
Master's Program in Special Education

Students admitted to the master's program for initial licensure general curriculum, adapted curriculum, or early childhood, or the research emphasis in special education can be expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Communicate effectively by:
 - A. Demonstrating the understanding of spoken and written language.
 - B. Demonstrating the use of spoken and written language.
 - C. Organizing ideas in spoken language and written documents that use formal grammar, style, and mechanics.
2. Demonstrate the ability to distinguish and produce individual sounds within the spoken word.
3. Grade student papers, maintain a grade book and attendance records, and monitor student behavior.
4. Accomplish or supervise the accomplishment of the following: To write legibly on a chalkboard, overhead transparency, smart board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, etc.
5. Supervise children and adolescents while managing various classroom environments.
6. Demonstrate required professional dispositions necessary to establish and maintain relationships with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences.
7. Demonstrate mental, psychological, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole.
8. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).
9. Conduct standardized testing and formal, and informal assessment for placement, planning, monitoring and evaluating students with disabilities and develop a plan of intervention based on assessment data and knowledge of students' strengths and weaknesses and individual instructional objectives.

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10. Meet professional standards and competencies in a practicum/internship placement in a setting relevant to the area of specialization.
11. Demonstrate and use the basic principles of lifting, handling and positioning with children and adolescents with disabilities.
12. Evaluate, apply and conduct relevant research in the field of special education.

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Department of Communication Disorders and Special Education
Special Education Licensure Areas
(General Curriculum, K-12; Early Childhood; Adapted Curriculum, K-12)

Students admitted to a Bachelor of Science in Interdisciplinary Studies teacher preparation or a post-baccalaureate non-degree licensure only program in special education can be expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Communicate effectively by:
 - a. Demonstrating the understanding of spoken and written language.
 - b. Demonstrating the use of spoken and written language.
 - c. Organizing ideas in spoken language and written documents that use formal grammar, style, and mechanics.
2. Demonstrate the ability to distinguish and produce individual sounds within the spoken word.
3. Grade student papers, maintain a grade book and attendance records, and monitor behavior.
4. Accomplish or supervise the accomplishment of the following: To write legibly on a chalkboard, overhead transparency, smart board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, etc.
5. Supervise children and adolescents while managing various classroom environments.
6. Demonstrate required professional dispositions necessary to establish and maintain with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences.
7. Demonstrate mental, psychological, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole.
8. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).
9. Conduct standardized testing and formal, and informal assessment for placement, , monitoring and evaluating students with disabilities and develop a plan of intervention based on assessment data and knowledge of students' strengths and weaknesses and individual instructional objectives.
10. Meet professional standards and competencies in a practicum/internship placement in a setting relevant to the area of specialization.

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11. Demonstrate and use the basic principles of lifting, handling and positioning with children and adolescents with disabilities.

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Department of Counseling and Human Services
Human Services
and
Graduate Programs in Counseling

Students admitted to the undergraduate human services or the graduate counseling programs can be expected to complete course requirements, which necessitate the physical and mental abilities listed below. Any students who think he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and also contact the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodations through technical aids and assistance.

1. Communicate effectively and organize ideas in written documents that are correct in grammar, style and mechanics.
2. Assimilate and apply knowledge and concepts acquired through lectures, discussions and readings.
3. Establish and maintain facilitative interpersonal relationships with individuals with a wide variety of social, emotional, intellectual and cultural differences.
4. Complete an appropriate internship experience.
5. Communicate effectively and organize ideas through presentations.
6. Participate in class discussions

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Department of Educational Foundations and Leadership (Graduate Licensure Programs)

Students admitted to the graduate licensure programs in school leadership are expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills or attributes should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodation through technical aids and assistance. Several of these standards have been adapted from the Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

Learning Behaviors:

1. Build on prior knowledge and integrate new and enhanced understands through a variety of learning modalities including;
 - a. Lectures
 - b. Discussions
 - c. Independent reading
 - d. Role playing, Simulations, re-teaching
 - e. Cite visits and Interviews
 - f. Writing
2. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular demands
3. Demonstrate the behaviors of an internally motivated and self-directed learner
4. Demonstrate the ability to set learning goals, monitor progress towards those goals and utilize instructor and peer feedback to improve and enhance learning
5. Read at the level needed in order to meet curricular demands
6. Communication:
7. Communicate proficiently in oral and written English language with correct grammar, style and mechanics (e.g., spelling and pronunciation).
8. Perceive and demonstrate appropriate nonverbal communication for culture and context
9. Behavioral/Social skills:
10. Demonstrate empathy by exhibiting compassion, integrity and concern for others
11. Show respect for individuals with disabilities and different backgrounds
12. Establish interpersonal rapport sufficient to interact appropriately in academic settings
13. Adapt to changing and demanding environment which includes maintaining professional demeanor and emotional balance in stressful circumstances
14. Manage time effectively to complete academic tasks
15. Demonstrate ability in facilitating and developing the capacity of others (VDOE Unified Performance Standards)

