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The Darden College of Education offers the Master of Science (M.S.), Master of Science in Education (M.S.Ed.), and Educational Specialist (Ed.S.) degrees as well as the Doctor of Philosophy (Ph.D.) degree in the following broad concentrations and areas:

**Counseling**
- Ph.D. in Education, Counseling Concentration
- Ed.S. Counseling
- M.S.Ed. Counseling

**Communication Disorders and Special Education**
- Ph.D. in Education, Special Education Concentration
- M.S.Ed. Special Education–Research Emphasis (for currently licensed teachers)
- M.S.Ed. Special Education with initial K-12 licensure
- M.S.Ed. Communication Sciences and Disorders

**Educational Foundations and Leadership**
- Ph.D. in Education, Educational Leadership Concentration
- Ph.D. in Community College Leadership
- Ed.S. Educational Leadership
- Ed.S. Educational Leadership with PreK-12 licensure
- M.S.Ed. Educational Leadership with PreK-12 Licensure
- Ph.D. in Education, Higher Education Concentration
- Ed.S. Higher Education
- M.S.Ed. Higher Education

**Human Movement**
- M.S.Ed. Athletic Training
- M.S.Ed. Athletic Training with Initial Virginia Licensure in Physical Education and Health Education (PreK-12)
- M.S.Ed. Exercise Science and Wellness
- M.S.Ed. Physical Education and Health Education Curriculum and Instruction
- M.S.Ed. Physical Education and Health Education Curriculum and Instruction with Initial Virginia Licensure (PreK-12)
- Ph.D. in Education, Human Movement Science Concentration
- M.S.Ed. Sport Management

**Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies**
- Ph.D. in Education, Instructional Design and Technology Concentration
- M.S.Ed. Elementary/Middle School Instructional Design and Technology
- M.S.Ed. Secondary Instructional Design and Technology
- Ph.D. in Education, Occupational and Technical Studies Concentration
- Ed.S. in Occupational and Technical Studies
- M.S. Business and Industry Training
- M.S. Community College Teaching
- M.S. Career and Technical Education
- M.S.Ed. Elementary/Middle School-Science

**Teaching & Learning**
- Ph.D. in Education, Curriculum and Instruction Concentration
- Ph.D. in Education, Early Childhood Education Concentration
- Ph.D. In Education, Literacy Leadership Concentration
- M.S. Ed. Reading Education (Reading Specialist licensure)
- M.S.Ed. Early Childhood Education (PreK-3 Initial Licensure)
- M.S.Ed. Early Childhood Education (non-licensure)-Research Emphasis
- M.S.Ed. Elementary Education (IDS 5th Year, PreK-6 Initial Licensure)
- (Continuation of undergraduate Interdisciplinary Studies program)
- M.S.Ed. Elementary Education (PreK-6 Initial Licensure)
- M.S. Ed. Elementary Education (Middle School 6-8 Initial Licensure)
- M.S Ed. Secondary Education (6-12 Initial Licensure)
- Library Science (Initial Licensure)
- Library Science (Endorsement for Licensed teachers)
- M.S. Ed. Elementary Education (non-licensure)
- M.S Ed. Secondary Education (non-licensure)
- Field-Based Masters Program
- Military Career Transition Program

**Overview**

The Darden College of Education is comprised of the following departments:

- Communication Disorders and Special Education;
- Counseling and Human Services;
- Educational Foundations and Leadership;
- Human Movement Sciences;
- Science, Technology, Engineering and Mathematics (STEM) Education and Professional Studies; and
- Teaching & Learning.

The Office of Teacher Education Services and Advising in the Darden College of Education supports teacher education programs in the College of Arts and Letters, the College of Sciences, and the Darden College of Education. The college also houses the Center for Educational Partnerships, a research center charged with assisting school divisions within the Commonwealth of Virginia to meet the requirements of PL 107-110, the No Child Left Behind Act of 2001. The college is the headquarters for Virginia Troops to Teachers and houses Career Switchers, an accelerated alternate pathway to teacher licensure.

**Mission**

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. The college strives to meet the needs of the community while maintaining national and international prominence and is dedicated to preparing distinguished professionals who are leaders in their field. The college fulfills its mission through its undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, athletic training, sport management, recreation, training, fashion, communication sciences and disorders, and instructional and industrial technology, as well as its continuing education activities.

**Purpose**

Old Dominion University’s major purpose in its teacher education programs is to prepare teachers and educational leaders who have knowledge of their teaching disciplines, abilities to practice state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and demonstrate dispositions which reflect commitment to teaching and learning as well as lifelong professional growth and development. In addition to teacher education, the Darden College of Education also prepares individuals to work in agencies and other settings.
Goals
The teacher preparation programs embrace several broad goals. Candidates will possess the following:

1. Knowledge of their teaching fields;
2. Pedagogical knowledge of principles and strategies which pertain to classroom organization and instructional practices;
3. Knowledge of curricular content, classroom organization, instructional materials, and industrial technology;
4. Knowledge of learners’ developmental characteristics and diversity;
5. Knowledge of educational contexts, ranging from group dynamics in classrooms, to the governance and financing of school divisions, to the characteristics and expectations of communities which schools serve;
6. Knowledge of educational values, purposes, ends, history, and philosophies which pertain to schooling in a democracy;
7. Ability to conduct research and utilize research findings in decisions to improve long-range planning, school operation and student learning.
8. All education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Teacher licensure programs are also approved by the Department of Education of the Commonwealth of Virginia.

Portfolio Assessment Policy
All students seeking admissions into any Teacher Education Program upon enrolling/ Registering for their first Education class are required to purchase the Web-based Portfolio Assessment System approved by the Teacher Education Council. In addition, any student taking a course in which the instructor requires the Web-based Portfolio Assessment System will be required to purchase this system. Information can be found on the DCOE website: http://education.odu.edu.

Fast Track Admissions Policy
Fast Track graduate admission will be available to undergraduate students in the Old Dominion University Interdisciplinary Studies, Teacher Preparation Concentration as well as undergraduate students who have completed teacher preparation emphasis degrees in art, dance, English, foreign languages, geography, history, marketing education, math, music, physical education, political sciences, sciences, technology education, and theatre. To be considered under the Fast Track graduate admissions policy, students must earn the B.S. or B.A. degree from Old Dominion University and must be applying to an M.S.Ed. degree in PreK-6/early childhood education, PreK-6/elementary education, middle school education, secondary education, or special education.

In addition, to be considered for Fast Track graduate admission, an applicant must:

1. have a minimum 3.20 undergraduate cumulative GPA at Old Dominion University; and
2. have passing scores in EACH of the three sections of the PRAXIS I examination (or equivalent SAT/ACT test scores) as established by the Commonwealth of Virginia. Composite scores will not be considered.

Graduate Certificate in Military Children and Families
John A. Nunnery – Program Director
The Military Child and Families Certificate is an interdisciplinary program that will provide educators with specialized expertise in meeting the academic, social, and emotional needs of military connected P-12 students. Teachers, counselors and school leaders in this program will take 12 credit hours of course and field work that will actively engage them in: (a) building the foundational research-based knowledge and skills that are requisite for identifying, understanding and meeting the needs of military children and families, (b) collecting and analyzing school-wide, classroom and individual assessment data to identify and prioritize the specific support needs of their military connected students and families; and (c) applying their foundational and assessment knowledge and skills to design and implement research-based, flexible, adaptable and assessable programs that meet the identified needs in order to help ease transition, facilitate adjustment, and approve academic and social development outcomes for these students.

Requirements:
The students who pursue this certificate must complete 12 graduate credit hours. This includes:

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<tr>
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<th>Hours</th>
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<tr>
<td>COUN 689</td>
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<td>Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families *</td>
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* Includes a service learning component that accounts for approximately 25% of students’ time and effort in the certificate program.

Department of Communication Disorders and Special Education
Anastasia Raymer, Chair
Child Study Center
757 683-4117

The Department of Communication Disorders and Special Education is housed in the Lions Child Study Center (4501 Hampton Blvd.), a building that was made possible through the generosity of civic clubs, alumni, patrons and students which opened in 1997. The clinical programs, housed in the center, give students valuable practical experience, deliver needed professional and educational services to members of the Hampton Roads community, and provide a laboratory setting for innovative faculty and student research. The department’s strategic objective is to prepare future clinicans, educators, leaders, researchers, and policy makers to be a resource for state and national initiatives, and to serve as an exemplary center for educational research and practice. The faculty is dedicated to preparing professionals to serve as recognized leaders in the fields of education, clinical settings and agencies. PhD program is offered in special education, and master’s degree programs are offered in special education, and communication sciences and disorders. Post-baccalaureate endorsement programs are offered in special education.

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. Students should obtain current program information from

Old Dominion University 3
Individual programs are described on the following pages in this order:

Special Education
- Master of Science in Education with Research Emphasis
- Master of Science in Education with Special Education: General Curriculum, K-12 Licensure
- Master of Science in Education with Special Education: Adapted Curriculum, K-12 Licensure
- Master of Science in Education with Early Childhood Special Education Licensure
- Post Baccalaureate Endorsement Program with Special Education: General Curriculum, K-12 Licensure
- Post Baccalaureate Endorsement Program with Special Education: Adapted Curriculum, K-12 Licensure
- Post Baccalaureate Endorsement Program with Early Childhood Special Education
- Post Baccalaureate Endorsement Program with Visual Impairments, K-12 Licensure
- Autism Certificate Program
- Applied Behavior Analysis Certificate Program
- Doctor of Philosophy in Education with a concentration in Special Education

Communication Sciences and Disorders
- Master of Science in Education

Master of Science in Education–Special Education
Cheryl S. Baker, Graduate Program Director
Child Study Center, (757) 683-4383

Within the Master of Science in Education Special Education degree program, there are two programs: one for licensed teachers who seek an advanced degree with a research emphasis and the other for those who seek initial licensure in special education and a master’s degree. The special education graduate program 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.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education–Master of Science in Education (Special Education): Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

Special Education, Research Emphasis
Old Dominion University’s Master’s Degree in Special Education with Research Emphasis is designed to provide fully licensed special educators with an advanced professional degree and competencies beyond endorsement. This online master’s degree will include a focus on scholarly research, advanced instructional strategies, and the foundations of special education leadership. The ODU Master’s Degree in Special Education with Research Emphasis features:
- Interactive instructional technology
- Select cohort of students
- Participation in an online community
- Professional development using Council for Exceptional Children Advanced Program and National Board for Professional Teaching (NBPTS) standards
- Synchronous and asynchronous components
- Experiences congruent with National Board Professional Teaching Standards (NBPTS) certification requirements

The ODU Master’s Degree in Special Education with Research Emphasis program is delivered in a cohort model with a new cohort of students entering the program each spring. The planned sequence of courses includes two courses per semester for a total of five semesters, including a summer semester. As a cohort program, the availability and sequence of courses is predetermined and restricted to the cohort. Students who do not maintain continuous enrollment in their cohorts will have to apply to a future cohort to rejoin the program. This program also utilizes a field-based model for practicum experiences. As such, student classrooms will be used for all practica experiences in the program.

The research emphasis also will serve as the prerequisite course work to the PhD concentration in special education, thereby facilitating entry into the PhD program for master educators seeking terminal degrees.

Admissions
Admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the program.*

Applicants must:
1. hold a baccalaureate degree from a regionally accredited institution or an equivalent degree from a foreign institution;
2. hold a renewable, current, and valid teaching license with endorsement(s) in special education;
3. be currently teaching preK-12 students with disabilities;
4. have a minimum of two years teaching experience teaching preK-12 students with disabilities;
5. have an undergraduate grade point average of 3.0 or better;
6. take and receive satisfactory scores on either the Graduate Record Examination (GRE) (i.e., a score of 291 combined on Verbal and Quantitative with a minimum Verbal Reasoning score of 150 for regular admission and 4.5 on the Analytical Writing section) or Miller Analogies Test (MAT) (i.e., score of 403 for regular admission);
7. provide three letters of recommendation, including at least two professional recommendations; and
8. submit a brief essay that highlights the student’s research/professional development interests. Discussion of research/professional development interest areas should include empirical support for proposed lines of inquiry.

*Note: Admission and prerequisite requirements: admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director.

Additional requirements:
- Technology: Participation in this online program requires reliable access to and facility with updated technology. Applicants must have consistent access to high speed Internet and computer equipment capable of high levels of connectivity such as two-way video/audio conferencing.
Admitted students must plan to buy the headphones, microphones (or headset) and webcam for synchronous communication during and outside class. While wireless connections generally work, we recommend the use of a computer connected via cable to the modem/router. Dial up access is not sufficient.

- **Basic Skills and Dispositions:** Additional required competencies: Students admitted to the special education program are expected to be able to complete the essential abilities outlined in the CDSE Technical Standards document (pdf) and to exhibit the dispositions noted in the ODU Teacher Dispositions statement (pdf).

- **Additional Software:** All individuals seeking admission into any Teacher Education Program at Old Dominion University, upon enrolling/registering for their first education class, are required to purchase LiveText, a web-based portfolio assessment system approved by the ODU Teacher Education Council. LiveText must be purchased either from the ODU bookstore or http://www.livtext.com/. More information on LiveText: http://education.odu.edu/livtext/. Additional software may be necessary.

- **Classroom Requirements:** Students will be expected to complete practica, including the filming of classroom practices, in their classrooms. As such, applicants must be currently assigned to teach students with disabilities and must be able to gain permission to record their students (for educational purposes only).

- **Class Attendance:** The program of study consists of asynchronous and synchronous instruction. Students admitted to the program are expected to attend all synchronous class sessions using communication software (e.g., Adobe Connect).

### Continuance

Students must:

1. complete the CITI Responsible Conduct of Research training modules. See http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf;
2. maintain a grade point average of 3.00 overall and receive a B or better in all practicum courses;
3. participate in a continuance review; and
4. successfully complete all competencies relative to their program of study.

### Exit

Students must:

1. have a grade point average of 3.00 overall and a grade of B- or better in all course work;
2. satisfactorily complete all program requirements including the written comprehensive exam (see written comprehensive exam application and checklist (http://education.odu.edu/esse/academics/sped/grad/ written.shtml));
3. complete a Graduate Student Assessment (http://ww2.odu.edu/ao/ira/assessment/graduate.shtml); and
4. submit a professional research project according to program guidelines prior to the awarding of the master’s degree in special education.

### Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>CDSE 695</td>
<td>Topics in Education</td>
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<tr>
<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
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<tr>
<td>SPED 720/820</td>
<td>Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
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### Advanced Intervention Strategies

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 702/802</td>
<td>Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td>3</td>
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<tr>
<td>SPED 705</td>
<td>Advanced Student and Program Evaluation in Special Education</td>
<td>3</td>
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<tr>
<td>SPED 707/807</td>
<td>Advanced Instructional Procedures in Special Education</td>
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### Research

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<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
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</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CDSE 636</td>
<td>Problems in Education</td>
<td>3</td>
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</table>

**Total Hours: 37-39**

### Special Education, K – 12 Licensure

The special education master’s program prepares teachers and agency personnel to design and implement programs for individuals with disabilities in a variety of settings. This master’s degree program, with endorsement, can be completed in approximately two years during which the enrolled students will specify either special education: general curriculum K – 12, early childhood special education, or special education: adapted curriculum, K - 12. Due to changing University requirements, national accreditation standards, and state licensure regulations, the programs in teacher education are under constant revision. Students are encouraged to obtain current program information from the Special Education Program website at: http://education.odu.edu/esse/.

The graduate licensure programs in special education, in addition to meeting the Master of Science in Education degree requirements, satisfy Virginia Board of Education teacher endorsement competencies. Graduates 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. Teacher interns have been placed in children’s hospitals, special education classes in public and private facilities, regional education programs, residential psychiatric hospitals, mental health centers, and community agencies.

Graduates in special education serve as key members of child study teams and are prepared to address educational, emotional, and physical disabilities. They also find employment as educational therapists, psycho-educational diagnosticians, and special education teachers and staff members in public and private schools.

### Admission

Admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the licensure program. Individuals who have a non-teaching B.S. or B.A. and wish to earn an M.S. Ed. and qualify for a teaching license in special education must meet the liberal arts and sciences content requirements by successfully passing the Praxis II Elementary Education: Context Knowledge test (0014; 5014).

#### Regular admission requirements

1. a baccalaureate degree in the liberal arts and sciences from an accredited institution. For candidates with other degrees from accredited institutions, successful completion of the Praxis II Elementary Education: Content Knowledge exam (0014; 5014) prior to exit from the program may be substituted to meet the liberal arts and sciences requirements. The Virginia Board of Education determines passing Praxis II scores;
2. an undergraduate grade point average of 2.80 or better in an academic content area;

Old Dominion University
3. a Graduate Record Examination (GRE) score of at least 291 (Verbal and Quantitative sections with a minimum Verbal score of 150 or better) and a 4.5 on the Analytical Writing section; Revised Graduate Record Examination (see graduate program director) 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 I or equivalent according to the scores established by the Virginia Department of Education.

Provisional admittance requirements
Provisional admittance may be offered to students with marginal GRE or MAT scores or grades. In this case, the committee takes into consideration other factors. Individuals who do not meet the Praxis I or SAT requirements or with low test scores or a low undergraduate GPA will not be admitted to the graduate program. Provisional admittance requires:

1. a baccalaureate degree in the liberal arts and sciences from a regionally accredited institution or equivalent foreign institution.
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 286 (Verbal and Quantitative sections with minimum Verbal score of 146 or better), Revised Graduate Record Examination (see graduate program director) and 4.0 on the Analytical Writing section OR a Miller Analogies Test (MAT) minimum score of 396;
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 I or equivalent according to the scores established by the Virginia Department of Education.

Fast Track Teacher Preparation Admission Policy
Please refer to the appropriate section in the undergraduate catalog.

Continuance
Students must:

1. complete the Pre-Task Rating Form at time of admission.
2. maintain a grade point average of 3.00,
3. achieve a grade of B- or better in all course work and a grade of B or better in all practicum coursework;
4. successfully complete all competencies relative to their area(s) of emphasis; and
5. must successfully pass the Virginia Board of Education Professional Assessments required for licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score: Virginia Communication and Literacy Assessment (VCLA) with a passing composite score of 143; and Virginia Reading Assessment (VRA) with a passing score of 235 or Reading for Virginia Educators (RVE) (5306) with a passing score of 157.

Exit
Students must:

1. maintain a grade point average of 3.00 and a grade of B- or better in all course work;
2. provide passing scores on the Praxis II: Elementary Education Content Knowledge assessment, the written comprehensive examination (with no more than one successful re-examination) and the internship/ student teaching experience;
3. complete a Graduate Student Assessment;
4. complete the Post Task Rating Form; and
5. submit a professional portfolio according to program guidelines before the awarding of the master’s degree. Candidates seeking initial special education licensure will be required to successfully complete the Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) assessment and the Virginia Communication and Literacy Assessment (VCLA) (see Continuance section for passing scores).
6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP), and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

Comprehensive Examination
All students seeking a master’s degree in special education are required to complete successfully a written comprehensive examination. On this examination, students will be required to answer questions in general special education and questions from their areas of specialization. Specialization questions will be congruent with the student’s academic and professional preparation. If not passed during the first administration, the exam may be repeated only one time. Failure to successfully pass the comprehensive examination will result in not completing the requirements for the Master of Science in Education.

Program Requirements
For all students who have the prerequisite undergraduate course work in special education, the master’s degree requires a minimum of 30 semester hours of graduate study in special education to complete licensure. Students are expected to demonstrate dedication to special education clients and to programming in classroom and clinical settings before graduation is certified.

Special Education, K-12 Licensure – General Curriculum K-12
This program is designed to prepare professionals who are able to design and to implement appropriate educational programs for students who manifest mild disabilities. The program combines course work, supervised practica and internship to facilitate the integration of theory and practice in the development of evidence-based interventions applicable for individuals with special needs from preschool through adult in both public and private facilities. Program competencies prepare students to work in school-based programs, clinics, hospitals, and agency settings. Program practica and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education (Special Education - General Curriculum K-12): Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.
## Curriculum

**Prerequisite Courses (or Undergraduate Minor or IDS in special education)**

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<th>Credits</th>
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<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
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<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning *</td>
<td>3</td>
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<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
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<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<tr>
<td>TLED 430/530</td>
<td>PK-12 Instructional Technology</td>
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**Graduate Course Work**

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<tr>
<td>SPED 618</td>
<td>Characteristics and Advanced Procedures: Emotional and Behavioral Disorders *</td>
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</tr>
<tr>
<td>SPED 623</td>
<td>Characteristics and Advanced Procedures: Intellectual Disabilities *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
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<tr>
<td>SPED 626</td>
<td>Characteristics and Advanced Procedures: Learning Disabilities *</td>
<td>3</td>
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<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders *</td>
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<td>SPED 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
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<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum *</td>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
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<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
<td>3</td>
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**Required**

<table>
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<tbody>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement **</td>
<td>9</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 720</td>
<td>Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
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</table>

Total Hours 54

* Requires a practicum of 45 hours and passing scores on Praxis I or equivalent exemption. (See Practicum Experiences Policy)
** Pre-requisite SPED 483/SPED 583

### Special Education, K-12 Licensure - Early Childhood Special Education and Special Education - Adapted Curriculum K - 12

The early childhood special education program is designed to prepare students to teach children from birth to age six who manifest disabilities or who are at risk of later school failure. Students endorsed in the area of early childhood special education will be eligible to teach in infant and preschool programs in both public and private settings. The adapted curriculum program is designed to prepare teachers to instruct individuals traditionally labeled with multiple, moderate, severe, or profound disabilities who may have disabling conditions such as cerebral palsy, autism, or a sensory impairment. Students following the early childhood special education endorsement will take the prerequisite, core, and early childhood special education course blocks and teacher candidate internship. Students wishing to be endorsed in special education: adapted curriculum will take the prerequisite, core, and adapted curriculum course blocks and teacher candidate internship.

### Curriculum

**Prerequisite Courses (or Undergraduate Minor or IDS in special education)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
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<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
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<tr>
<td>TLED 430/530</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
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**Graduate Core Courses**

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<tr>
<td>SPED 504</td>
<td>Medical Aspects of Disabling Conditions</td>
<td>3</td>
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<tr>
<td>SPED 569</td>
<td>Communication/Language Development and Intervention Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 633</td>
<td>Sensorimotor Development and Intervention Strategies *</td>
<td>3</td>
</tr>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
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**Early Childhood Special Education OR**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 630</td>
<td>Teaching Preschoolers with Disabilities *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 631</td>
<td>Developmental and Ecological Assessment Strategies *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 637</td>
<td>Infant/Family Intervention and Teamwork *</td>
<td>3</td>
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</tbody>
</table>

**Special Education - Adapted Curriculum K-12**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 623</td>
<td>Characteristics and Advanced Procedures: Intellectual Disabilities *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 628</td>
<td>Teaching Students with Severe Disabilities *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement **</td>
<td>9</td>
</tr>
</tbody>
</table>

* Requires a 45-hour practicum and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).
** Pre-requisite SPED 483/SPED 583 prerequisite.

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. Students are encouraged to obtain current program information.
Post Baccalaureate Endorsement Program
Cheryl S. Baker, Graduate Program Director
Child Study Center, (757) 683-4383

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post baccalaureate endorsement only candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education. The special education post baccalaureate endorsement option is available for those students who wish to pursue licensure in special education and do not meet the master’s degree admission requirements or hold provisional licensure in special education and wish to complete licensure requirements.

The ODU Post Baccalaureate Endorsement Program meets Virginia Department of Education endorsement requirements. Graduates find employment as special education teachers within the continuum of services provided for children with special needs and may also serve as key members of child study teams; they are prepared to address the educational, emotional, and physical needs of students with disabilities.

Admission
Regular admittance requires:

1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis II (0014; 5014) Elementary Education: Content Knowledge;
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.80 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;
4. passing Praxis I or equivalent assessments scores;
5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or site director; and
6. submission of an application for admittance into the Darden College of Education Teacher Post-Baccalaureate Endorsement Program.

Provisional admittance requires:

1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis II (0014; 5014) Elementary Education: Content Knowledge;
2. admission to Old Dominion University as a non-degree seeking graduate student;
3. cumulative GPA of 2.50-2.74 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;
4. passing Praxis I or equivalent assessment scores;
5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or site director; and
6. submission of an application for admittance into the Darden College of Education Teacher Post-Baccalaureate Endorsement Program.

Continuance Requirements
1. completion of the Pre-Task Rating Form upon acceptance;
2. successful completion of all courses required for licensure in an endorsement area(s);
3. maintenance of a GPA of 3.0 with a B- or better in all course work, and B or better in all practicum coursework; and
4. computer literacy (or completion of TLED 430/530 or demonstrated evidence of proficiency in the Virginia Department of Education Technology Standards For Instructional Personnel [TSIP]).

Exit Requirements
1. completion of the Post Task Rating form;
2. passing scores on the Reading for Virginia Educators (RVE) or Virginia Reading Assessment (VRA) and Virginia Communication and Literacy Assessment (VCLA) prior to teacher candidate internship (student teaching);
3. completion of all requirements for the program including passing scores on the Praxis II Elementary Education: Content Knowledge exam (0014; 5014);
4. completion of SPED 583 prior to teacher candidate internship (student teaching); and
5. passing scores on the Special Education Exit Exam.
6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP), and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

Curriculum
Special Education Licensure Only—General Curriculum, K - 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
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<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning*</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum*</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430/530</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
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<tr>
<td>Internship</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
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</tbody>
</table>

Total Hours 52
* Requires a practicum of 45 hours and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

### Early Childhood Special Education/Special Education—Adapted Curriculum, K - 12 Licensure Only

#### Early Childhood Special Education

**Core Requirements**

<table>
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</tr>
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<td>3</td>
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<tr>
<td>SPED 404/504</td>
<td>Medical Aspects of Disabling Conditions</td>
<td>3</td>
</tr>
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<tr>
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<tr>
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**Early Childhood Special Education Licensure Only**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 630</td>
<td>Teaching Preschoolers with Disabilities</td>
<td>3</td>
</tr>
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<td>SPED 631</td>
<td>Development and Ecological Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 637</td>
<td>Infant/Family Intervention and Teamwork</td>
<td>3</td>
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<tr>
<td>Internship</td>
<td></td>
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<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
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</table>

**Total Hours**

55

* Requires a practicum of 45 hours and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

#### Special Education—Adapted Curriculum, K - 12 Licensure Only

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
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<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
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<td>SPED 404/504</td>
<td>Medical Aspects of Disabling Conditions</td>
<td>3</td>
</tr>
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<td>3</td>
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<td>Collaboration and Transitions</td>
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<td>Communication/Language Development and Intervention Strategies</td>
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<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<tr>
<td>TLED 430/530</td>
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**Adapted Curriculum Licensure Only**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
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<tr>
<td>SPED 633</td>
<td>Sensorimotor Development and Intervention Strategies</td>
<td>3</td>
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<tr>
<td>SPED 628</td>
<td>Teaching Students with Severe Disabilities</td>
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<tr>
<td>Internship</td>
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<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
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<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
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</tbody>
</table>

**Total Hours**

55

* Requires a practicum of 45 hours and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

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 here. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website at http://education.odu.edu/.

### Special Education – Visual Impairments, PreK-12 Licensure only

**Endorsement Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
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<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 432/532</td>
<td>Characteristics of Students with Visual Impairments</td>
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<tr>
<td>SPED 433/533</td>
<td>Braille Code</td>
<td>3</td>
</tr>
<tr>
<td>SPED 434/534</td>
<td>Medical and Educational Implications of Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 435/535</td>
<td>Orientation and Mobility</td>
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<tr>
<td>SPED 436/536</td>
<td>Curriculum and Assessment of Students with Visual Impairments</td>
<td>3</td>
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<tr>
<td>SPED 437/537</td>
<td>Assistive Technology for People with Sensory Impairments</td>
<td>2</td>
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<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
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<tr>
<td>SPED 638</td>
<td>Teaching Methods for Students with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 639</td>
<td>Braille Reading and Writing</td>
<td>3</td>
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<td>Internship</td>
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<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
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<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
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</tbody>
</table>

**Total Hours**

42

* Requires a 45-hour practicum and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experience Policy).
Autism Certificate Program

Old Dominion University is pleased to offer a 12 credit hour certificate program designed to prepare teachers and related service providers to effectively work and provide support for students with autism spectrum disorder (ASD). This coursework can be completed separately from, or integrated into, the Master's Degree in Special Education.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 569</td>
<td>Communication/Language Development and Intervention Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 12

* Requires practicum of 45 hours and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

Applied Behavior Analysis Certificate Program

As part of the Virginia Applied Behavior Analysis Consortium (VA-ABA) with George Mason University, Lynchburg College and Virginia Commonwealth University, ODU is pleased to offer an 18 credit sequence of courses leading to a post-masters certificate in applied behavior analysis (ABA). The VA-ABA Consortium is comprised of four universities: George Mason University, Lynchburg College, Old Dominion University, and Virginia Commonwealth University. Old Dominion University has opted to join the VA-ABA Consortium to help in meeting Virginia staffing needs for ABA-certified teachers. The Consortium’s primary goal is to provide teachers with instruction in applied behavior analysis that will broaden the range of empirically-supported teaching methodologies that they effectively use to meet the academic, social, and behavioral learning needs of diverse students. The Consortium’s secondary goal is to provide teachers with the educational and experiential requirements needed for them to sit for the national Behavior Analyst Certification Examination. This program will be offered in a cohort model with a group of qualified students admitted each summer. Course work will be delivered via distance learning modalities from participating universities. With continuous enrollment in this intensive program, course work can be completed within just over a year. An applicant must have a master’s degree from a regionally accredited university or the equivalent from a foreign institution in one of the following areas: education, psychology or behavior analysis. Courses required to complete the ODU Applied Behavior Analysis certificate program include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 640</td>
<td>Applied Behavior Analysis: Principles, Procedures, and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 641</td>
<td>Applied Behavior Analysis: Empirical Bases</td>
<td>3</td>
</tr>
<tr>
<td>SPED 642</td>
<td>Ethics and Professional Conduct for Behavior Analysts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 643</td>
<td>Applied Behavior Analysis: Assessments and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 644</td>
<td>Applied Behavior Analysis: Applications</td>
<td>3</td>
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<tr>
<td>SPED 645</td>
<td>Applied Behavior Analysis: Verbal Behavior</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 18

Doctor of Philosophy in Education – Special Education Concentration

Cheryl S. Baker, Graduate Program Director

The Doctor of Philosophy is the degree most often desired for those who wish to become faculty in colleges and universities and those who aspire to senior administrative roles in institutions and agencies. The Ph.D. in special education is intended to prepare individuals for administrative and faculty positions and to provide students with the skills to carry out scholarly research, lead organizations, and create new research.

The Ph.D. in special education is designed to address the acute shortage of doctoral level special education personnel in the Commonwealth and across the nation. Program graduates will be prepared as content experts in pre-referral intervention and early intervention to assume positions of leadership as special education faculty at the university and college level. Additionally, graduates of the special education program will have the professional research skills to work with school systems to address the diverse learning needs and behavior challenges associated with the education of students with special needs and those students at risk. Program graduates will attain a degree of proficiency in research and writing that will prepare them to make contributions to the professional literatures of special education and related disciplines.

The curriculum described below contains elements that will provide research expertise, administrative skills and experience, and the ability to serve the nation’s colleges, universities, and agencies providing special education services.

Admission

The criteria for admission into the Ph.D. in special education will include:

1. A completed master’s degree in special education or an equivalent degree, in an appropriate discipline from a regionally accredited university. A minimum grade point (GPA) of 3.60 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree will be expected. In extraordinary circumstances, an individual may be accepted into the Ph.D. in special education program on a provisional status without having received a master’s degree. This individual first must complete the master’s degree in the selected concentration area and meet all other admission criteria prior to beginning Ph.D. coursework;

2. An acceptable overall total score on the Graduate Record Examination (GRE) (minimum 150 on the verbal portion) and no less than a 4.5 on the writing sample. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard;

3. Submission of a professional vitae (3 years minimum teaching experience preferred);

4. A 500-800 word statement of academic and professional goals. This statement must address how the applicant would work within the research agenda of the concentration to achieve his/her goals;

5. Three letters of reference from sources capable of commenting on the applicant’s readiness for the advanced graduate study. At least two of these letters must be from an academic source;

6. Prior course work in statistics and in theories of learning. If this requirement is not met, a student may be admitted and additional course work will be added to the candidate’s program of study; and

7. An on-campus interview with concentration area faculty.

Applications for admission will be reviewed by the admissions committee from the special education concentration. Admission to the special education program is competitive with the number of applications expected to exceed the number of available openings. Admission criteria will be weighted with competitive applicants invited to participate in an on-campus interview. Most full time students will begin their course of study each fall semester as a cohort following a summer orientation.
Continuance

Students must:
1. maintain a grade point average of 3.00 overall;
2. complete an annual continuance review; and
3. successfully complete all competencies relative to their program of study.

Exit

In order to complete the program, students must fully complete the curriculum below and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and comply with all requirements.

Program Requirements

The Ph.D. program in special education is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a core concentration totaling 24 credit hours, an introductory core of nine hours, a research component including 15 credit hours, and the dissertation, which will include a minimum of 12 hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete one introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to special education and/or who have not completed courses to develop competency in specified areas may need to complete additional prerequisite course work.

Under normal circumstances, admissions will be offered once a year in order to build efficient cohort groups for this type of advanced study. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of 10 students will be admitted each year. This limited number of students is necessary to ensure that there is an adequate number of full-time faculty to serve the students through advising and other duties, particularly when the cohorts reach the dissertation stage of the program.

Applicants must submit completed applications and all related material no later than February 1 of each year, and students will be admitted for study beginning in June or July of the same year.

Curriculum

Prerequisite Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Introductory Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 821</td>
<td>Critical Issues I: Readings in Special Education and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 822</td>
<td>Critical Issues II: Research and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 893</td>
<td>Professional Seminar: Teaching, Research, and Service</td>
<td>3</td>
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</table>

Research Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FOUN 822</td>
<td>Advanced Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Advanced Program Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 816</td>
<td>Single Subject Research Designs</td>
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Special Education Concentration

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SPED 700/800</td>
<td>Social/Emotional Aspects of Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

SPED 702/802 | Cognitive Processes and Learning Strategies for Students with Special Needs | 3     |
SPED 707/807 | Advanced Instructional Procedures in Special Education | 3     |
SPED 720/820 | Curriculum and Instruction: Research Into Practice | 3     |
CDSE 795/895 | Topics in Education | 3     |
SPED 868 | Internship: Urban Child Study/Special Education | 3     |

Electives* | 6     |

Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 899</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Hours | 66 |

* With approval of the graduate program director, elective courses may be substituted for those within the special education core. This allows students to take up to 6 hours as electives. Such substitutions must be approved in writing. Electives may be taken in other areas in the College of Education (e.g., educational leadership, higher education, early childhood education, instructional design and technology) or in other colleges with the approval of the appropriate graduate program director or department.

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. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website at http://education.odu.edu/.

Practicum Experiences Policy

A candidate may participate in a course with a practicum experience through one of two tracks:

1. A candidate may be eligible to participate in the early practicum experience course if s/he has been admitted into an approved teacher education program. This requires that candidates pass the Praxis I exam or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy). In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

2. A provisionally licensed teacher may participate in an early practicum course if s/he is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as a needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

3. Candidates seeking admission to an approved teacher education program must satisfy one of the Virginia Board of Education Prescribed Assessment for Admission to an Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:
   a. Passing Praxis I composite score of 532; or
   b. Approved substitute test score for Praxis I:
      i. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      ii. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
      iii. ACT composite score of 21 with ACT mathematics score of less than 21, and ACT English plus Reading score of no less than 37, taken prior to April 1, 1995. ACT scores taken prior to 1989 are not valid; or

Old Dominion University
Regular admittance requires:

- admission to the program.
- The following requirements are necessary in order to be considered for advisement of the communication sciences and disorders faculty. Individuals disorders is granted by the department's graduate program director with the
- Admission to the graduate program in communication sciences and disorders is required to
- complete prerequisite and required master's degree coursework. Undergraduate degree in the field typically require two additional semesters of full-time enrollment. Students who do not hold an
- sciences and disorders are eligible for acceptance into the program. The
- programs for children and adults who present a wide array of speech and language
- Content areas of coursework include language development and disorders, articulation and phonological disorders, voice disorders, fluency disorders, hearing disorders and evaluation, dysphasia, aphasia, motor speech disorders, orofacial disorders and social dialects, among others. Students engage in supervised on-campus practica in the university Speech and Hearing Clinic/Scottish Rite Center for Childhood Speech and Language Disorders. They also engage in off-campus practica in a wide variety of area hospitals, private practice settings, rehabilitation centers, clinics and public schools. Graduate students also complete a research paper in an area of their interest under the supervision of a program faculty member and must successfully pass a written comprehensive examination. All students must complete the national examination in Speech-Language Pathology (Praxis II) and essential paperwork for ASHA certification prior to graduation.

Graduates of the program hold positions as speech-language pathologists in a variety of professional settings, such as hospitals, children’s hospitals, private practice agencies, medical schools, rehabilitation centers and public schools. Many graduates have become administrators, clinical supervisors and instructors at universities, and researchers. Students with and without an undergraduate degree in communication sciences and disorders are eligible for acceptance into the program. The normal matriculation for a student who holds an undergraduate degree in the field is two full years of full-time enrollment. Students who do not hold an undergraduate degree in the field typically require two additional semesters to complete prerequisite and required master’s degree coursework.

Admission

Admission to the graduate program in communication sciences and disorders is granted by the department’s graduate program director with the advisement of the communication sciences and disorders faculty. Individuals entering the master’s degree program must possess an undergraduate degree. The following requirements are necessary in order to be considered for admission to the program.

Regular admittance requires:

1. a baccalaureate degree from an institution accredited by a regional accrediting body or an equivalent degree from a foreign institution;
2. an undergraduate grade point average of 2.80 or better;
3. a Graduate Record Examination (GRE) score of 400, minimum, on the verbal section and 4.0, minimum, on the analytical section. Students meeting these minimal scores enter a selection pool of candidates;
4. three letters of recommendation, at least two of which should be from prior university instructors;
5. a 400-500 word essay indicating the student’s academic and professional goals as well as a description of the reasons the student believes he or she is a competitive candidate.

Continuance
Students must:

1. maintain a grade point average of 3.00;
2. satisfactorily complete all practica;
3. earn no more than two grades below B-. Students must retake courses in which grades below B- are earned and receive grades of B- or higher. Obtaining three grades below B- leads to expulsion from the program;
4. meet prerequisite competencies, including the Grammatical Categories Test, in order to be admitted to clinical practica;
5. receive permission from the faculty in order to be admitted to any clinical practicum.

Exit
Students must:

1. have a grade point average of 3.00;
2. pass the department writing proficiency examination;
3. meet all academic competencies;
4. meet all clinical competencies;
5. pass a written comprehensive examination;
6. complete Praxis II (Speech-Language Pathology);
7. successfully complete a written research project; and
8. complete an exit interview with the graduate program director.

Comprehensive Examination

All students seeking a master’s degree in communication sciences and disorders are required to successfully complete a written comprehensive examination. Areas of examination are based upon program coursework and related areas of professional preparation. If any area is not successfully completed during the first administration, the student is allowed only one more attempt. Failure of any question on the second administration leads to expulsion from the program.

Program Requirements

All students who have met prerequisite requirements must complete a minimum of 36 semester hours of graduate study in communication sciences and disorders. Students are expected to satisfy all professional, academic, and clinical requirements and demonstrate ethical and interactive behaviors commensurate with the standards of the profession.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CSD 351</td>
<td>Anatomy of Speech, Language, and Hearing</td>
<td>3</td>
</tr>
<tr>
<td>CSD 352</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 447</td>
<td>Introduction to Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 450</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 449W</td>
<td>Introduction to Clinical Procedures in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 451</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 452</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 453</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 458</td>
<td>Speech and Hearing Science</td>
<td>3</td>
</tr>
</tbody>
</table>
CSD 459  Seminar in Speech Pathology Methods and Materials  3
CSD 460  Hearing Disorders and Basic Audiology  3
CSD 461  Aural Rehabilitation I  3

**Required**

CSD 549  Introduction to Clinical Procedures in Speech-Language Pathology  3
CSD 554  Clinical Practica in Speech Pathology/Audiology I, II  4
CSD 557  Language Diagnosis and Remediation  3
FOUN 612  Applied Research Methods in Education  3
CDSE 597  Independent Study in Special Topics in Education  1-4
CDSE 636  Problems in Education  3
CSD 650  Organic Speech-Language Disorders  3
CSD 651  Language Development and Language Disorders  3
CSD 652  Articulation and Phonological Disorders  3
CSD 654  Advanced Clinical Techniques in Speech Pathology  3
CSD 655  Cleft Palate  3
CSD 656  Theories and Therapies in Stuttering  3
CSD 657  Aphasia  3
CSD 658  Swallowing Disorders  3
CSD 660  Procedures in Audiology  3

**Total Hours**  80-83

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**Department of Counseling and Human Services**

110 Education Building  
chs@odu.edu  
757-683-3326  

Danica G. Hays, Chair, dhays@odu.edu

**Counseling**

- Master of Science in Education (Norfolk Campus)
  - College Counseling
  - Clinical Mental Health Counseling
  - School Counseling
- Master of Science in Education (Distance Learning Program)
  - School Counseling
  - Clinical Mental Health Counseling
- Education Specialist
- Doctor of Philosophy in Education
  - Counselor Education
  - Leadership in Counseling

**Counseling Graduate Program**

The graduate program on the Norfolk campus offers a master’s degree, an education specialist degree, and a Ph.D. in counseling. Master’s degrees are offered in three specialty areas on the Norfolk campus: college counseling, clinical mental health counseling, and school counseling. An independent graduate distance learning program offers a master’s degree in clinical mental health counseling and school counseling. The distance learning program is housed at the New College Institute located in Martinsville, Virginia. The two master’s degree programs have a separate faculty, admissions process, curriculum, and accreditation status.