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16. Demonstrate ability in oversight and management (VDOE Unified Performance Standards)
17. Demonstrate collaborative and team and community building skills (VDOE Unified Performance Standards)
18. Demonstrate an advocacy orientation (VDOE Unified Performance Standards)

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Department of Teaching & Learning

Students admitted to a program leading to a Bachelor of Science in Interdisciplinary Studies, Bachelor of Science in one or more of the related content areas that has an approved teacher education program, or a Master of Science in Education with a major in elementary, secondary education, reading, or a non-degree licensure program can be expected to complete course requirements which necessitates the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Communicate effectively by:
 - a. Demonstrating good understanding of spoken and written language.
 - b. Demonstrating the appropriate use of spoken and written language.
 - c. Organizing ideas in spoken language and written documents that use formal grammar, style, and mechanics.
2. Demonstrate the ability to distinguish and produce individual sounds within the spoken word.
3. Grade student papers, maintain a grade book and attendance records, and monitor student behavior.
4. Accomplish or supervise the accomplishment of the following: To write legibly on a chalkboard, overhead transparency, smart board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, etc.
5. Supervise children and adolescents while managing various classroom environments.
6. Demonstrate required professional dispositions necessary to establish and maintain relationships with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences.
7. Demonstrate mental, psychological, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole.
8. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).

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Department of Human Movement Sciences

Students admitted to undergraduate and graduate programs in exercise science (EXSC), health & physical education (HPE), park, recreation & tourism studies (PRTS), and sport management (SMGT) can be expected to complete course requirements, which necessitate the physical and mental abilities listed below. Any student who does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Possess mental, emotional, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within practical settings.
2. Demonstrate written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with others.
3. Display competence in using a computer for word processing, graphics, internet searches, and spreadsheets.
4. Acquire and apply theoretical and practical knowledge in core content areas in accordance with the program requirements.
5. Meet professional standards and competencies in a practicum/internship placement in a setting relevant to the discipline.
6. Display mental and emotional stability and professional behaviors to interact with other individuals and/or apparatus in a respectful and responsible manner.
7. Engage in physical activities and explain, demonstrate, and teach motor skills (HPE).
8. Demonstrate and use the basic principles of lifting, handling and positioning when working with individuals with disabilities (HPE).
9. Students in teacher education/certification programs must also meet the technical standards established by the Department of Teaching & Learning.

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STEM Education and Professional Studies Department
Marketing Education, Fashion, Training Specialist and
Graduate Vocational Education

Students admitted to the program leading to a Bachelor of Science in Occupational and Technical Studies (marketing education, fashion, and training specialist majors), or the Master of Science in Occupational and Technical Studies with a major in middle and secondary education, (business education/distributive education, general - vocational education) business and industry training or community college teaching can be expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodation through technical aids and assistance.

1. Assimilate material communicated through lectures, discussions, and readings.
2. Participate in and complete an appropriate directed work experience.
3. Communicate effectively and organize ideas in written documents that are correct in grammar, style and mechanics.
4. Use computing systems to prepare homework, papers, and projects and electronically receive and send class related materials.
5. Communicate effectively and organize ideas for oral presentations in class or from a distance using electronic technology (TELETECHNET distance learning students).

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STEM Education and Professional Studies Department
Technology Education and Industrial
Technology Programs

Students admitted to the Bachelor of Science in Occupational and Technical Studies with majors in industrial technology or technology education can be expected to complete course requirements, which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning any flexibility in program requirements and possible accommodations through technical aids and assistance.

1. Assimilate and apply abstract concepts to design and plan projects and solve technical problems.
2. Layout, assemble, and finish technical projects.
3. Use materials, tools and machines associated with industry.
4. Communicate effectively and organize ideas in written documents that are correct in grammar, style and mechanics.
5. Verbally communicate with students, co-workers, and other personnel.
6. Function safely in laboratories.
7. Sustain contact with industrial materials and solvents without experiencing allergic reactions.
8. Monitor teaching/laboratory facilities which host multiple activities.
9. Use computing systems to prepare homework, papers, and projects and electronically receive and send class related written information.
10. Communicate effectively and organize ideas for oral presentations in class or from a distance using electronic technology (TELETECHNET distance learning students).

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ACCOMMODATIONS

It is the policy of Old Dominion University to provide reasonable accommodation to qualified students with a disability who can perform the essential functions as outlined in the above technical standards. Reasonable accommodation may be made in the form of administration of the evaluation where necessary; documented and requested in advance in accord with standards and requirements of the Americans with Disabilities Act Amendments (ADAAA). Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the candidate/student should initiate with the Office of Educational Accessibility, in conjunction with the Office of Institutional Equity and Diversity and the respective department.