The master’s, education specialist, and doctor of philosophy degrees may be designed to meet the requirements for becoming an LPC in Virginia or a licensed school counselor in Virginia.

The master’s degree program offers a curriculum that emphasizes the following core components: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation. In addition, coursework specific to a counseling specialty is required. The program aims to stimulate within students social advocacy and systems understanding in order to reduce disparities among groups. Field placement experiences (practicum and internship) are required to assure that students are able to apply the counseling skills and knowledge they learned in the courses they completed to help clients. The admissions process, the use of experimental and didactic learning approaches, and the ongoing evaluation of students ensures that counseling students possess the personal characteristics necessary to be effective counselors.

The clinical mental health counseling specialty area prepares graduate students for careers in community mental health settings and in private practice. The clinical mental health counseling specialty includes an emphasis on diagnosis and treatment planning, psychopharmacology, and psychopathology. The program of study in the mental health counseling specialty includes all of the courses necessary to achieve licensure as a Licensed Professional Counselor (LPC) in Virginia. The school counseling specialty area engages students in the acquisition and application of knowledge relevant to a new vision of school counseling. Through content and experiential learning in both classroom settings and in the schools, graduate students are prepared to become school counselors who are systemic thinkers, leaders, partnership builders, advocates for children, and proactive professionals who embrace the belief that all children are capable of achieving at high levels. By defining the roles and functions of the school counselor in innovative ways, this new paradigm in school counseling stresses the concepts that school counselors are a major force in closing the achievement gap and that changes in students and programs will be observable and measurable. The program of study in the school counseling specialty includes all of the courses and experiences necessary to achieve licensure as a school counselor in Virginia. The college counseling specialty prepares counselors to work in institutions of higher education including community colleges, technical colleges, four-year colleges, and universities.

The education specialist (Ed.S.) degree extends counseling knowledge and skills for individuals who already hold master’s degrees in counseling. The Ed.S. degree also provides core master’s level counseling coursework for individuals who have master’s degrees in other fields who wish to become counselors.

The Ph.D. in counseling prepares individuals for employment as counselor educator faculty members in colleges and universities, and as clinicians and leaders in counseling settings in colleges, community mental health agencies, private practices, and schools. This program provides doctoral students with the skills to supervise other counselors, teach counseling skills, conduct scholarly research, lead organizations, and create new knowledge in the field of counseling.

The master’s degree program (including the three specializations) and the Ph.D. degree program on the Norfolk campus are accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). The master’s degree distance learning program is CACREP-accredited. CACREP does not accredit education specialist degree programs. Objectives for programs offered and other important program information can be found in the program handbooks which are located on the program web pages at http://education.odu.edu/chs/academics/counseling/.

**Master of Science in Education - Counseling**

110 Education Building  
coun@odu.edu  
757-683-3326

Tim Grothaus, Graduate Program Director, tgrothau@odu.edu

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Old Dominion University 13
Admission
Applicants may hold a bachelor’s degree in any field.

Deadlines for Admission
- New students are admitted twice each year and are eligible to begin fall, spring, or summer semester.
- Fall Semester (or Summer Semester)
  - March 1 – Deadline for completed applications
- For admission for summer semester (beginning early May) or fall semester (beginning mid-August), and the final deadline for receipt of applications is March 1.
- Spring Semester
  - November 1 – Deadline for completed applications
- For admission for spring semester (beginning early January), the final deadline for receipt of applications is November 1.

Application Requirements
For details regarding the application process, criteria used to select students, materials required of applicants, where to send application materials, and taking courses prior to admission as a non-degree graduate student, see the program web site at http://education.odu.edu/chs/academics/counseling.

Continuance
Students must meet all university and program requirements to continue toward degree completion once they have been admitted. Students who earn three or more grades of C+ or less will be dismissed from the Counseling graduate program.

Program Completion and Exit
Students must successfully complete a written comprehensive examination and the required course of study and must have a minimum GPA of 3.00 to graduate.

Program Requirements
A minimum of 60 semester credits is required for the Master of Science in Education with a specialty in college counseling, clinical mental health counseling, or school counseling. Toward the conclusion of the program, all students must pass a comprehensive exam. All students are required to take 33 credits of common-core course work. Additional course work in specialty areas is required. All students complete a practicum and internship.

LPC Electives
Students in college counseling and school counseling specializations who wish to qualify to become a Licensed Professional Counselor (LPC) in Virginia should include COUN 647 (Addictive Disorders) and COUN 691 (Family Systems and Family Development). School counseling students should also include COUN 685 (Diagnosis and Treatment Planning in Mental Health Counseling).

Curriculum
Core Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 601</td>
<td>Principles of Professional Counseling and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 631</td>
<td>Counseling for Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 633</td>
<td>Counseling and Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 634</td>
<td>Advanced Counseling and Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
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<tr>
<td>COUN 644</td>
<td>Group Counseling and Psychotherapy *</td>
<td>3</td>
</tr>
<tr>
<td>COUN 645</td>
<td>Testing and Client Assessment</td>
<td>3</td>
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</table>

COUN Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COUN 648</td>
<td>Foundations of Career Development</td>
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</tr>
<tr>
<td>COUN 650</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 655</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 669</td>
<td>Practicum in Counseling (100 hrs min)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 33

* School counseling specialty students may substitute COUN 642.

Specialty Courses and Electives

College Counseling
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 685</td>
<td>Diagnosis and Treatment Planning in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 707</td>
<td>Adult and College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
<td>3</td>
</tr>
<tr>
<td>COUN 666</td>
<td>Internship in College Counseling (600 hrs minimum)</td>
<td>6</td>
</tr>
<tr>
<td>COUN 686</td>
<td>College Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN Electives</td>
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</tbody>
</table>

Total Hours 27

Mental Health Counseling
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 647</td>
<td>Addictive Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COUN 670</td>
<td>Introduction to Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COUN 680</td>
<td>Mental Health Counseling</td>
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</tr>
<tr>
<td>COUN 685</td>
<td>Diagnosis and Treatment Planning in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 691</td>
<td>Family Systems and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 667</td>
<td>Internship in Mental Health Counseling (600 hrs minimum)</td>
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<tr>
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Total Hours 27

School Counseling
<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>COUN 676</td>
<td>Professional Issues in School Counseling K-12</td>
<td>3</td>
</tr>
<tr>
<td>COUN 677</td>
<td>School Culture, Learning, and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 678</td>
<td>Counseling Children and Adolescents in School Settings</td>
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<tr>
<td>COUN 679</td>
<td>School Counseling Program Development K-12</td>
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</tr>
<tr>
<td>COUN 668</td>
<td>Internship in School Counseling (600 hrs minimum)</td>
<td>6</td>
</tr>
<tr>
<td>COUN Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours 27

Education Specialist – Counseling

110 Education Building
coun@odu.edu
757-683-3326

Tim Grothaus, Graduate Program Director, tgrothau@odu.edu

The Education Specialist (Ed.S.) degree in counseling is designed to further develop and broaden students’ knowledge and skills in counseling and to cultivate their capacity for leadership as professionals. The Ed.S. is suitable for master’s degree level counselors who wish to earn an additional graduate degree in counseling, or for individuals with master’s degrees in related fields who wish to satisfy the academic portion of the state requirements for licensure as a professional counselor or a school counselor. It is considered a terminal counseling practitioner’s degree.
Admission
Applicants may hold a bachelor’s degree in any field. A master’s degree in counseling or another field is required.

Deadlines for Admission
- New students are admitted twice each year and are eligible to begin fall, spring, or summer semester.
- Fall Semester (or Summer Semester)
  - March 1 – Deadline for completed applications
- For admission for summer semester (beginning early May) or fall semester (beginning mid-August), the final deadline for receipt of applications is March 1.
- Spring Semester
  - November 1 – Deadline for completed applications
- For admission for spring semester (beginning early January), the final deadline for receipt of applications is November 1.

Application Requirements
For details regarding the application process, criteria used to select students, materials required of applicants, where to send application materials, and taking courses prior to admission as a non-degree graduate student, see the program web site at http://education.odu.edu/chs/academics/counseling.

Non-Matriculated or Non-Degree Status
Students may take a maximum of 6 credits beyond their master’s degree as a non-matriculated or non-degree student before being admitted into the program.

Continuance
Students must meet all University requirements. Students who earn three or more grades of C+ or less will be dismissed from the Counseling graduate program.

Exit
Students must successfully complete the required course of study (30 credits) with a grade point average of 3.00 or better, and pass a written comprehensive examination.

Program Requirements
The Education Specialist degree in counseling requires a minimum of 30 semester hours of course work beyond the master’s degree. When licensed as a professional counselor or school counselor is an objective, more than 30 semester hours usually is required.

Required Courses
Ed.S. students select courses depending on their objectives. For required courses, see the website at http://education.odu.edu/chs/academics/counseling/counseling_eds.shtml.

Doctor of Philosophy in Education – Counseling Emphasis
110 Education Building
coun@odu.edu
757-683-3326
Tim Grothaus, Graduate Program Director, tgrothau@odu.edu

The Doctor of Philosophy degree in counseling prepares individuals for employment as counselor educators in colleges and universities, and as leaders in clinical mental health counseling or school counseling.

Admission
Deadlines for Admission
- January 10th of each year
- New students are admitted once each year and are eligible to begin fall, spring, or summer semester
- December 1 – Review of completed applications begins
- January 10th – Deadline for completed applications
- For admission review of completed applications will begin December 1 and the final deadline for receipt of applications is January 10th.

For details regarding the application process, criteria used to select students, materials required of applicants, and where to send application materials, see the program website at http://education.odu.edu/chs/academics/counseling.

Continuance
Students must meet all university and program requirements to continue toward degree completion once they have been admitted. Students who earn three or more grades of C+ or less will be dismissed from the Counseling graduate program.

Program Course Requirements
The Ph.D. program in counseling is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes advanced courses in counseling, supervision, teaching, and research, two doctoral practicums and an internship, and 12 credits of dissertation.

Program Completion and Exit
In order to complete the program, students must complete required courses in a satisfactory manner, pass examinations, and complete an acceptable dissertation. Ph.D. students must meet all requirements included in the University Graduate Catalog, the Ph.D. in Education Handbook, and the Counseling Ph.D. Program Handbook. It is the responsibility of the student to obtain these documents and complete requirements.

Prerequisites
Graduation from a master’s degree program in counseling that was accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) is a prerequisite. If a doctoral student’s master’s degree program was not accredited by CACREP, the student must take master’s-level courses and field experiences they are missing as a part of their Ph.D. program. Two courses (or their equivalent) must be completed prior to entering the Ph.D. program or must be taken early in the Ph.D. program, and will not count toward the required 60 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 670</td>
<td>Introduction to Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 801</td>
<td>Current Issues in Counseling and Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 820</td>
<td>Counselor Education Teaching and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN 835</td>
<td>Advanced Counseling Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>COUN 842</td>
<td>Advanced Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN 844</td>
<td>Advanced Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 846</td>
<td>Advanced Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COUN 848</td>
<td>Multicultural Perspectives in Counselor Education, Supervision, and Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN One of the following: COUN 864, COUN 865, COUN 866, or COUN 867</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COUN 868</td>
<td>Internship in Counseling</td>
<td>6</td>
</tr>
<tr>
<td>COUN 869</td>
<td>Advanced Supervised Practicum in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
The Department of Educational Foundations and Leadership offers graduate programs in community college leadership (Ph.D.), educational leadership (M.S.Ed., Ed.S., Ph.D.), and higher education (M.S.Ed., Ed.S., Ph.D.).

Individual programs are described on the following pages.

### Community College Leadership
- Doctor of Philosophy in Community College Leadership

### Educational Leadership
- Master of Science in Education – Administration and Supervision ETMS (Education and Training Management Sub-Specialty Program)-Military Only
- Master of Science in Education – Administration and Supervision with K-12 licensure
- K-12 Licensure only
- Education Specialist – Educational Leadership
- Education Specialist – Educational Leadership with K-12 licensure
- Doctor of Philosophy in Education – Educational Leadership Emphasis

### Higher Education
- Master of Science in Education – Higher Education
- Student Affairs Administration
- General Administration
- International Higher Education Leadership
- Education Specialist
- Doctor of Philosophy in Education – Higher Education Emphasis

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### Doctor of Philosophy – Community College Leadership

120 Education Building
757-683-4375

Mitchell R. Williams, Program Coordinator

To meet the executive leadership workforce needs of the nation’s community colleges, Old Dominion University has developed a Doctor of Philosophy degree in Community College Leadership. The innovative quality of this program supports the University’s commitment to technology-delivered learning by implementing leadership graduate courses at each of the 23 VCCS community colleges and elsewhere in the United States through a variety of distance learning modalities including video conferencing, video streaming, asynchronous courses, and other emerging technological approaches as they are available and practical. The program is designed for working adults, and it utilizes synchronous and asynchronous course delivery to allow students to meet their personal and professional needs while pursuing a doctoral degree.

Some of the unique community college leadership issues that are addressed in this program are: the diversity of the student body, the role of the community college in higher education, community college finances, politics and policy development, and workforce preparation and the importance of workforce preparation provided by Community Colleges.

### Admission

Criteria for admission to the Ph.D. in Community College Leadership are as follows:

1. A completed master’s degree in an appropriate discipline from an accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
2. A minimum GPA of 3.5 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree;
3. A minimum of 1000 overall total score on the GRE with a minimum of 500 on both the verbal and quantitative sections of the GRE. Prospective students must score a minimum of 4.5 on the analytical writing portion of the GRE. These scores are minimums, so other portions of the total scores have a better chance of being accepted. Applicants should request to have their official GRE scores sent directly from the Educational Testing Service to Old Dominion University. Scores must have been earned in the last five years. In the event an applicant completes the GRE less than six weeks prior to the application deadline, the applicant should submit a letter that lists the unofficial GRE verbal and quantitative scores.
4. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600;
5. Applicants must submit a 1500 word statement of their academic and professional goals with an emphasis on how the Ph.D. degree in community college leadership will contribute to the achievement of the stated goals;
6. Three letters of reference from sources capable of commenting on the applicant’s readiness for advanced graduate study are required. At least one of these letters must be from a senior-level administrator in a community college;
7. An interview with the Community College Leadership Program Admissions Committee may be required.

Prior course work is assumed in statistics, student development, workforce development, and leadership theory. If this assumption is not met, then additional course work may be added to the candidate’s graduate program of study. Please see prerequisites and additions at the bottom of the curriculum description for specifics.
Continuance Requirements
At the end of each semester – fall, spring, and summer – the graduate program director reviews records of students who do not maintain a 3.00 cumulative grade point average (GPA). Graduate students, whether degree or non-degree seeking, who do not have a cumulative GPA of at least 3.00 will be placed on probation. Students who receive a grade of F in any course in the program of study or receive two C’s or F grade in more than one class will be dismissed from the program by the Graduate Program Director. Students who are dissatisfied with their grades may follow the Grade Appeal Procedure found in the ODU Graduate Catalog. In the event a grade is appealed and changed to a B- or higher after a student has been dismissed from the program, the student will be reinstated.

The Ph.D. program in community college leadership is comprised of courses totaling a minimum of 48 academic credit hours beyond the master’s degree. The curriculum includes four parts: a content concentration totaling 18 credit hours, a research component including 15 credit hours, six credit hours of electives, and the dissertation which will include a minimum of nine credit hours depending on the length of time necessary for completion.

Students entering the program may also need to complete one introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Entering students who have not served in a senior administrative or other leadership position in a community college for a minimum of three years, will need to complete two three credit hour internships as part of their elective requirements. Students who enter the Ph.D. program with a master’s degree in an academic field that is unrelated to higher education administration and/or who have not completed courses to develop competency in specified areas may need to complete specific courses in lieu of electives.

Under normal circumstances, admissions will be offered for the summer semester to build efficient cohort groups for this type of advanced study. To enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of up to 15 students will be admitted each year.

To build a cohesive cohort group, a series of intensive courses will be offered on the Old Dominion University campus each summer. Attendance is required for all newly admitted students. Residency at a second intensive on campus seminar the following summer is expected.

Applicants must submit completed applications and all related material no later than February 1 of each year, and students will be admitted for study beginning in May of the same year.

Program Completion and Exit
To complete the program students must fully comply with the following curriculum.

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
</tr>
<tr>
<td>or FOUN 612</td>
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</table>

<table>
<thead>
<tr>
<th>Community College Core (minimum 18 credits) *</th>
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</thead>
<tbody>
<tr>
<td>CCL 820</td>
</tr>
<tr>
<td>CCL 824</td>
</tr>
<tr>
<td>CCL 826</td>
</tr>
<tr>
<td>CCL 830</td>
</tr>
<tr>
<td>HIED 866</td>
</tr>
<tr>
<td>SEPS 865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Statistics (minimum 12 credits)</th>
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</thead>
<tbody>
<tr>
<td>FOUN 722</td>
</tr>
<tr>
<td>FOUN 813</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (minimum 6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 807</td>
</tr>
<tr>
<td>HIED 808</td>
</tr>
<tr>
<td>HIED 812</td>
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<tr>
<td>HIED 837</td>
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<td>HIED 852</td>
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<td>HIED 856</td>
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<td>HIED 864</td>
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<td>HIED 894</td>
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<tr>
<td>HIED 895</td>
</tr>
<tr>
<td>SEPS 861</td>
</tr>
<tr>
<td>SEPS 862</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Dissertation Seminar</th>
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</thead>
<tbody>
<tr>
<td>FOUN 881</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation (minimum 9 credits)</th>
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</thead>
<tbody>
<tr>
<td>CCL 899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Requirements **</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCL 868</td>
</tr>
</tbody>
</table>

* These six courses (18 credits) are required for all students who did not have them as part of a master’s degree program. If some or all of these courses were taken as part the student’s master’s program, the student may select alternate courses from the Electives List in consultation with the GPD.

** One 3 credit hour internship is required for all doctoral students. Two internships are required of students who have not completed a minimum of three years of administrative experience in a Community College. It is expected that each intern will work with an administrator at the dean level or higher.

Educational Leadership
120 Education Building
757-683-5163
http://education.odu.edu/elc/academics/educational/ed_leadership_phd.shtml

Karen Sanzo, Program Coordinator

The purpose of graduate programs in educational leadership is to prepare individuals to assume leadership responsibilities in education, training, and other human service organizations. Educational leadership offers the M.S.Ed. and the Ed.S. degrees for candidates seeking PK-12 administration and supervision licensure. Educational leadership also offers the Ed.S. degree without initial licensure and the Ph.D. in educational leadership. The programs prepare leaders who are visionary, who have depth of knowledge, and who can be effective and responsive organizational leaders. The programs develop graduates who can apply research-based knowledge, skills, and dispositions that translate into effective practice through innovative program instruction and authentic field-based experiences. The emphasis area in educational administration and supervision is approved by the state of Virginia and are fully accredited by the National Council for Accreditation of Teacher Education.
The administration and supervision emphasis area is based on the standards of the National Council for Accreditation of Teacher Education and approved by the Commonwealth of Virginia. Through this program participants will develop and demonstrate competence in the following areas.

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**Master of Science in Education - Administration and Supervision emphasis**

120 Education Building
757-683-5163
http://education.odu.edu/ele/academics/educational/ed_leadership_phd.shtml

Karen Sanzo, Program Coordinator

**Admission**

To gain admission, applicants must:

1. meet all University admissions requirements;
2. have an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation, including one from a school administrator; and,
4. complete a one-page essay explaining why he/she should be admitted into the program.

In addition, all students who wish to enter the administration and supervision program with Commonwealth of Virginia accreditation must satisfactorily complete an administrative skills portfolio assessment process. ELS 600 must be the first course in which students enroll. Non-degree students may not take more than two ELS courses prior to admission. Performance in classes as a non-degree student will not guarantee admission into the program.

**Continuance**

Students must meet all University and program requirements including the internship requirements and portfolio and maintain a 3.00 grade average. Students who receive an F grade may be dismissed from the program. Those seeking the Administration and Supervision PreK-12 endorsement on their Commonwealth of Virginia Postgraduate Professional license beginning July 1, 2005 must take and pass the School Leaders Licensure Assessment (SLLA, #1010).

**Exit**

Students must successfully complete:

1. the School Leaders Licensure Assessment (SLLA);
2. the required course of study;
3. three self assessments, one at the start of the program, one after the first internship, and one upon completion of all coursework;
4. Two internships of 320 hours and 5 placements per VDOE administrative licensure regulations; and,
5. have a minimum 3.00 grade point average in order to graduate.

**Program Requirements**

For the Master of Science in Education with an emphasis in administration and supervision, a student must have completed an approved 36-hour minimum graduate program including two internships and a culminating written comprehensive examination. Approved internship experiences are required by the Commonwealth of Virginia.

**Administration and Supervision Preparation for Public School Pre K-12 Licensure**

Requirements for this emphasis area are as follows.

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 600</td>
<td>Principal Orientation and Instructional Leadership *</td>
</tr>
<tr>
<td>ELS 600</td>
<td>Principal Orientation and Instructional Leadership</td>
</tr>
<tr>
<td>ELS 610</td>
<td>School Community Relations and Politics</td>
</tr>
<tr>
<td>ELS 621</td>
<td>Curriculum Development and Assessment</td>
</tr>
<tr>
<td>ELS 753</td>
<td>Educational Finance and Budgeting</td>
</tr>
<tr>
<td>ELS 754</td>
<td>Human Resource Development and Evaluation</td>
</tr>
<tr>
<td>ELS 787</td>
<td>Pupil Personnel Services for Diverse Populations</td>
</tr>
<tr>
<td>ELS 657</td>
<td>Public School Law</td>
</tr>
</tbody>
</table>

**Clinical Experience**

| ELS 626 | Instructional Supervision, Staff Development, and Assessment |
| ELS 668 | Internship in Educational Leadership |
| ELS 669 | Instructional Internship |

**Research Component**

| FOUN 722 | Introduction to Applied Statistics and Data Analysis |
| ELS 673 | Critical Issues Research |

* This course must be taken first and include the start of an Administration Portfolio Skills Assessment.

**Education Specialist with Licensure Program**

http://education.odu.edu/ele/academics/educational/ed_leadership_phd.shtml

Karen Sanzo, Program Coordinator
Students who have a master’s degree in another area and do not have a license in administration supervision PreK-12 may be accepted into the Ed.S. with Licensure Program. These students would complete the following 39 semester hours of coursework to lead to licensure as an administrator.

**Curriculum**

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 600</td>
<td>Principal Orientation and Instructional Leadership *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 610</td>
<td>School Community Relations and Politics *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 621</td>
<td>Curriculum Development and Assessment *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 626</td>
<td>Instructional Supervision, Staff Development, and Assessment (not required for licensure) *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 657</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELS 668</td>
<td>Internship in Educational Leadership *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 669</td>
<td>Instructional Internship *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 787</td>
<td>Pupil Personnel Services for Diverse Populations *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 853</td>
<td>Educational Finance and Budgeting *</td>
<td>3</td>
</tr>
<tr>
<td>ELS 854</td>
<td>Human Resource Development and Evaluation *</td>
<td>3</td>
</tr>
<tr>
<td>Electives **</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Hours** 39

* The classes marked with an asterisk are required classes for licensure.

**Electives **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 811</td>
<td>Leadership Theory for Educational Improvement</td>
</tr>
<tr>
<td>ELS 835</td>
<td>Organizational Theory and Behavior in Education</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
</tr>
<tr>
<td>ELS 873</td>
<td>Advanced School Law</td>
</tr>
<tr>
<td>ELS 876</td>
<td>Leadership for Social Justice</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
</tr>
<tr>
<td>ELS 879</td>
<td>Field Research in School Administration and Supervision</td>
</tr>
</tbody>
</table>

**Total Hours** 39

**Exit**

Students must successfully complete:

1. a written comprehensive examination;
2. the required course of study; and,
3. have a 3.00 grade point average or above.

**Education Specialist Program Requirements**

The Ed.S. requires the completion of a minimum of 30 approved semester credit hours consisting of at least 18 hours at the 800 level.

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 835</td>
<td>Organizational Theory and Behavior in Education</td>
</tr>
<tr>
<td>ELS 853</td>
<td>Educational Finance and Budgeting</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
</tr>
<tr>
<td>ELS 876</td>
<td>Leadership for Social Justice</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
</tr>
<tr>
<td>ELS 879</td>
<td>Field Research in School Administration and Supervision</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

**Select three Electives from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 811</td>
<td>Leadership Theory for Educational Improvement</td>
</tr>
<tr>
<td>ELS 864</td>
<td>History and Philosophy of American Public School Reform</td>
</tr>
<tr>
<td>ELS 873</td>
<td>Advanced School Law</td>
</tr>
<tr>
<td>ELS 880</td>
<td>Multicultural Curriculum Leadership and Globalization</td>
</tr>
<tr>
<td>ELS 883</td>
<td>Contemporary Issues in Education</td>
</tr>
</tbody>
</table>

**Total Hours** 30

**Doctor of Philosophy in Education–Educational Leadership Emphasis**

Karen Sanzo, Program Coordinator

http://education.odu.edu/elc/academics/educational/ed_leadership_phd.shtml

**Program Requirements**

The Ph.D. program in educational leadership consists of a minimum of 48 academic credit hours beyond the master’s degree and a minimum of 12 credits for the dissertation. The curriculum includes four parts: an introductory course (3 credits), elective (3 credits), the research core (15 credits), the ELS concentration specific courses (24 hours), and the capstone course (3 credits). The dissertation will include a minimum of 12 credit hours. Students entering the program may also need to complete one or more introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Students who come into the
Ph.D. program with a master’s degree in an academic field that is unrelated to educational leadership and/or who have not completed courses to develop competency in specified areas may need to complete other courses in lieu of electives.

Admission is on a rolling basis. Students can commence their programs of study during the semester immediately following admission.

Program Completion and Exit
In order to complete the program students must fully comply with the curriculum below and achieve a GPA of 3.00 or higher.

• Educational Leadership Curriculum - 48 credits
• Dissertation - 12 credits minimum

Prerequisites
ELS 660 Program Evaluation, Research and Planning 3
or FOUN 611 Introduction to Research Methods in Education
or FOUN 612 Applied Research Methods in Education
FOUN 722 Introduction to Applied Statistics and Data Analysis (or equivalent) 3

Research Core
ELS 831 Accountability Systems in Public Education 3
FOUN 822 Applied Linear Models in Educational Research 3
or FOUN 823 Analysis of Variance Applied to Educational Research
FOUN 812 Advanced Research Design and Analysis 3
FOUN 814 Qualitative Research Design in Education 3
FOUN 813 Advanced Program Evaluation in Education 3

Educational Leadership and Services Concentration Courses
ELS 811 Leadership Theory for Educational Improvement 3
ELS 815 Leadership for Equity and Inclusive Education 3
ELS 821 Policy and Politics in Educational Leadership 3
ELS 835 Organizational Theory and Behavior in Education 3
ELS 876 Leadership for Social Justice 3
ELS 878 Leadership for Teaching and Learning 3

Select three Electives from the following: * 9
ELS 864 History and Philosophy of American Public School Reform
ELS 871 Educational Systems Planning and Futures
ELS 874 Advanced School Finance, and Operations
ELS 880 Multicultural Curriculum Leadership and Globalization
ELS 883 Contemporary Issues in Education

Capstone Course
FOUN 881 Dissertation Seminar 3

Dissertation (minimum 12 hours) 12
ELS 899 Dissertation

Total Hours 63

* With advisor approval, two of these courses may be substituted with courses outside of the educational leadership program to allow students to form cognate areas.

Continuance Requirements
At the end of each semester – fall, spring, and summer – the graduate program director reviews records of students who do not maintain a 3.00 cumulative grade point average (GPA). Graduate students, whether degree or non-degree seeking, who do not have a cumulative GPA of at least 3.00 will be placed on probation. In addition, students must be continuously enrolled in the cohort.

Higher Education
The department offers, emphasis areas in higher education in the M.S.Ed. and Ed.S. degrees as well as the Ph.D. in higher education.

Master of Science in Education - Higher Education Emphasis
120 Education Building
757-683-3702

Dennis Gregory, Program Coordinator

The purpose of the master’s degree program is to prepare individuals to assume professional administrative positions in institutions of postsecondary education. The program is focused upon student affairs, international higher education leadership, and other higher education areas such as presidential leadership and external relations. The program features a mix of theory and practice and offers students the opportunity to gain expertise in both administrative and counseling skills. The program is among those listed as meeting the requirements for graduate programs of the American College Personnel Association (ACPA) and is also listed among programs endorsed by the National Association of Student Personnel Administrators (NASPA). The program meets standards established by the Council for the Advancement of Standards in Higher Education (CAS).

Admission
Prospective students seeking admission to the master’s degree program in higher education must:

1. meet all University admission requirements as listed in the Old Dominion University Catalog;
2. have earned an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation from an administrator or faculty member at the student’s undergraduate institution (one letter should come from a person who has supervised the student in a student leadership position or who can comment on the student’s potential for work in a higher education setting, the other may come from another person who can comment on the students’ academic ability);
4. provide a one page essay of at least 500 words describing goals to be achieved as a result of completion of a master’s degree in higher education; and
5. have an acceptable score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) for admission.

Continuance
Regularly accepted students and those who become “regular” students must:

1. meet all University and program requirements;
2. maintain a 3.00 grade point average; and
3. complete internship requirements in a timely manner.

Exit
In order to graduate from the program, students must successfully complete:

1. the required course of study for a total of at least 42 credit hours of coursework; and
2. a written comprehensive examination.

Program Requirements
In order to complete the course of study for the degree of Master of in Higher Education, a student must fulfill the requirements noted above. This course of study includes satisfactory completion of 27 hours of required courses, 9 hours of cognate courses, and 6 hours of internship credit.
### Curriculum

#### Higher Education - Student Affairs Administration

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611 Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 707 Adult and College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>HIED 708 Contemporary Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 710 Introduction to Student Affairs Administration</td>
<td>3</td>
</tr>
<tr>
<td>HIED 733 Professional Helping Skills in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 745 Today’s College Student and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HIED 752 The Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 757 The Multicultural University</td>
<td>3</td>
</tr>
<tr>
<td>HIED 761 Higher Education Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three from the following: 9

| COUN 648 Foundations of Career Development | 3           |
| FOUN 722 Introduction to Applied Statistics and Data Analysis | 6           |
| HIED 720 The Private College and University | 3           |
| HIED 743 Introduction to International Higher Education Administration | 3           |
| HIED 744 Comparative Higher Education Systems | 3           |
| HIED 745 Today’s College Student and Diversity | 3           |
| HIED 746 Development and Fund Raising      | 3           |
| HIED 747 College and the University Presidency | 3           |
| HIED 750 Community College Leadership      | 3           |
| HIED 751 Community College Finance         | 3           |
| HIED 752 Community College Curriculum and Program Development | 3           |

<table>
<thead>
<tr>
<th>Internships</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 668 Internship in Higher Education Administration (One)</td>
<td>3</td>
</tr>
<tr>
<td>HIED 668 Internship in Higher Education Administration (Two)</td>
<td>3</td>
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</tbody>
</table>

Total Hours 42

#### Higher Education - International Higher Education Leadership

<table>
<thead>
<tr>
<th>Required</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611 Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 677 Language and Communication Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 707 Adult and College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>HIED 708 Contemporary Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 743 Introduction to International Higher Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>HIED 744 Comparative Higher Education Systems</td>
<td>3</td>
</tr>
<tr>
<td>HIED 752 The Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 761 Higher Education Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine from the following: 9

| COMM 600 Intercultural Communication: History, Theory and Application   | 3           |
| ENGL 677 Language and Communication Across Cultures                    | 3           |
| FOUN 611 Introduction to Research Methods in Education                 | 3           |
| HIED 708 Contemporary Issues in Higher Education                       | 3           |
| HIED 743 Introduction to International Higher Education Administration | 3           |
| HIED 744 Comparative Higher Education Systems                          | 3           |
| HIED 752 The Law of Higher Education                                   | 3           |
| HIED 761 Higher Education Capstone                                    | 3           |

## Old Dominion University
**Education Specialist – Emphasis in Higher Education**

Dennis E. Gregory, Program Coordinator

The Education Specialist program is designed to provide further opportunities for holders of master’s degrees in higher education and related disciplines to develop expertise at a higher professional level. Emphasis is on continued development for leadership in policy formulation, planning, and executive action related to educational and training institutions and human service organizations. Individuals who aspire to advance in higher education administration will find in this program a meaningful base for building toward their professional objectives.

**Admission**

Students must:

1. meet all University requirements;
2. provide two letters of recommendation;
3. hold a master’s degree from an accredited institution (minimum 3.25 graduate grade point average on a 4.00 scale);
4. provide a 1500 word essay explaining why he/she should be admitted into the program; and
5. have an acceptable score on the general aptitude section of the Graduate Record Examination.

Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission. Performance in classes as a non-degree student will not be taken into consideration in the admission process.

**Continuance**

Students must meet all University requirements and maintain a 3.00 or higher grade point average.

**Exit**

Students must successfully complete:

1. a written comprehensive examination;
2. the required course of study; and
3. have a 3.00 grade point average or above.

**Program Requirements**

The Education Specialist in higher education requires the completion of a minimum of 30 approved semester credit hours beyond the master’s degree. Because of the wide variation of backgrounds among students seeking this degree, the curricular requirements will be determined based upon the applicant’s background.

Required courses, if they have not been taken at the 700 level within a master’s degree program include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 807</td>
<td>Adult and College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>HIED 808</td>
<td>Contemporary Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Organization and Administration of Higher Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIED 870</td>
<td>External and Internal Relations for Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

**Education Specialist in Higher Education**

**Higher Education Core**

18

Select six from the following:

- HIED 808 Contemporary Issues in Higher Education
- HIED 810 Introduction to Student Affairs Administration
- HIED 820 The Private College and University
- HIED 833 Professional Helping Skills in Higher Education
- HIED 843 Introduction to International Higher Education Administration
- HIED 844 Comparative Higher Education Systems
- HIED 845 Today’s College Student and Diversity
- HIED 852 The Law of Higher Education
- HIED 856 Higher Education Finance
- HIED 857 The Multicultural University
- HIED 858 Higher Education Leadership
- HIED 859 Higher Education Curriculum
- HIED 864 College and the University Presidency
- HIED 866 The Modern Community College
- HIED 893 The History of Higher Education in the United States
- HIED 894 Organization and Administration of Higher Education in the United States
- HIED 895 Topics in Higher Education Administration
- CCL 820 Community College Leadership
- CCL 824 Community College Finance
- CCL 826 Community College Curriculum and Program Development

**Research Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Advanced Program Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Advanced Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HIED 868</td>
<td>Internship: Higher Education Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

* Students will choose, with the assistance of their advisor, six courses, which do not repeat courses taken for the master’s degree

**Doctor of Philosophy in Education - Higher Education Emphasis**

Dennis E. Gregory, Program Coordinator

The Doctor of Philosophy is the degree most often desired for those who aspire to senior administrative and faculty roles in institutions of higher education. Possession of this degree also provides those who have earned
it with entry into business, government, research, and other leadership positions. The Ph.D. in higher education is intended to prepare individuals for administrative and faculty positions and to provide these students with the skills to carry out scholarly research, lead organizations, and create new knowledge. The curriculum described below contains elements that will, if completed successfully, provide research expertise, administrative skills and experience, and the ability to serve the nation’s colleges and universities and contribute to higher education elsewhere in the world.

Admission

Criteria for admission to the Ph.D. in higher education are as follows:

1. A completed master’s degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
2. A preferred minimum GPA of 3.5 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree;
3. A minimum of 1000/297 overall total score on the GRE and a preferred score of 500/153 or above on the verbal and 500/144 on the quantitative sections of the GRE. Prospective students must score a minimum of 4.5 on the analytical writing portion of the GRE. GRE scores expire after five years; however, candidates who have completed the exam prior to five years before the application deadline may submit those scores for consideration if the scores meet the minimum expectations and they are provided from an official source such as a transcript or form provided by the Educational Testing Service. Old Dominion University reserves the right to determine what an “official source” is. While these scores are minimums, other portions of the total application package will be strongly considered to balance lower scores;
4. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600;
5. Applicants must submit a 1500 word statement of their academic and professional goals with an emphasis on how the Ph.D. degree in higher education will contribute to the achievement of the stated goals;
6. Three letters of reference from sources capable of commenting on the applicant’s readiness for advanced graduate study. At least one of these letters must be from a senior-level administrator in a college or university;
7. An interview with the Higher Education Program Committee. This committee will also review applications for admission; and,
   Prior course work is assumed in statistics, student development, and leadership theory. If this assumption is not met, then additional course work will be added to the candidate’s graduate program of study.
   Please see prerequisites and additions at the bottom of the curriculum description for specifics.

Continuance

Students must meet all University requirements and maintain a 3.00 or higher grade point average. Students must be continuously enrolled in at least two courses each semester until all courses prior to the dissertation are completed. After completion of all such coursework, students must be enrolled in either a dissertation credit course or HIED 999 until graduation. Please see the Ph.D. in Education Handbook for more details.

Program Requirements

The Ph.D. program in higher education consists of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes four parts: a content concentration totaling 33 credit hours (including the higher education core – 21 credits and a cognate – 12 credits), a research component including 12 credit hours, and the dissertation seminar for three hours and the dissertation which will include a minimum of 12 credit hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete one introductory statistics course and one research methods course if they have not had such courses or cannot demonstrate competency at a satisfactory level. If students have not yet served in an administrative or other leadership position in a college or university for a minimum of three years, completion of six credit hours of internship is required. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to higher education administration and/or who have not completed courses to develop competency in specified areas may need to complete these courses in lieu of electives.

Under normal circumstances, admissions will be offered once a year in order to build efficient cohort groups for this type of advanced study. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of 5-10 students will be admitted each year. This limited number of students is necessary to assure that there is an adequate number of full-time faculty members to serve the students through advising and other duties, particularly when the cohorts reach the dissertation stage of the program.

To build a cohesive cohort group, a series of intensive courses will be offered on the Old Dominion University campus each summer. It will be expected that all newly admitted students will come to campus for one of these seminars during the summer after they are admitted to the program and complete two courses together as a group. These courses will be selected from within the “content concentration” or “research” requirements. A third course will be available for regular study during the summer so that students may comply with one of the residency requirements. Residency at a second intensive seminar the following summer is recommended but not required.

A minimum of two semesters of full-time study is required of students in the program to meet program residency requirements. One of the semesters of full-time study (defined as completion of nine credit hours) must be accomplished by the completion of the intensive seminar noted above. The second semester of residency can be accomplished in several ways. Students may complete nine credit hours during Fall or Spring or three hours in the summer or may attend a second summer residency. Courses taken via TELETECHNET or other distance education methodologies are considered “resident” courses, so that taking three TELETECHNET courses during a semester may complete the second residency requirement.

Applicants must submit completed applications and all related material no later than February 1 of each year, and students will be admitted for study beginning in June of the same year.

Exit

In order to complete the program students must fully comply with the curriculum below and with all requirements noted elsewhere in the University catalog for graduate students and with requirements listed in the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and comply with required portions.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>HIED 808</th>
<th>Contemporary Issues in Higher Education</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIED 856</td>
<td>Higher Education Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIED 857</td>
<td>The Multicultural University</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIED 870</td>
<td>External and Internal Relations for Higher Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIED 893</td>
<td>The History of Higher Education in the United States</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIED 894</td>
<td>Organization and Administration of Higher Education in the United States</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University
COUN 807  Adult and College Student Development  3

Cognate (12 credits minimum) **

Select one cognate option from the following:

Option A, Higher Education Policy and Administration:
HIED 812  Strategic Planning and Institutional Effectiveness  3
HIED 820  The Private College and University  3
HIED 859  Higher Education Curriculum  3
HIED 862  Development and Fund Raising  3
HIED 864  College and the University Presidency  3

Option B, Student Affairs:
HIED 810  Introduction to Student Affairs Administration  3
HIED 830  Seminar in Student Affairs Administration  3
HIED 831  Group Dynamics in Higher Education  3
HIED 833  Professional Helping Skills in Higher Education  3
HIED 845  Today’s College Student and Diversity  3

Option C, Community Colleges:
HIED 866  The Modern Community College  3
CCL 820  Community College Leadership  3
CCL 824  Community College Finance  3
CCL 830  Community College Politics and Policy Development  3

Option D, Athletic Administration:
SRM 738/838  Fiscal Planning and Management in Sport and Recreation  3
SRM 746/846  Sport and Recreation Marketing  3
SRM 750/850  Ethics in Sport and Recreation Management  3
SRM 752  Facility Management for Sport and Recreation  3
SRM 753/853  Sponsorship and Event Planning  3
SRM 760/860  Legal Aspects of Sport and Recreation  3
SRM 775/875  Management and Leadership in Sport and Recreation  3

Option E, International Higher Education Administration:
HIED 843  Introduction to International Higher Education Administration  3
HIED 844  Comparative Higher Education Systems  3
Two classes at the 800 level from the International Studies Department

Research and Statistics ***

FOUN 822  Applied Linear Models in Educational Research  3
or FOUN 823  Analysis of Variance Applied to Educational Research  3
FOUN 812  Advanced Research Design and Analysis  3
FOUN 814  Qualitative Research Design in Education  3
FOUN 813  Advanced Program Evaluation in Education  3

Dissertation Seminar

FOUN 881  Dissertation Seminar  3

Dissertation (12 credits minimum):

HIED 899  Dissertation  1-12

* These seven courses (21 credits) are required for all students who did not have them as part of a master’s degree program. If some or all of these courses were taken as part of the student’s master’s program, they and his or her advisor may choose alternate courses from those listed.

** The graduate program director may allow other cognate areas to be developed and implemented by students and advisors upon request if a particular justification is made in writing.

*** Some courses may be waived based on previous study.

Additions

Internship in Higher Education Administration (6 credits) is required for all doctoral students who have not served in a full-time administrative position for at least three years prior to admission. Those students interested in community colleges may substitute CCL 868 – Internship in Community College Administration. It is expected that each intern will work with an administrator at the dean level or higher.

Special Courses

These courses may be used for a variety of specialized topical seminars and may fill requirements in one or more of the cognate areas noted above.

HIED 895  Topics in Higher Education Administration  1-6

Department of Human Movement Sciences

2007 Student Recreation Center
757 683-4995
757 683-4270

David P. Swain, Chair

The Department of Human Movement Sciences offers programs leading to the Master of Science in Education with a concentration in physical education, and the Doctor of Philosophy in Education - Human Movement Sciences emphasis. The Master of Science in Education with a concentration in physical education includes emphasis areas in athletic training, athletic training with Initial Virginia Licensure in physical education and health education, curriculum and instruction, curriculum and instruction with Initial Virginia Licensure in physical education and health education, exercise science and wellness and sport management.

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. Students should obtain current program information from their advisors and the Darden College of Education website at http://education.odu.edu/.

Master of Science in Education – Physical Education

Lynn Ridinger - Departmental Graduate Program Director
2014 Student Recreation Center
757-683-4353
liridinge@odu.edu

The department offers a varied graduate program that includes three separate tracks and seven emphasis areas. The three tracks are as follows:

1. thesis research (30 credit hours minimum, including a six-credit-hour thesis);
2. research problem (33 credit hours minimum, including a three-credit-hour research problem);
3. non-research (36 credit hours minimum).

The sport management, exercise science and wellness, and curriculum and instruction emphasis areas contain a minimum of 36 credit hours to graduate. The athletic training emphasis area contains a minimum of 39 credit hours to graduate and the athletic training with Initial Virginia Licensure in physical education and health education could contain up to 73 credit hours to graduate in order to fulfill both area requirements. The curriculum and instruction emphasis area includes a program for currently licensed teachers as well as a program that leads to initial PK-12 health/physical education teacher licensure in the Commonwealth of Virginia.
**Athletic Training**

Bonnie Van Lunen, Graduate Program Director of Athletic Training  
School of Physical Therapy and Athletic Training  
3118B Health Sciences Building  
757-683-3516

This emphasis is designed to prepare athletic trainers for advanced study in the areas of research, clinical application, and education. The associated course work will involve exploration of biomechanical concepts, advanced clinical practice techniques, and preparation of the entry level educator.

**Admission and Entrance Requirements**

Students must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate GPA of 3.0 and a GPA of 3.0 in the undergraduate major courses;
2. the Board of Certification credential for certification as an Athletic Trainer, OR eligibility to take the Board of Certification examination; and
3. a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE) for admission to regular status.

Students who have either a low GPA or a low GRE score may be considered for admission to provisional status. GRE scores are required for consideration of admittance. Acceptance into the graduate school does not imply automatic acceptance into the athletic training emphasis area.

All applicants must complete separate application materials for the Office of Graduate Admissions and for the graduate athletic training education program. The graduate athletic training education program application materials can be found on the web page. The application deadline is February 1, however applications will be reviewed as soon as they are complete. Interviews are required and scheduled through invitation from the program director.

**Continuance and Exit Requirements**

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. have an overall grade point average of 3.0;
2. have a GPA of 3.0 in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete a research project or thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation.

**Curriculum**

**Core courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 628</td>
<td>The Spine: Evaluation and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>AT 756</td>
<td>Education in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>AT 657</td>
<td>Lower Extremity Injury Management Strategies</td>
<td>3</td>
</tr>
<tr>
<td>AT 691</td>
<td>Gross Anatomy for Sports Medicine Clinicians</td>
<td>4</td>
</tr>
<tr>
<td>AT 711</td>
<td>Analysis of Human Motion for Sports Medicine Clinicians</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 650</td>
<td>Integration of Evidence for Clinical Decision Making in Sports Medicine</td>
<td>6</td>
</tr>
<tr>
<td>AT 651</td>
<td>Statistical Techniques for Clinical Decision Making in Sports Medicine</td>
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</table>

**Requirements for different tracks are as follows:** 16-18

**Thesis Track**

Includes 6 credit hours for Thesis and 10 credit hours for electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698</td>
<td>Thesis</td>
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</tr>
<tr>
<td>HMS 699</td>
<td>Thesis</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Research-Problem Track**

<table>
<thead>
<tr>
<th>Electives (18 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 39-41

**Athletic Training with Initial Virginia Licensure in Physical Education and Health Education Emphasis**

School of Physical Therapy and Athletic Training 3118B Health Sciences Building  
757-683-3516

This emphasis is designed to prepare athletic trainers for advanced study in the areas of research, clinical application, and education. The associated course work will involve exploration of biomechanical concepts, advanced clinical practice techniques, and preparation of the educator for teaching licensure (PreK-12) within the state of Virginia for physical education and health education.

**Admission and Entrance Requirements**

Students applying for admission with regular status must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate GPA of 3.0 and a GPA of 3.00 in the undergraduate major courses;
2. the Board of Certification credential for certification as an Athletic Trainer, OR eligibility to take the Board of Certification examination;
3. a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE) for admission to regular status; and
4. a composite score of 532 on the PRAXIS I (PPST in reading, writing, and mathematics) or State Board approved equivalent SAT or ACT for admission to the program and acceptance into teacher education.

Students who have either a low GPA or a low GRE score may be considered for admission to provisional status. GRE scores are required for consideration of admittance. Acceptance into the graduate school does not imply automatic acceptance into this emphasis area. All applicants must complete separate application materials for the Office of Graduate Admissions and for the graduate athletic training education program. The graduate athletic training education program application materials can be found on our web page. The application deadline is February 1st; however, applications will be reviewed as soon as they are complete. Interviews are required and scheduled through invitation from the program director.

**Continuance and Exit Requirements**

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must

1. have an overall grade point average of 3.0;
2. have a GPA of 3.0 in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete a research project or thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation and teacher licensure.

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>HMS 699</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Admission and Entrance Requirements

Students applying for admission with regular status must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates. (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status); and
3. demonstrated computer literacy.

Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation.

Curriculum

Research Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>6</td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td></td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 601</td>
<td>Adapted Physical Education Design and Supervision</td>
</tr>
<tr>
<td>HMS 606</td>
<td>Planning and Administration of an Effective Health and Physical Education Program</td>
</tr>
<tr>
<td>AT 657</td>
<td>Lower Extremity Injury Management Strategies</td>
</tr>
<tr>
<td>AT 711</td>
<td>Analysis of Human Motion for Sports Medicine Clinicians</td>
</tr>
<tr>
<td>AT 691</td>
<td>Gross Anatomy for Sports Medicine Clinicians</td>
</tr>
<tr>
<td>HMS 720</td>
<td>Curriculum Development in Physical Education</td>
</tr>
<tr>
<td>HMS 739</td>
<td>Current Research in Motor Development</td>
</tr>
<tr>
<td>HMS 745</td>
<td>Assessment and Evaluation in Physical Education</td>
</tr>
</tbody>
</table>

Research-Problem Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 636</td>
<td>Research Problems in Health, Physical Education, Recreation and Sports</td>
</tr>
<tr>
<td>HMS 667</td>
<td>Internship in Health, Physical Education, Recreation and Sports</td>
</tr>
<tr>
<td>HPE 587</td>
<td>Teacher Candidate Seminar</td>
</tr>
</tbody>
</table>

Select from the following electives:

- AT 618  Current Research in Athletic Training
- AT 623  Athletic Training Practicum I
- AT 628  The Spine: Evaluation and Rehabilitation
- AT 633  Athletic Training Practicum II
- AT 643  Athletic Training Practicum III
- AT 653  Athletic Training Practicum IV
- HE 581  Teaching Sexuality Education in Schools
- HMS 605  Principles of Movement Analysis in Team Sports for Physical Education
- HMS 607  Principles of Movement Analysis in Individual Sports for Physical Education
- HMS 609  Principles of Movement Analysis in Dance and Rhythmic Activities for Physical Education
- HMS 680  Problems in Health Education
- HMS 740  Principles and Concepts of Motor Learning
- TLED 608  Foundations of Education and Instructional Assessment
- READ 680  Reading to Learn Across the Curriculum

Total Hours 73

A passing score on the PRAXIS II test of Content Knowledge in Physical Education and Health (Form 0856) must be on file in the Teacher Education Services office before the teacher candidate internship can begin. Passing scores on the Virginia Communication and Literacy Assessment will be required by the Virginia Department of Education for licensure.

Physical Education Curriculum and Instruction Emphasis

Xihe Zhu, Graduate Coordinator
2010 Student Recreation Center
757-683-3534

Admission and Entrance Requirements

Students applying for admission with regular status must have:
**Physical Education Emphasis in Coaching Education**

This emphasis will offer additional theories and knowledge in the coaching profession providing advanced skills to those individuals pursuing a coaching career. The courses selected for the Coaching Education emphasis area will meet accreditation standards, certify students as athletic coaches, and provide valuable knowledge and skills.

2006 Student Recreation Center

757-683-3351

**Admission and Entrance Requirements**

1. Students applying for admission with regular status must have:
2. a bachelor’s degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
3. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates; (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status);
4. demonstrated computer literacy.

**Continuance and Exit Requirements**

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation and teacher licensure.

**Research Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 718</td>
<td>Applied Coaching Theory</td>
<td>3</td>
</tr>
<tr>
<td>HMS 719</td>
<td>Organization and Administration in Coaching</td>
<td>3</td>
</tr>
<tr>
<td>HMS 740</td>
<td>Principles and Concepts of Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>HMS 721</td>
<td>Motivational Issues in Sports</td>
<td>3</td>
</tr>
<tr>
<td>HMS 745</td>
<td>Assessment and Evaluation in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship 3-6 Credits***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 667</td>
<td>Internship in Health, Physical Education, Recreation and Sports</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Electives 6-9 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 739</td>
<td>Current Research in Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PE 409</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 508</td>
<td>Nutrition for Fitness and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 605</td>
<td>Principles of Movement Analysis in Team Sports for Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>AT 711</td>
<td>Analysis of Human Motion for Sports Medicine Clinicians</td>
<td>3</td>
</tr>
<tr>
<td>HMS 607</td>
<td>Principles of Movement Analysis in Individual Sports for Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HMS 606</td>
<td>Planning and Administration of an Effective Health and Physical Education Program</td>
<td>3</td>
</tr>
<tr>
<td>HMS 720</td>
<td>Curriculum Development in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

*The hours for the internship and electives are variable depending on the student’s interest for elective options and availability of internship opportunities.

**Prerequisites**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 250</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>EXSC 322</td>
<td>Anatomical Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 409</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical Education Curriculum and Instruction with Initial Virginia Licensure in Physical Education and Health Education**

Stephen Knott
2030 Student Recreation Center
757-683-3355

**Admission and Entrance Requirements**

Students applying for admission with regular status must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates; (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status);
3. demonstrated experience;
4. a bachelor’s degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
5. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates;
6. a composite score of 532 on the PRAXIS I (PPST in reading, writing, and mathematics) or State Board approved equivalent SAT or ACT score for admission to the program and acceptance into teacher education; and
7. demonstrated computer literacy.

(In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status)

**Continuance and Exit Requirements**

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation and teacher licensure.

**Curriculum**

Specific requirements for the program are as follows (36 total credits with additional credits up to 54 as needed to satisfy Virginia licensure requirements):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105N</td>
<td>Biology for Nonscience Majors I</td>
<td>4</td>
</tr>
</tbody>
</table>
Exercise Science and Wellness Emphasis

David Swain, Graduate Coordinator

2024 Student Recreation Center
757-683-6028

This emphasis is designed for the student who desires to pursue advanced study in the science of exercise and health promotion. The course work will help to strengthen the background of those individuals already involved in conducting fitness programs for various age groups or to prepare individuals for careers in other health-related fields that utilize exercise as preventive medicine.

Admission and Entrance Requirements

Students applying for admission with regular status must have:
1. a bachelor’s degree from an accredited institution with a cumulative undergraduate GPA of 2.8 and a GPA of 3.0 in the undergraduate major courses; and
2. have a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE).

Students who have either a low GPA or a low GRE score may be considered for admission to provisional status. GRE scores are required for consideration of admittance. Additionally, students must be computer literate. Prerequisites include two semesters of anatomy and physiology, one semester of exercise physiology, and one semester of biomechanics.

Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:
1. have an overall grade point average of 3.0;
2. have a grade point average of 3.0 in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete an internship or research project/thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 528</td>
<td>Exercise Prescription for Chronic Disease</td>
</tr>
<tr>
<td>HMS 630</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>HMS 642</td>
<td>Clinical Exercise Testing and Prescription</td>
</tr>
<tr>
<td>HMS 661</td>
<td>Seminar in Nutrition for Sports and Health</td>
</tr>
<tr>
<td>HMS 727</td>
<td>Advanced Biomechanics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Core</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

Requirements for different tracks are as follows

Thesis Track
Includes 6 credit hours for Thesis and 6 credit hours for electives.

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698</td>
</tr>
<tr>
<td>HMS 699</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>HMS 636</td>
</tr>
</tbody>
</table>

Research-Problem Track
Includes 3 credit hours for HMS 636 and 9 credit hours for electives.

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 636</td>
</tr>
<tr>
<td>HMS 667</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Non-Research Track
Includes 6 credit hours for ESPR 667 and 6 credit hours of HMS electives.

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 667</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Total Hours

<table>
<thead>
<tr>
<th>36</th>
</tr>
</thead>
</table>

Supportive electives may be chosen from a restricted list of courses in health, physical education and recreation, sports management, biology, or
other areas of relevant study. The student will also select either a research or internship option.

**Sport Management Emphasis**

Stephen Shapiro, Graduate Coordinator

2012 Student Recreation Center
757-683-5078

The emphasis is designed to prepare students for roles in sport management and administration. Students enrolled in the program can pursue a number of sport career paths including college athletic administration, professional sport marketing and promotions, sport facility management, sport event management, recreational sports management and supervision, health club and fitness management, amateur sport organization administration, etc.

**Admission and Entrance Requirements**

Students applying for admission with regular status must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate GPA of 2.8 and a GPA of 3.00 in the undergraduate major courses; and
2. have a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE) or a score of at least 400 on the GMAT or 400 on the MAT.

Students who have either a low GPA or a low GRE score may be considered for admission to provisional status. Additionally, students must be computer literate.

**Continuance and Exit Requirements**

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. have an overall grade point average of 3.0;
2. a grade point average of 3.0 in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete an internship or research project/thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation.

**Curriculum**

<table>
<thead>
<tr>
<th>Core Courses (*required)</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 711 Theory and Application in Sport and Recreation</td>
<td></td>
</tr>
<tr>
<td>SRM 738 Fiscal Planning and Management in Sport and Recreation *</td>
<td></td>
</tr>
<tr>
<td>SRM 746 Sport and Recreation Marketing *</td>
<td></td>
</tr>
<tr>
<td>SRM 750 Ethics in Sport and Recreation Management</td>
<td></td>
</tr>
<tr>
<td>SRM 752 Facility Management for Sport and Recreation</td>
<td></td>
</tr>
<tr>
<td>SRM 753 Sponsorship and Event Planning</td>
<td></td>
</tr>
<tr>
<td>SRM 755 Social Issues in Sport and Recreation</td>
<td></td>
</tr>
<tr>
<td>SRM 760 Legal Aspects of Sport and Recreation *</td>
<td></td>
</tr>
<tr>
<td>SRM 775 Management and Leadership in Sport and Recreation *</td>
<td></td>
</tr>
<tr>
<td>SRM 780 Youth Development in Sport and Recreation</td>
<td></td>
</tr>
<tr>
<td>Research Core</td>
<td>6</td>
</tr>
<tr>
<td>FOUN 611 Introduction to Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>or FOUN 612 Applied Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 722 Introduction to Applied Statistics and Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Requirements for the different tracks are as follows**

<table>
<thead>
<tr>
<th>Thesis Track</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698 Thesis</td>
<td></td>
</tr>
<tr>
<td>HMS 699 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research-Problem Track</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 636 Research Problems in Health, Physical Education, Recreation and Sports</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Research Track</td>
<td></td>
</tr>
<tr>
<td>SRM 764 Field Experience in Sport and Recreation Management</td>
<td></td>
</tr>
</tbody>
</table>

| Total Hours | 36 |

**Doctor of Philosophy in Education – Human Movement Sciences Concentration**

Lynn Ridinger, Graduate Program Director

2014 Student Recreation Center
757-683-4353

The goal of our doctoral program is to prepare professionals with research knowledge, critical thinking skills and problem solving abilities required to be successful leaders, scholars, and educators. The program provides a solid theoretical foundation, advanced methodological training, one-on-one mentorship, and opportunities to teach undergraduate courses.

We offer a Ph.D. in Education with a concentration in Human Movement Sciences. There are two emphasis areas within the HMS concentration. These include:

- **Applied Kinesiology** – this area focuses on Exercise Physiology and Biomechanics and prepares graduates for positions as post-doctoral research fellows, university faculty, and/or governmental research officials.

- **Sport and Recreation Management** – this area focuses on issues related to the administration of sport and recreation organizations. Graduates are prepared for careers as faculty or administrators in higher education, private organizations, public agencies, and/or other research-based institutions.

**Admission and Entrance Requirements**

Admission to the Human Movement Sciences concentration of the Ph.D. in Education is competitive and meeting the minimum requirements does not ensure admission to the program. The admissions committee reviews applications and considers a number of criteria, including a goodness of fit between student and faculty.

The deadline for applying is January 15. Applicants may be contacted to set up an interview as part of the final selection process.

Individuals interested in applying for the doctoral program with a concentration in Human Movement Sciences must submit the following:

- An application to the University. Contact the Office of Graduate Admissions for applications. Applications for graduate study can be completed online or submitted to the Office of Graduate Admissions (757-683-3685). Apply for the Ph.D. Human Movement Sciences Concentration.

- Official transcripts of all undergraduate and graduate courses and degrees completed. To be considered for the program, applicants must have completed a Bachelor’s and a Master’s degree from regionally accredited colleges/universities. At least one degree should be in a related discipline to the emphasis area. A minimum GPA of 3.5 (on a 4.0 scale) for the Master’s degree is required.

- Two writing samples. The first writing sample should be a research-based document that includes citations and a list of references. This could be a submitted manuscript or published article, a summary of your thesis, or a research paper from a graduate course. The second writing sample should be a personal statement that explains your qualifications, professional
and career goals, and reasons for seeking the Ph.D. In this second essay, you must also identify the potential professor(s) at ODU with whom you share common research interests.

- A current copy of your resume or Curriculum Vitae.
- Three letters of recommendation from professional sources qualified to assess your suitability for study at the doctoral level. One letter of recommendation should be from a graduate advisor or faculty member and one should be from a current or former supervisor.
- Official GRE scores taken within the last 5 years that indicate a total score of at least 297 (1000 by former scoring standard) for both the verbal reasoning and quantitative reasoning sections and a minimum of 4.5 on the analytical writing component. While these scores are recommended, other portions of the total application package will be considered. The Sport and Recreation Management emphasis area will also accept GMAT scores of 470 or higher.
- Applicants whose native language is not English must also submit current scores for the Test of English as a Foreign Language (TOEFL) of at least 550.

After successful advancement to candidacy, all doctoral students are required to be registered for at least one graduate credit hour each term (fall, spring, and summer) until the degree is completed, including the semester in which they graduate. Failure to comply with this requirement will result in charges to the student’s account for one graduate credit hour plus required fees for each semester after passing the candidacy examination. Students are not eligible for graduation until all charges are paid.

Continuance and Exit Requirements

Students completing the program of study must:

- Have an overall grade point average of 3.0 or higher
- Satisfy all course competencies
- Pass comprehensive examinations
- Complete a dissertation
- Have an exit interview with the program director
- File the necessary paperwork for graduation

Curriculum - Applied Kinesiology

Joshua Weinhandl
1003 Student Recreation Center
757-683-4754

Requirements for the emphasis are as follows (minimum of 60 credits):

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Advanced Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
</tbody>
</table>

**Professional Preparation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
</tr>
<tr>
<td>HMS 891</td>
<td>Doctoral Research Seminar</td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
</tr>
</tbody>
</table>

**Applied Kinesiology Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 827</td>
<td>Advanced Biomechanics</td>
</tr>
<tr>
<td>HMS 830</td>
<td>Advanced Cardiovascular Exercise Physiology</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIMD 815</td>
<td>Human Physiology I</td>
</tr>
<tr>
<td>BIMD 816</td>
<td>Human Physiology II</td>
</tr>
<tr>
<td>BIMD 856</td>
<td>Advanced Cardiovascular Sciences</td>
</tr>
<tr>
<td>BIMD 871</td>
<td>Advanced Endocrinology</td>
</tr>
<tr>
<td>BME 821</td>
<td>Quantitative Analysis of Human Physiological Systems I</td>
</tr>
<tr>
<td>BME 822</td>
<td>Quantitative Analysis of Human Physiological Systems II</td>
</tr>
<tr>
<td>BIOL 816</td>
<td>Endocrinology</td>
</tr>
<tr>
<td>BIOL 824</td>
<td>Neuromuscular Physiology</td>
</tr>
<tr>
<td>BIOL 825</td>
<td>Neuromuscular Physiology</td>
</tr>
<tr>
<td>BIOL 889</td>
<td>Gross Anatomy</td>
</tr>
</tbody>
</table>

**Dissertation Capstone Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 899</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Total Hours: 60

+ A master’s degree in an appropriate field related to this concentration is required for regular admission to the Ph.D. in human movement science.

* Students who do not have equivalent coursework or appropriate educational experiences must complete these prerequisite courses.

** Substitute other courses by permission of advisor.

Curriculum - Sport and Recreation Management

Eddie Hill
2019 Student Recreation Center
757-683-4881

Requirements for the emphasis are as follows (minimum of 60 credits)

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Advanced Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
</tbody>
</table>

**Professional Preparation (9 credits minimum)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
</tr>
<tr>
<td>HMS 891</td>
<td>Doctoral Research Seminar</td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
</tr>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
</tr>
</tbody>
</table>

**Sport and Recreation Management Emphasis (18 credits minimum)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 811</td>
<td>Theory and Application in Sport and Recreation</td>
</tr>
<tr>
<td>SRM 838</td>
<td>Fiscal Planning and Management in Sport and Recreation</td>
</tr>
<tr>
<td>SRM 846</td>
<td>Sport and Recreation Marketing</td>
</tr>
<tr>
<td>SRM 850</td>
<td>Ethics in Sport and Recreation Management</td>
</tr>
<tr>
<td>SRM 853</td>
<td>Sponsorship and Event Planning</td>
</tr>
<tr>
<td>SRM 855</td>
<td>Social Issues in Sport and Recreation</td>
</tr>
<tr>
<td>SRM 860</td>
<td>Legal Aspects of Sport and Recreation</td>
</tr>
</tbody>
</table>

Total Hours: 60
The Department of Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies

228 Education Building
757-683-4305

Ginger Watson, Interim Chair

The Department of Science, Technology, Engineering and Mathematics (STEM) Education and Professional Studies (STEMPS) is an academic leader in graduate studies related to education specialists, including career and technical education, instructional design and technology, marketing education, science education, mathematics education, technology education, STEM education, community college teaching, and business and industry training. It offers the M.S., M.S.Ed. and the Ph.D. in Education with programs in occupational and technical studies (OTS) and instructional design and technology (IDT). The Ed.S. is offered in conjunction with the educational leadership program. The department also offers licensure and teaching endorsement programs. 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. Students should obtain current program information from their advisors and the Darden College of Education website at http://education.odu.edu/.

Individual programs are described on the following pages.

Master of Science, Occupational and Technical Studies Program, with concentrations in:

- Career and Technical Education
- Business and Industry Training
- Community College Teaching
- STEM Education

Master of Science in Education for Licensed Teachers - Elementary/Middle School – Science

Master of Science in Education with Initial State Licensure 6-12

Endorsement Program in Industrial Cooperative Training

Licensure Program in Marketing Teacher Education

Licensure Program in Technology Education through M.S. Degree

Education Specialist

Doctor of Philosophy in Education-Occupational and Technical Studies Concentration

Instructional Design and Technology Programs

- Master of Science in Education - Elementary/Middle School – Instructional Design and Technology emphasis
- Master of Science in Education - Secondary – Instructional Design and Technology emphasis
- Doctor of Philosophy in Education- Instructional Design and Technology
- Certificate in Modeling and Simulation-Based Instruction

Master of Science-Occupational and Technical Studies

John M. Ritz, Graduate Program Director

This is an advanced master’s degree and requires prior academic work associated with this area of study. The M.S. occupational and technical studies program has four concentrations - career and technical education, business and industry training, community college teaching, and STEM education. These studies are designed to help teachers and trainers upgrade their knowledge and skills and prepare for leadership roles in education and training. These programs are all delivered at the Norfolk campus and through the University’s distance learning system.

Admission

Students are admitted to the program on a continuing basis. Applications can be obtained from the Admissions Office, distance learning sites, the department and online. Students are admitted for fall, spring, and summer on a rolling basis. Graduate students can complete up to 12 graduate hours with a non-degree application. All applicants to the Master of Science degree in occupational and technical studies must meet University, college, and department requirements. In addition, all applicants must:

1. hold an undergraduate degree in a related field or have work experience in an occupational/technical area,
2. have an overall grade point average of 2.80 with a 3.00 in major courses,
3. complete the Graduate Record Examination (GRE) with a score in the 45th percentile (verbal and quantitative sections combined) or the Miller Analogy Test with a 45th percentile in the intended major, and
4. submit two letters of recommendation.

Continuance

Students must:

1. complete the Graduate Writing Proficiency Examination administered by the department prior to completing nine credit hours, and
2. maintain a minimum grade point average of 3.00.
Exit

Students in the career and technical education, business and industry training, and STEM education concentrations must complete 33 semester hours and students in the community college teaching concentration must complete 39 semester hours, as distributed in the M.S. curriculum. In addition, all students must:

1. achieve an overall grade point average of 3.00;
2. complete all competencies listed on course syllabi;
3. pass the written comprehensive examination;
4. successfully complete a problems paper or thesis; and

**Curriculum (33-39)**

<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 785</td>
<td>9</td>
</tr>
<tr>
<td>Curriculum Development in Occupational Education and Training</td>
<td></td>
</tr>
<tr>
<td>SEPS 788</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td></td>
</tr>
<tr>
<td>SEPS 789</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology in Education and Training</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Specific Courses**

Select one specialization from the following:

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Education Teaching</td>
<td>9</td>
</tr>
<tr>
<td>SEPS 760</td>
<td></td>
</tr>
<tr>
<td>Trends and Issues in Occupational Education</td>
<td></td>
</tr>
<tr>
<td>SEPS 762</td>
<td></td>
</tr>
<tr>
<td>Administration and Management of Education and Training Programs</td>
<td></td>
</tr>
</tbody>
</table>

| Business and Industry Training | 6 |
| SEPS 761     |         |
| Foundations of Adult Education and Training |
| SEPS 762     |         |
| Administration and Management of Education and Training Programs |

| Community College Teaching | 6 |
| SEPS 760     |         |
| Trends and Issues in Occupational Education |
| SEPS 761     |         |
| Foundations of Adult Education and Training |

| STEM Education Training Programs | 6 |
| STEM 720     |         |
| STEM Educational Foundations |
| STEM 721     |         |
| Science, Technology, Engineering, and Mathematics Connection and Integration |

| Research Core | 6-9 |
| SEPS 635     |         |
| Research Methods in Occupational and Technical Studies |
| SEPS 636     |         |
| Problems in Occupational and Technical Studies or SEPS 698 Thesis in Occupational Education |

**Professional Technical Specialty**

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Education (12 credits)</td>
<td>12-18</td>
</tr>
</tbody>
</table>

| Business and Industry Training (12 credits) | ** |
| Community College Teaching (18 credits) |
| STEM Education (12 credits) |

**Total Hours**

33-42

**Footnotes**

* Credits approved by advisor.
** Credits in teaching specialty.

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**Doctor of Philosophy in Education – Occupational and Technical Studies Concentration**

John M. Ritz, Graduate Program Director

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The Ph.D. in Education, occupational and technical studies concentration has three emphases: technology education, career and technical education, and human resources - training. The Ph.D. is delivered on campus and through the University's distance learning system. It requires two summers where students enroll in nine credit hours for residency. All students must be on the Norfolk campus for two, two-week summer sessions. The focus of the degree is to prepare university faculty, directors/supervisors of career and technical education, and directors of training departments in business, industry, and government.

The curriculum associated with Old Dominion University’s Ph.D. in Education, occupational and technical studies concentration is intended to accomplish the following learning outcomes:

Every individual who completes this doctoral program, regardless of his/her concentration emphasis, will develop competencies for understanding and using research methods and statistics to make data-based decisions. The concentration emphasis will offer courses that enable graduates to know and apply their knowledge in today’s complex educational, business, or industry environments and emerge as leaders in their chosen careers. Note for students in Washington State from the Student Achievement Council (SAC) concerning the Doctor of Philosophy in Education - Occupational and Technical Studies concentration: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

**Admission**

Students may enroll in this program full- or part-time. After admittance, students must be enrolled continuously. The program faculty reviews all applicants as their application packages are completed. The following weighted criteria are used for admittance:

1. graduate grade point average (15%);
2. undergraduate grade point average (15%);
3. Graduate Record Examination (30%) – minimum combined verbal and quantitative score at 50th percentile or higher;
4. essay, 1500 word, (10%); and
5. goodness of fit with program goals and supporting references (30%).

Graduate assistantships and fellowships are available. Contact the graduate program director for information.

**Entrance**

All applicants to the Doctor of Philosophy degree, concentration in occupational and technical studies must meet University, college and department requirements. In addition, all applicants must:

1. hold a master’s degree related to this field or have worked in occupations related to the degree’s outcomes;
2. complete the graduate application with necessary fee;
3. submit an essay statement of academic and professional goals with an emphasis on how the Ph.D. in Education concentration in occupational and technical studies will contribute to the achievement of career goals;
4. submit three letters of reference from sources capable of commenting on readiness for advanced graduate study;
5. submit a resume that shows your educational and professional background;
6. submit academic transcripts from all undergraduate and graduate institutions previously attended or currently being attended with a minimum 3.00 graduate grade point average;
7. submit scores from the Graduate Record Examination that have been earned within the past five years with a score at or above the 50th percentile on the verbal and quantitative components; and
8. If the applicant’s primary language is not English, submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard.

Applications for admission are on a rolling basis. Graduate assistantships are awarded in February annually.

Continuance

Students must:
1. have their Ph.D. program approved;
2. meet residency requirements;
3. successfully complete annual progress reviews;
4. meet continuous enrollment requirements;
5. meet faculty and University program expectations;
6. complete the departmental Graduate Writing Proficiency Examination prior to the completion of nine credit hours; and
7. meet professional development and career preparation expectations.

Exit

Students must:
1. complete a minimum of 60 credit hours beyond the master’s degree;
2. complete all competencies listed on course syllabi;
3. achieve an overall grade point average of 3.00;
4. pass the written comprehensive examination;
5. select a dissertation committee;
6. prepare and defend a dissertation prospectus;
7. successfully complete a dissertation with an oral defense; and
8. complete the graduate student University assessment.

Prerequisites

A master’s degree in an appropriate field related to this concentration is required for admission to the Ph.D. program. Students who do not have equivalent coursework or appropriate educational experiences must complete the following prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 785</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 788</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 789</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum (60 credits minimum)

Students in the occupational and technical studies concentration complete core courses in research, the occupational and technical studies concentration, and an emphasis in either career and technical education, human resources development, or technology education along with 6 credit hours of electives.

Research Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Advanced Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Advanced Program Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration

Must be taken with one emphasis area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 860</td>
<td>Trends and Issues in Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 862</td>
<td>Administration and Management of Education and Training Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 865</td>
<td>Trends and Issues of Economic and Workforce Development</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 885</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 889</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 830</td>
<td>Introduction to Technology</td>
<td>3</td>
</tr>
<tr>
<td>STEM 831</td>
<td>Technical Systems</td>
<td>3</td>
</tr>
<tr>
<td>STEM 832</td>
<td>Program Development for Technology Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 840</td>
<td>Readings in Occupational and Technical Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 840</td>
<td>Readings in Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 868</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 887</td>
<td>Career and Technical Education Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELS 626</td>
<td>Instructional Supervision, Staff Development, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

6

Electives are selected in consultation with the advisor. They should be planned and included in the student’s program of study.

Capstone Courses

12 -15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 899</td>
<td>Dissertation in Occupational Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours

60-63

Master of Science in Education with Initial State Licensure 6-12

There are a number of individuals who have earned B.S. or B.A. degrees who now want to obtain a master’s degree leading to licensure as a secondary school teacher. In the program, students complete (or have completed) a minimum of 32 credits of undergraduate courses in one endorsement area (mathematics, social studies, English, earth science, chemistry, biology, or physics) and an additional 31-34 credits of education courses at the graduate level.

The graduate education component provides preparation in social and cultural foundations of education, adolescent development, classroom management, reading in the content area, microcomputers and curriculum, instructional strategies for secondary school, special needs students, research in curriculum and instruction, and a 14-week internship/student teaching experience. Courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>TLED 530</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
<td>3-9</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructional Strategies Course

3

Must choose 1 of the following:
Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. achieve passing scores (as established by the Commonwealth of Virginia) on the Praxis I Academic Skills Assessment or Board-approved SAT/ACT scores;
3. have a cumulative grade point average of 2.80;
4. take and receive satisfactory scores on either the Graduate Record Examination (score of 900 combined on verbal and quantitative for regular admission) or Miller Analogies Test (minimum score of 45 or 399 for regular admission);
5. have an interview with the graduate program director; and
6. submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. No courses in the academic major or professional education in which the student has made below a C- will be accepted for licensure requirements in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance

Students must:

1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. receive a B or better in practicum to participate in teacher internship; and
4. pass Praxis II and the Virginia Communication and Literacy Assessment (VCLA) prior to the teacher internship. Passing scores must be attached to the teacher internship application.

Exit

Students must:

1. have a 3.00 grade point average;
2. pass a written comprehensive examination;
3. have an exit interview;
4. have completed all course requirements;
5. submit an application for graduation, and
6. complete a University graduate student assessment.

No courses in the academic major or professional education in which the student has made below a C- will be accepted for licensure requirements in the Darden College of Education.

Master of Science in Education with the Mathematics Specialist (PK-8) Endorsement

Melva Grant, Coordinator

This graduate program leads to a Master’s of Science in Education degree with the Mathematics Specialist (PK-8) endorsement. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences.

Admission

Candidates must:

• Have 3 years of successful classroom experience in teaching mathematics;
• Hold a bachelor’s degree from a regionally accredited college/university;
• Hold the Virginia Collegiate Professional License or an equivalent license from another state.
• Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
• Achieve a satisfactory score (as established by the Department of Educational Curriculum and Instruction) on the Graduate Record Examination or the Miller Analogies Test; and
• Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

• Have a 3.00 grade point average;
• Have completed all course requirements;
• Have completed a professional learning portfolio; and
• Submit an application for graduation.

Curriculum

A minimum of 33 semester credits are required. The courses for completion of the degree program are listed below:

Education Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 651</td>
<td>Differentiation of Mathematics Instruction for</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diverse Student Populations</td>
<td></td>
</tr>
<tr>
<td>STEM 660</td>
<td>Action Research for Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>STEM 661</td>
<td>Mathematics Specialists as Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>STEM 662</td>
<td>Mathematical Assessment for Data Driven Decisions</td>
<td>3</td>
</tr>
<tr>
<td>STEM 668</td>
<td>Internship for Mathematics Specialist</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPD 601</td>
<td>Number and Operations for PK-8 Mathematics Specialists</td>
</tr>
</tbody>
</table>
Licensure/Endorsement Programs

Mathematics Specialist (PK-8) Endorsement

Melva Grant, Coordinator

This endorsement program leads to a Mathematics Specialist (PK-8) endorsement for individuals with a current Virginia license and a master’s degree related to teaching elementary or middle school mathematics. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences.

Admission

Candidates must:

• Have 5 years of successful classroom experience in teaching mathematics;
• Hold a bachelor’s degree from a regionally accredited college/university;
• Hold the Virginia Collegiate Professional License or an equivalent license from another state.
• Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
• Achieve a satisfactory score (as established by the Department of Educational Curriculum and Instruction) on the Graduate Record Examination or the Miller Analogies Test; and
• Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

• Have a 3.00 grade point average;
• Have completed all course requirements;
• Have completed a professional learning portfolio; and
• Submit an application for graduation.

Curriculum

A minimum of 21 semester credits are required. The courses for completion of the endorsement program are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPD 602</td>
<td>Geometry and Measurement for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 603</td>
<td>Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 604</td>
<td>Probability and Statistics for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 605</td>
<td>Algebra and Functions for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>STEM 533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses may be taken with permission from the Graduate Program Director.

Total Hours: 33

Endorsement Program in Industrial Cooperative Training

John M. Ritz, Coordinator

The endorsement program in industrial cooperative training is designed to prepare a licensed teacher to be endorsed to teach industrial cooperative training in the public schools.

Admission

Students may enroll in this teaching endorsement program as a non-degree student. If an M.S. degree is sought, some graduate level courses may be applied toward professional technical studies in this component of the degree. Admission should be sought into the M.S. program in occupational and technical studies with a concentration in career and technical education teaching. Graduate students can complete up to 12 graduate hours with a non-degree application. Students should contact the program coordinator to discuss admissions options. Prior to entering this program, students must have or qualify for a Virginia Collegiate Professional or Postgraduate Professional License. Secondly, they must be interviewed and accepted by the program coordinator.

Continuance and Exit

Students must:

1. complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 305</td>
<td>Curriculum for Technology Education</td>
</tr>
<tr>
<td>or SEPS 400/500</td>
<td>Instructional Systems Development</td>
</tr>
<tr>
<td>SEPS 401/501</td>
<td>Foundations of Career and Technical Education</td>
</tr>
<tr>
<td>STEM 306</td>
<td>Methods for Technology Education</td>
</tr>
<tr>
<td>or SEPS 402/502</td>
<td>Instructional Methods in Occupational Studies</td>
</tr>
<tr>
<td>SEPS 503</td>
<td>Methods in Career and Technical Education</td>
</tr>
<tr>
<td>SEPS 408/508</td>
<td>Advanced Classroom Issues and Practices in Career and Technical Education</td>
</tr>
<tr>
<td>SEPS 450/550</td>
<td>Assessment, Evaluation and Improvement</td>
</tr>
</tbody>
</table>

Total Hours: 18

2. earn a 2.75 cumulative grade point average if licensure is at the undergraduate level and a 3.00 cumulative grade point average if licensure is at the graduate level; and

3. document at least 4000 clock hours of acceptable employment in a trade, technical, or industrial education subject area completed within the past five years or complete .

Old Dominion University 35
Twelve hours of 500 level courses may be applied toward the Master of Science in occupational and technical studies, career and technical education teaching concentration.

Licensure Program in Marketing Teacher Education

Michael F. Kosloski, Coordinator

The licensure program in marketing teacher education is designed to prepare a person who has a baccalaureate degree to be a marketing education teacher-coordinator. Participants who successfully complete this program will qualify to apply for a Virginia teaching license to teach marketing education.

Admission

Students can complete this licensure program through an undergraduate degree program, second undergraduate degree, graduate non-degree seeking level, or through the M.S. program. Students should meet with the program coordinator to discuss these options. Graduate students can complete up to 12 graduate hours with a non-degree application. Prior to entering this program students must hold a baccalaureate degree. Students must also have completed a rigorous general education program as outlined by the Commonwealth in its Licensure Regulations for Teachers. They must be interviewed and accepted by the marketing education program leader. Finally, students must have a passing PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy Assessment (VCLA) score of 470 or SAT mathematics test score of 530 and a composite VCLA score of 470 or ACT mathematics test score of 22 and a composite VCLA score of 470; students must be admitted into the approved marketing education or technology education teacher preparation program prior to enrolling in any instructional strategies practicum education courses.

Continuation and Exit

Students must:

1. complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 297</td>
<td>Observation and Participation</td>
<td>1</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>or READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 400/500</td>
<td>Instructional Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 401/501</td>
<td>Foundations of Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 408/508</td>
<td>Advanced Classroom Issues and Practices in Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 450/550</td>
<td>Assessment, Evaluation and Improvement</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 485</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

2. earn a 2.75 cumulative grade point average if licensure is at the undergraduate level and a 3.00 cumulative grade point average if licensure is at the graduate level;
3. document at least 4000 clock hours of marketing-related work experience completed within the past five years or complete;
4. earn credit in marketing related courses to include the marketing process, economics, merchandising, advertising, personal selling, marketing math, communication, ethics, training, international marketing, and marketing technology;
5. complete a university graduate student assessment if enrolled in the M.S. degree program.

Licensure Program in Technology Education through M.S. Degree

John M. Ritz, Graduate Program Director

The licensure program in technology education is designed to prepare a person who has a baccalaureate degree and industrial/military related technical experience to be a technology education teacher. Participants who successfully complete this program will qualify to apply for a Virginia teaching license to teach technology education and also receive a Master of Science degree.

Admission Information

To earn the M.S. with Virginia licensure to teach technology education, candidates have to be accepted into the M.S. concentration in career and technical education teaching. Graduate students can complete up to 12 graduate hours with a non-degree application. Student must meet with the graduate program director to have military and other technical content courses reviewed to determine their applicability toward licensure requirements. Prior to entering this program students must hold a baccalaureate degree with a major related to technology/engineering or have completed military schools equating to a minimum of 18 credits in industrial technology areas as evaluated by the American Council on Education (ACE Guide). Students must also have completed a rigorous general education program as outlined by the Commonwealth in its Licensure Regulations for Teachers. They must be interviewed and accepted by the graduate program director. Finally students must have a passing PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy Assessment (VCLA) score of 470 or SAT mathematics test score of 530 and a composite VCLA score of 470 or ACT mathematics test score of 22 and a composite VCLA score of 470; students must be admitted into the approved marketing education or technology education teacher preparation program prior to enrolling in any instructional strategies practicum education courses.

Continuation and Exit

Students must:

1. complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TLED 616</td>
<td>Design for Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 508</td>
<td>Advanced Classroom Issues and Practices in Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 586</td>
<td>Middle School Student Teaching for Technical Education</td>
<td>6</td>
</tr>
<tr>
<td>SEPS 596</td>
<td>Topics in Career and Technical Education</td>
<td>1-3</td>
</tr>
<tr>
<td>SEPS 636</td>
<td>Problems in Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 788</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 789</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>STEM 112</td>
<td>Communication Design</td>
<td>3</td>
</tr>
<tr>
<td>STEM 231</td>
<td>Materials and Processes Technology</td>
<td>3</td>
</tr>
<tr>
<td>STEM 320</td>
<td>Manufacturing and Construction Technology</td>
<td>3</td>
</tr>
<tr>
<td>STEM 350</td>
<td>Communication Technology Processes</td>
<td>3</td>
</tr>
<tr>
<td>STEM 351</td>
<td>Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>STEM 730</td>
<td>Introduction to Technology</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>52-54</td>
</tr>
</tbody>
</table>
2. earn a 2.75 cumulative grade point average on undergraduate level courses and a 3.00 cumulative grade point average at the graduate level,
3. earn passing scores on PRAXIS II and Virginia Communication and Literacy Assessment Test before the teacher internship; and
4. complete the graduate student University assessment.

Completing this licensure program and other departmental requirements will allow the candidate to earn the Master of Science in occupational and technical studies, career and technical education teaching concentration.

Education and Training Emphasis in Modeling & Simulation Certificate

The College of Education offers a certificate in M&S through the Instructional Design and Technology program, a graduate-level program that is part of the STEM Education and Professional Studies Department. Simulation and gaming are used extensively as teaching tools and training environments in a variety of education and training applications. The certificate provides the student with a fundamental understanding of modeling and simulation techniques coupled with targeted coursework in the design and use of simulation and gaming technologies for instructional settings. This certificate was the first of its kind in the U.S. and is a natural concentration area in ID&T given the widespread use of simulation and gaming as instructional tools in Pre-K-12 education, colleges, universities, and corporate and military training programs. This certificate is one of several such certificate programs offered as part of the M&S strategic plan of VMASC and ODU.

The Modeling and Simulation Certificate Program consists of a minimum of four, three credit graduate courses. Courses include:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601   Introduction to Modeling and Simulation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Elective Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 755/855 Theory and Design of Instructional Simulation</td>
<td></td>
</tr>
<tr>
<td>IDT 756/856 Instructional Gaming: Theories and Practice</td>
<td></td>
</tr>
<tr>
<td>SEPS 750/850 Trends and Issues in Training: Modeling and Simulation</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 12

For more information about the Master of Science in Engineering modeling and simulation concentration, refer to the Catalog section for the Batten College of Engineering and Technology (http://catalog.odu.edu/graduate/battencollegeofengineering).

Master of Science in Education - Elementary/Middle School – Instructional Design and Technology Concentration

Gary Morrison, Graduate Program Director

In the Master of Science in Education – Elementary/Middle School -- instructional design and technology concentration, the core and support courses are combined, with students selecting 24 to 30 credits in instructional design and technology along with the problem paper or seminar research option. Working with an assigned advisor, students may take courses in the areas of distance education/telecommunications, instructional design and development, educational applications of instructional technology, and administration of instructional technology.

Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. have a cumulative undergraduate grade point average of 2.80;
3. take and receive satisfactory scores on either the Graduate Record Examination (score of 900 combined on verbal and quantitative with a minimum of 400 verbal for regular admission) or Miller Analogies Test (minimum score of 45 or 399 for regular admission); and
4. have an interview with the graduate program director or his/her designee.

Performance in classes taken as a non-degree graduate student will not be taken into consideration in the admission process. No courses in the undergraduate academic major or professional education in which the student has made below a C- will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

Students must:

1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major.

Exit

Students must:

1. have a 3.00 grade point average;
2. pass a written comprehensive examination;
3. have an exit interview;
4. have completed all course requirements; and
5. submit an application for graduation.

All ID&T students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed Internet connection.

Program Requirements

Paper Option: Area I (24 credits); Area II (6 credits); 30 credits total.
Seminar Option: Area I (30 credits); Area II (6 credits); 36 credits total.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>24-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 430/530 PK-12 Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>IDT 715 Management of Technology Resources in the Classroom</td>
<td></td>
</tr>
<tr>
<td>TLCI 731 Instructional Technology Trends in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>IDT 749 Instructional Systems Design</td>
<td></td>
</tr>
<tr>
<td>TLED 665 Digital Video Materials Development</td>
<td></td>
</tr>
<tr>
<td>IDT 761 Applied Instructional Design</td>
<td></td>
</tr>
<tr>
<td>IDT 746 Foundations of Distance Education</td>
<td></td>
</tr>
<tr>
<td>IDT 775 Designing Online Instruction</td>
<td></td>
</tr>
<tr>
<td>FOUN 840 Advanced Educational Measurement and Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Support Courses

Graduate electives approved by the Graduate Program Director may be substituted for technology courses when those courses complement personal and professional goals.

Research Courses 6-12

Problem Paper Option (6 credits; 30 credits required for graduation)
FOUN 612 Applied Research Methods in Education
SEPS 636 Problems in Occupational and Technical Studies

Old Dominion University 37
Seminar Option (13 credits; 37 credits required for graduation)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>IDT 773</td>
<td>Advanced Instructional Design Techniques</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Science in Education - Secondary – Instructional Design and Technology Concentration**

The Master of Science in Education – Secondary - instructional design and technology concentration is designed to meet the needs of professionals interested or involved in the design, development, and delivery of instruction. The courses are appropriate for a variety of venues, including preK-12, higher education, military, and business. In this specialization, student’s select 24 to 30 credits in instructional design and technology plus the problems paper or seminar research option. Working with an advisor, students select courses that complement their backgrounds and professional goals.

**Admission**

Students must:
1. hold a bachelor’s degree from a regionally accredited college/university;
2. have a cumulative undergraduate grade point average of 2.80;
3. take and receive satisfactory scores on either the Graduate Record Examination (score of 900 combined on verbal and quantitative with a minimum of 400 verbal for regular admission) or Miller Analogies Test (minimum score of 45 or 399 for regular admission); and
4. have an interview with the graduate program director or his/her designee.

Performance in classes taken as a non-degree graduate student will not be taken into consideration in the admission process.

**Continuance**

Students must:
1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major.

**Exit**

Students must:
1. have a 3.00 grade point average;
2. pass a written comprehensive examination;
3. have an exit interview;
4. have completed all course requirements; and
5. submit an application for graduation.

**Program Requirements**

All courses in the core and elective blocks plus and are offered in distributed format, via VTEL, Virtual Classroom, or asynchronously. All ID&T students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed Internet connection.

**Education Specialist-Occupational and Technical Studies**

John M. Ritz, Graduate Program Director

The Department of STEM Education and Professional Studies jointly offers the education specialist (Ed.S.) with the Department of Educational Foundations and Leadership. The program offers a cohesive sequence of academic studies designed to help graduates deal effectively with administrative problems encountered in urban schools and agencies. Principalship can be planned into the educational specialist degree.

**Admission**

To be admitted to the Ed.S. program, an applicant must:
1. Hold a master’s degree in career and technical education or related field;
2. Have a successful experience as an administrator or teacher;
3. Hold a teaching license or equivalent; and
4. Have taken ELS 600 or its equivalent as a prerequisite.

Students seeking this degree need to apply through the Ed.S. program in the Department of Educational Leadership and Counseling.

**Entrance**

Students must:
1. meet all University requirements,
2. provide two letters of recommendation;
3. hold a master’s degree from an accredited institution (minimum 3.25 graduate grade point average),
4. provide a one-page essay explaining why he/she should be admitted to the program; and
5. have an acceptable score on the GRE or Miller Analogies Test.

**Continuance**

Students must meet all University requirements and maintain a 3.00 or higher grade point average.

**Exit**

Students must successfully complete:
1. a written comprehensive examination,
2. the required course of study,
3. have a 3.00 grade point average or above, and
4. complete a university graduate student assessment.

**Curriculum (33 credits)**

Requirements for the Ed.S. with a specialty in occupational and technical studies include 30-33 semester hours (18 hours must be completed in 800-level courses in ELS), as follows:

**Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 610</td>
<td>School Community Relations and Politics</td>
</tr>
<tr>
<td>ELS 621</td>
<td>Curriculum Development and Assessment</td>
</tr>
<tr>
<td>ELS 657</td>
<td>Public School Law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Leadership</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 853</td>
<td>Educational Finance and Budgeting</td>
</tr>
<tr>
<td>ELS 854</td>
<td>Human Resource Development and Evaluation</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
</tr>
<tr>
<td>ELS 876</td>
<td>Leadership for Social Justice</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
</tr>
<tr>
<td>ELS 879</td>
<td>Field Research in School Administration and Supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational and Technical Studies</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 860</td>
<td>Trends and Issues in Occupational Education</td>
</tr>
<tr>
<td>SEPS 862</td>
<td>Administration and Management of Education and Training Programs</td>
</tr>
<tr>
<td>SEPS 885</td>
<td>Curriculum Development in Occupational Education and Training</td>
</tr>
<tr>
<td>SEPS 888</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
</tr>
</tbody>
</table>
Application requirements for the Ph.D. in instructional design and technology are recommended for admission to the program. A minimum undergraduate GPA of 2.8 and a minimum requirements established by the department does not ensure competitive admission. A number of criteria are considered including graduate and professional experience. Admission to the instructional design and technology Ph.D. program is competitive. A number of criteria are considered including graduate and professional experience.

**Doctor of Philosophy in Education – Instructional Design and Technology Concentration**

Gary Morrison, Graduate Program Director

The Doctor of Philosophy in Education Instructional Design and Technology (ID&T) concentration prepares individuals to conduct research and assume leadership roles in the field of instructional technology. Students will master a number of ID&T skills, ranging from instructional problem identification, task and audience analysis, strategy design, assessment, evaluation, and implementation that they can use in settings including traditional classrooms and distance education. Courses explore theories and research that provide a foundation for the field. Students are also expected to participate in and conduct research studies as part of their program. Completing the Ph.D. in ID&T will prepare students to take jobs as practitioners in business, military, government, health care, and educational settings. They are also prepared to take positions as faculty members in higher education and as researchers for private organizations.

**Admission**

For admission to this program, individuals should have completed master’s degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable. Prospective students should also have prior course work in statistics and instructional technology. If this requirement is not met, then additional course work maybe added to the candidate’s graduate program of study at the discretion of the advisor and GPD. Please see prerequisites on the curriculum description for specifics.

Admission to the instructional design and technology Ph.D. program is competitive. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. in instructional design and technology are as follows:

1. a completed application which is available online or from the Office of Graduate Admissions.
2. Official transcripts of all undergraduate and graduate courses and degrees completed.
3. Official report scores from the Graduate Record Examination (verbal, quantitative, and analytical) taken within the last five years. GRE scores expire after five years; however, candidates who have completed the exam prior to five years before the application deadline may submit those scores for consideration if they are provided from an official source such as a transcript or form provided by the Educational Testing Service. Old Dominion University reserves the right to determine what is an “official source.”
4. Applicants whose native language is not English (or who do not have a B.S. or M.S. degree from an accredited institution in a country where English is the native language) must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).
5. Applicants must submit a 1500 word statement of their academic and professional goals with an emphasis on how the Ph.D. degree in instructional design and technology will contribute to the achievement of the stated goals.
6. Three letters of reference from sources capable of commenting on the applicant’s readiness for advanced graduate study. It is recommended that at least two of the letters come from university faculty members. Other letters may come from work supervisors or managers.
7. An interview with the instructional design and technology program faculty. This committee will also review applications for admission.

**Program Requirements**

The Ph.D. program in Education with a concentration in instructional design and technology is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes an introductory core of six credit hours, an instructional design and technology core with a minimum of 24 credits hours, a research core of 15 credit hours, the three credit dissertation seminar and the dissertation, which will include a minimum of 12 credit hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete introductory statistics courses and an instructional technology foundations course if they have not had equivalent courses or cannot demonstrate competency at a satisfactory level. Students who enter the Ph.D. program with a master’s degree in an academic field that is unrelated to instructional design and technology and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. All courses are offered through distance learning.

All IDT students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed Internet connection.

Under normal circumstances, admissions will be offered at least three times a year for the fall, spring, and summer semesters. Acceptance is competitive to assure that there is an adequate number of full-time faculty to serve the students through advising, mentoring, and other duties, particularly when individuals reach the dissertation stage of the program.

Students interested in attending full-time and applying for financial aid should submit their applications by February 1 prior to the fall semester they wish to start.

Applicants must submit completed applications and all related material no later than the following dates:

- July 1st for the Fall Semester*
- November 1st for the Spring Semester
- March 1st for the Summer Semester

**Program Completion and Exit**

To complete the program students must fully comply with the curriculum below and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and complete required portions.

**Curriculum**

Prerequisites: All students admitted into the Ph.D. in instructional design and technology must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.

**Prerequisites**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IDT 617</td>
<td>Foundations of Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td><strong>ID&amp;T Core Courses (21 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDT 801</td>
<td>Instructional Design and Technology Seminar</td>
<td>3</td>
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</table>

Old Dominion University 39
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 849</td>
<td>Instructional Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>IDT 810</td>
<td>Trends and Issues in Instructional Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>IDT 760/860</td>
<td>Cognition and Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>IDT 773/873</td>
<td>Advanced Instructional Design Techniques</td>
<td>3</td>
</tr>
<tr>
<td>IDT 751/851</td>
<td>Computer-Based Multi-Media Design</td>
<td>3</td>
</tr>
<tr>
<td>IDT 730/830</td>
<td>Principals and Practice of Human Performance Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core (15 hours)**
- FOUN 823 Analysis of Variance Applied to Educational Research 3
- FOUN 812 Advanced Research Design and Analysis 3
- FOUN 814 Qualitative Research Design in Education 3
- IDT 725/825 Human Performance Assessment 3
- IDT 879 Research Residency in Instructional Design and Technology 3

**Instructional Design Concentration** 9
Choose from the following:

**Design & Theory**
- IDT 748/848 Instructional Technology Product Evaluation
- IDT 761/861 Applied Instructional Design
- IDT 763 Instructional Design Theory (IDT 863)
- IDT 746/846 Foundations of Distance Education
- IDT 764/864 Theories and Research
- IDT 742/842 Task Analysis Methods

**Technology**
- IDT 715/815 Management of Technology Resources in the Classroom
- TLCI 735/835 Connecting Research In Early Developmental Practice in Early Childhood Education
- IDT 752/852 Diffusion and Adoption of Instructional Technology Innovations
- IDT 756/856 Instructional Gaming: Theories and Practice
- IDT 755/855 Theory and Design of Instructional Simulation
- IDT 775/875 Designing Online Instruction

**Human Performance Technology**
- IDT 739/839 Needs Analysis and Assessment
- IDT 737/837 Consulting Skills for Instructional Designers
- IDT 735/835 Knowledge Management

**Electives**

**Capstone Courses (15 hours)**
- FOUN 881 Dissertation Seminar *** 3
- SEPS 899 Dissertation in Occupational Education 1-12

**Total Hours** 55-66

* All students admitted into the Ph.D. program in instructional design and technology must complete the prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.

** Electives are chosen from the list above, or from related areas, e.g., modeling & simulation, psychology, engineering, speech-communications, business, IO psychology.

*** If seminar is waived by the doctoral committee, the credits are added to the content.

Additional courses or substitutions may be used as approved by student’s advisory committee.

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### Department of Teaching & Learning

145 Education Building
757-683-3283, 757 683-3284
Charlene Fleener, Chair

The Department of Teaching and Learning offers programs leading to the Master of Science in Education Degree with majors in Early Childhood, Elementary, Reading, and Secondary Education, and the Doctor of Philosophy in Education Degree with concentrations in Elementary Childhood, Literacy Leadership, and Curriculum and Instruction. Programs leading to the Master of Science in Education Degree include the 5-year undergraduate/graduate program leading to the Bachelor of Science in Interdisciplinary Studies through the College of Arts and Letters with continuation into the Masters of Science in Education Degree with initial teacher licensure in Early Childhood or Elementary Education. State-approved teacher preparation programs at the graduate level are also available for individuals with non-teaching bachelors degrees interested in licensure at the Elementary, Middle, or Secondary school grade levels. Additionally, the Department of Teaching & Learning offers programs leading to state licensure in Library Science, and programs for licensed teachers in Reading including the Reading Specialist endorsement, and the Field-Based Masters Program.

### Early Childhood Education
- Master of Science in Education-Research Emphasis (non-licensure)
- Master of Science in Education, with Initial Licensure (PreK-3) Continuation of undergraduate Interdisciplinary Studies – Teacher Preparation Concentration (IDS Fifth Year program)
- Doctor of Philosophy in Education – Early Childhood Emphasis

### Elementary and Middle School Programs
- Master of Science in Education, Elementary Education, Initial Licensure (PreK-6) [Continuation of undergraduate Interdisciplinary Studies – Teacher Preparation Concentration (IDS Fifth Year program)]
- Master of Science in Education, Elementary Education, Initial Licensure (PreK-6)
- Master of Science in Education, Elementary/Middle Education, Initial Licensure Middle School (Grades 6-8)
- Master of Science in Education, Elementary/Middle Education, Licensed Teachers

### Secondary Education Programs
- Master of Science in Education with Initial Licensure (6-12) Secondary Education
- Master of Science in Education for Licensed Teacher - Secondary Education

### Field-Based Master’s Programs
- Master of Science in Education, Elementary Education, Licensed Teachers
- Master of Science in Education, Secondary Education Licensed Teachers

### Library Science – School Librarianship
- Library Science Endorsement for licensed teachers (non-degree)
- Master of Science in Education, Elementary or Secondary Education (Endorsement for licensed teacher)
- Master of Science in Education, Elementary or Secondary Education (Initial Licensure for non-teachers)

### Military Career Transition Program
- Master of Science in Education with Initial Licensure Elementary Education (PreK-6)
Students must:
Continuance
provisional basis subject to the conditions specified by the graduate program
requirements for regular admission to the program may be admitted on a
Under certain circumstances, applicants who do not fully meet the
program. Students must:
faculty. The following requirements are necessary for admission to the
Admission to the graduate program in early childhood education is granted
facilitating entry into the PhD program.

Master of Science in Education - Early Childhood - Research Emphasis Prek-3
145 Education Building
757-683-3284
Andrea DeBruin-Parecki, Program Director

A master’s degree in early childhood education with a research emphasis
will provide educators with an advanced professional degree and
qualifications beyond licensure. Course work for the degree includes a
focus on scholarly research, statistical analysis, and writing for professional
journals. This emphasis also will serve as the prerequisite course work
to the PhD in education with a concentration in early childhood, thereby
facilitating entry into the PhD program.

Admission
Admission to the graduate program in early childhood education is granted
by the graduate program director in conjunction with early childhood faculty. The following requirements are necessary for admission to the
program. Students must:
1. hold a baccalaureate degree from a regionally accredited institution;
2. have an undergraduate GPA of 3.0 or better;
3. submit satisfactory scores on the Graduate Record Examination (GRE)
or a Miller Analogies Test (MAT); and,
4. submit a 400-500 word goal statement indicating personal goals and
motivation for pursuing the early childhood education program

Under certain circumstances, applicants who do not fully meet the
requirements for regular admission to the program may be admitted on a
provisional basis subject to the conditions specified by the graduate program
director.

Continuance
Students must:
1. maintain a grade point average of 3.00 overall, and
2. successfully complete all competencies relative to the program of
study
3. complete the RCR modules during your first twelve graduate
credit hours at Old Dominion University. For more information
review the instructions at: http://education.odu.edu/docs/
Responsibile_Conduct_of_Research_Programs.pdf

Exit
Students must:
1. have a grade point average of 3.00 overall and a grade of B- or better
in all course work;
2. satisfactorily complete all program requirements, including the
comprehensive examination;
3. complete a Graduate Student Assessment;
4. complete the Post Task Rating Form online at http://
education.odu.edu/esse/; and
5. submit a written research project according to the program guidelines
prior to the awarding of the Master of Science in Education degree.

Program Requirements
The master’s degree requires a minimum of 30 credits of graduate study.

Curriculum
Research Core Courses 15
FOUN 612  Applied Research Methods in Education
FOUN 722  Introduction to Applied Statistics and Data Analysis
FOUN 641  Assessment and Evaluation of Student Learning
TLCI 735  Connecting Research In Early Developmental Practice in Early Childhood Education
TLED 636  Problems in Education

Electives 15
SPED 700  Social/Emotional Aspects of Child Development
TLCI 736  Working with At-Risk Children and Families: An Ecological Approach
TLED 688  Practicum in Early Childhood
TLED 695  Topics in Education

Total Hours 30

Fifth Year Master of Science in Education, Initial Licensure Early Childhood (PreK-3)
145 Education Building
757-683-3284
Charlene Fleener, Graduate Program Director

This program is designed for prospective teachers who have completed the
undergraduate program in teacher education primary/elementary offered
by the Department of Interdisciplinary Studies in the College of Arts and
Letters.

Admission
All students must apply for and be admitted into the approved M.S. Ed with
initial licensure program for Early Childhood Education (grades PreK-3).
The following admission criteria must be met:
1. The Bachelor of Science Degree in Interdisciplinary Studies with
a concentration in teacher education, primary/elementary from the
College of Arts and Letters at Old Dominion University is required.
2. Students must meet the required criteria for admission by passing the
Virginia Board of Education prescribed assessments and earn
the minimum required grade point averages (GPA). Virginia
Board of Education prescribed assessments are outlined in the
Teacher Education Services and Advising section of this catalog.
To review more information on the Virginia Board of Education
prescribed assessments, visit the Teacher Education Services website,
www.odu.edu/tes.
3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education.
5. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test.
6. An application for graduate studies, two letters of reference, a 400-500 word goal statement indicating personal goals and motivation for pursuing early childhood education, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for early childhood education.

**Continuance**

1. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major.
2. A grade of “B” or higher is required in all practicum coursework.
3. Complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible Conduct of Research Programs.pdf.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II code 0014 paper delivered or 5014 computer delivered prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All course work in the program must be completed with at least a 3.00 graduate GPA, a grade of B in the advanced graduate practicum, and all assessments must be passed prior to attending the Teacher Candidate Internship Orientation session.
6. A grade of B- or higher is required in all professional education courses in the master’s degree.
7. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

**Graduation**

Requirements for graduation include:

1. Passage of the written comprehensive exam;
2. Completion of the Graduate Assessment;
3. A minimum cumulative 3.00 GPA, successful completion of the Teacher Candidate Internship, an exit interview, and submit an application for graduation. No courses in the academic major in which the student earned below a C and no courses in professional education in which the student earned below a B- will be accepted toward licensure requirements in the Darden College of Education.

**Curriculum**

**Prerequisite**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 474/574</td>
<td>Foundations and Contemporary Issues in Early Childhood Education (if not completed in BS program)</td>
<td>3</td>
</tr>
</tbody>
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**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

SPED 500 Foundations of Special Education: Legal Aspects and Characteristics 3
TLED 592 Integrating Mathematics and Science Across the Curriculum, PK-3 3
FOUN 641 Assessment and Evaluation of Student Learning 3
TLED 677 Advanced Child Development Theory and Research 3
TLED 690 The Child and the Family 3
TLED 679 Advanced Classroom Management and Practicum in PreK-6 3
TLED 583 Seminar in Teacher Education 1
TLED 668 Internship/Student Teaching and Seminar 9

Total Hours 34

*If not completed in the BS IDS Teacher Preparation Concentration program.

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

**Early Childhood Education Post-baccalaureate Endorsement Program**

145 Education Building
757-683-3284
Charlene Fleener, Graduate Program Director

This program is available only to students who already possess an undergraduate degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration and who want to obtain a Virginia teaching license with an endorsement in preschool through grade three.

**Admission**

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. A bachelor’s degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration is required to be considered for admission in this program.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required grade point averages (GPA) below. Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:
   - A passing PRAXIS I composite score of 532 or
   - Qualifying SAT or ACT test scores or
   - PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

*To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a C will be accepted for admission in the Darden College of Education.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission.

Continuance

1. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
2. A grade of “B” or higher is required in all practicum coursework.
3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II code 0014 paper delivered or 5014 computer delivered prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All assessments must be passed prior to the Teacher Candidate Internship Orientation session. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes. To review more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, www.odu.edu/tes.

Completion

Requirements for completion are:

1. GOOD ACADEMIC standing, successful completion of the Teacher Candidate Internship, complete all course requirements, and submit an application for Virginia licensure.
2. No courses in the academic major or professional education in which the student earned below a C will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure for grades PreK-3 must meet the academic content knowledge requirements with a minimum grade of C. Transcripts will be evaluated by the teacher education advisor to determine whether these academic requirements have been met by previous course work at the undergraduate level. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301  Foundations and Introduction to Assessment of Education</td>
<td></td>
</tr>
<tr>
<td>TLED 430/530  PK-12 Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td></td>
</tr>
<tr>
<td>TLED 468/568  Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>28</td>
</tr>
<tr>
<td>SPED 406/506  Students with Diverse Learning Needs in the General Education Classroom</td>
<td></td>
</tr>
<tr>
<td>TLED 474/574  Foundations and Contemporary Issues in Early Childhood Education</td>
<td></td>
</tr>
</tbody>
</table>

In order for a student to move from the Post-baccalaureate Endorsement program into the master’s program in early childhood, graduate admission must be granted prior to completing 12 semester hours of graduate work. If accepted into the program, only up to 12 semester hours would be counted toward the graduate degree.

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Doctor of Philosophy in Education - Early Childhood Education Emphasis within the Curriculum and Instruction Program

145 Education Building
757-683-3284
Andrea DeBruin-Parecki, Advisor

The Doctor of Philosophy in Curriculum and Instruction at the Darden College of Education of Old Dominion University, with concentrations in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses.

Early Childhood Education Emphasis:
The PhD in Education with a concentration in Early Childhood Education program, through its integral partnership with the Old Dominion University Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrative leadership.

See the PhD in Curriculum and Instruction for complete program information.

Master of Science in Education – Elementary/Middle School

145 Education Building
Licensure - PreK-6

145 Education Building
757-683-3284

Guang-Lea Lee, Graduate Program Director

General Description of PreK-6 and Middle School Programs

Within the Master of Science in Education degree program in elementary education, there are a number of programs for both licensed teachers as well as those seeking initial licensure in PreK-6 and middle school 6-8.

Master of Science in Education with Initial Licensure - PreK-6

This licensure/master’s program in elementary school education (PreK-6) is designed for individuals with a non-teaching B.S. or B. A. degree who want to obtain licensure as a teacher in preschool through grade six and earn a master’s degree at the same time.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education - (Pre-K through 6): Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades PreK-6). The following admission criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including specific course work to meet Virginia’s stated coursework competencies for elementary education (PreK-6) subject area preparation.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required grade point averages (GPA).
3. Virginia Board of Education prescribed assessments are outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments:
   - A passing PRAXIS I composite score of 532 or
   - Qualifying SAT or ACT test scores or
   - PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470
   * To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.
4. A cumulative undergraduate GPA of 2.80 is required for admission.
5. No courses in the academic major in which the student has made a grade below a "C" will be accepted for admission in the Darden College of Education.
6. No course in professional education in which the student has made a grade below a "B-" will be accepted in the Darden College of Education.
7. Satisfactory scores must be achieved on either the Graduate Record Exam (GRE) or the Miller Analog Test (MAT). A combined verbal and quantitative score of 290 is required on the GRE, with at least a minimum score of 146 on the verbal section. A minimum score of 399 is required on the MAT.
8. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative GPA of 3.00. A grade of “B” or higher is required in all practicum coursework.
2. A grade of "B-" or higher is required in all professional education courses.
3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II code 0014 paper delivered or 5014 computer delivered prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.

Graduation

Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the written comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. An exit interview;
7. Complete all course requirements; and
8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in elementary education (grades PreK-6) must meet the academic content requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.
Curriculum

Prerequisite Undergraduate Professional Education Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
</tr>
<tr>
<td>TLED 430/530</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
</tr>
<tr>
<td>TLED 432</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
</tr>
<tr>
<td>STEM 433</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
</tr>
<tr>
<td>STEM 434</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
</tr>
<tr>
<td>TLED 435</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
</tr>
<tr>
<td>TLED 479</td>
<td>Classroom Management and Practice PreK-3; PreK-6</td>
</tr>
</tbody>
</table>

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours 58

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Fifth Year Master of Science in Education for Initial Licensure Elementary PreK-6 (Continuation of Undergraduate Interdisciplinary Studies – Teacher Preparation Concentration from ODU)

This program is designed for prospective teachers who have completed the undergraduate program in primary/elementary teacher preparation concentration offered by the Department of Interdisciplinary Studies in the College of Arts and Letters.

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades PreK-6). The following criteria must be met:

1. The Bachelor of Science Degree in interdisciplinary studies with a teacher preparation concentration, primary/elementary from the College of Arts and Letters at Old Dominion University is required.

Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

2. Virginia Board of Education prescribed assessments are outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments:
   - A passing PRAXIS I composite score of 532 or
   - Qualifying SAT or ACT test scores or
   - PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

* To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. No courses in the academic major in which the student has made below a “C” will be accepted for admission in the Darden College of Education.

5. No course in professional education in which the student has made a grade below a “B-” will be accepted in the Darden College of Education.

6. Satisfactory scores must be achieved on either the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT). A combined verbal and quantitative score of 290 is required on the GRE, with at least a minimum score of 146 on the verbal section. A minimum score of 399 is required on the MAT.

7. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative GPA of 3.00. A grade of “B” or higher is required in all practicum coursework.

2. A grade of “B-” or higher is required in all professional education courses.

3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II code 0014 paper delivered or 5014 computer delivered prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.
Graduation
Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the written Comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. An exit interview;
7. Complete all course requirements;
8. No course in the professional education area with a grade below a "B-" will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6 *</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours 31

* Prerequisite: TLED 479/TLED 579

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Elementary Education (PreK-6) Post-Baccalaureate Endorsement Program
145 Education Building
757-683-3284
Guang-Lea Lee, Graduate Program Director

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post-baccalaureate endorsement program candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into the post-baccalaureate endorsement teacher preparation programs in the Darden College of Education. The PreK-6 “post-baccalaureate endorsement” option is available for those students who wish to pursue licensure and do not meet the master’s degree admission requirements or who do not wish to pursue the master’s degree.

This licensure program in elementary education (PreK-6) is designed for individuals with a non-teaching B.S. or B. A. degree who want to obtain licensure to teach in grade Pre-K through grade six.

Admission
All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary Education (grades PreK-6). The following admission criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including specific course work to meet Virginia’s stated coursework competencies for elementary education (PreK-6) subject area preparation.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required grade point averages (GPA). Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:
   • A passing PRAXIS I composite score of 532 or
   • Qualifying SAT or ACT test scores or
   • PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   • SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   • ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

   *To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. Cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a “C” will be accepted in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance
1. Students must maintain a cumulative Graduate GPA of 3.00. A grade of “B” or higher is required in all practicum coursework.
2. A grade of “C” or higher is required in all content knowledge and professional education courses.
3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II code 0014 paper delivered or 5014 computer delivered prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.

Completion
Requirements for completion are:
1. A minimum cumulative 3.00 Graduate GPA
2. Successful completion of the Teacher Candidate Internship
3. Complete all course requirements
4. Submit an application for Virginia licensure.
5. No courses in the academic major or professional education in which the student earned below a “C” will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking initial licensure for grades PreK-6 must meet the academic concentration requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>12</td>
</tr>
<tr>
<td>TLED 430/530</td>
<td>PK-12 Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td></td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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</table>

Graduate Professional Education Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 406/506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td></td>
</tr>
<tr>
<td>TLED 432/532</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
<td></td>
</tr>
<tr>
<td>STEM 433/533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
<td></td>
</tr>
<tr>
<td>STEM 434/534</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
<td></td>
</tr>
<tr>
<td>TLED 435/535</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
<td></td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td></td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
<td></td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 40

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Master of Science in Education with Initial Licensure – Middle School (Grades 6-8)
Charlene Fleener, Graduate Program Director

This licensure/master’s program in middle school education (grades 6-8) is designed for prospective teachers wanting to obtain initial middle school teaching licensure and a master’s degree at the same time. Available to students who have a non-teaching B.S. or B.A. degree, the program requires students to take courses that meet the Commonwealth of Virginia’s stated academic competency requirements and leads to two undergraduate endorsement areas selected from the following:

Mathematics * 21
English * 21
Science * 21
Social Studies * 21
Education Courses taken at the graduate level 33

* Minimum hours to satisfy requirement.

Advisors in the Office of Teacher Education Services will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major or professional education classes in which the student has made below a C- will be accepted toward licensure in the Darden College of Education.

Admission
All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Middle School (grades 6-8). The following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a C- will be accepted for admission in the Darden College of Education.

5. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test.

6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.
Continuance

1. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major. A grade of “B” or higher is required in all practicum coursework. A minimum B- grade is required for all graduate professional education courses.
2. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.
3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS II examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
4. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- PRAXIS II Middle School English/Language Arts (test code: 0049) – passing score is 164
- PRAXIS II Middle School Mathematics (test code: 0069) – passing score is 163
- PRAXIS II Middle School Science (test code: 0439) – passing score is 162
- PRAXIS II Middle School Social Studies (test code: 0089) – passing score is 160

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

Graduation

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B- grade for all graduate professional education courses required,
4. successful completion of the Teacher Candidate Internship,
5. an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

No courses in the academic major or professional education in which the student earned below a C- will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in middle school education (grades 6-8) must meet the academic concentration requirements in two of the following content areas with a minimum grade of C-.

Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Experiential learning credit may be available for some non-academic work.

English: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.
Mathematics: Mathematics content must include coursework in algebra, geometry, probability and statistics, and applications of mathematics; 21 credit hours.
Science: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

History/Social science: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
</tr>
<tr>
<td>TLED 468</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
</tbody>
</table>

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (co-requisite with one Instructional strategies)</td>
</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 666</td>
<td>Internship/Student Teaching and Seminar (student teaching)</td>
</tr>
</tbody>
</table>

Select two from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
</tr>
<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
</tr>
<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
</tr>
</tbody>
</table>

Total Hours: 44

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Middle School (6-8) Post-Baccalaureate Endorsement

Charlene Fleener, Graduate Program Director

This Post-Baccalaureate Endorsement program in middle school education (grades 6-8) is designed for prospective teachers who want to obtain an initial middle school teaching licensure. Available to students who have a non-teaching B.S. or B.A. degree, the program requires students to take courses that meet the Commonwealth of Virginia’s stated academic competency requirements and leads to two undergraduate endorsement areas selected from the following:
**Continuance**

*Minimum hours to satisfy requirement.*

*Advisors in the Office of Teacher Education Services will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major or professional education classes in which the student has made below a C- will be accepted toward licensure in the Darden College of Education.

**Admission**

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary/Middle School Education (grades 6-8). The following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) to meet Virginia’s stated coursework competencies for middle school education (6-8) subject areas, including 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

**Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.**

- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.75 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a C- will be accepted for admission in the Darden College of Education.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

**Continuance**

1. Students must maintain a cumulative GPA of 2.75 and a minimum of 2.75 GPA in the major.

2. A grade of “B” or higher is required in all practicum coursework. A grade of B- is required for all graduate professional education courses.

3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: [http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf](http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf).

4. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS II examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: [http://www.odu.edu/tes](http://www.odu.edu/tes).

**Virginia Board of Education prescribed professional assessments:**

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment

- PRAXIS II Middle School English/Language Arts (test code: 0049) – passing score is 164

- PRAXIS II Middle School Mathematics (test code: 0069) – passing score is 163

- PRAXIS II Middle School Science (test code: 0439) – passing score is 162

- PRAXIS II Middle School Social Studies (test code: 0089) – passing score is 160

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

**Completion**

Requirements for completion are as follows:

1. a minimum cumulative 2.75 GPA,

2. a minimum grade of C- in all academic major or professional education courses to be accepted toward licensure requirements in the Darden College of Education,

3. successful completion of the Teacher Candidate Internship,

4. completion of all course requirements, and

5. submission of an application for Virginia licensure.

**Program Requirements**

Students seeking initial licensure for grades 6 - 8 must meet the academic concentration requirements in two of the following content areas with a minimum grade of C-. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

**English**: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

**Mathematics**: Mathematics content must include coursework in algebra, geometry, probability and statistics, and applications of mathematics; 21 credit hours.

**Science**: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

**History/Social science**: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
TLED 430/530  PK-12 Instructional Technology  3
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
TLED 468/568  Language Acquisition and Reading for Students with Diverse Learning Needs  3

Graduate Professional Education Courses
READ 680  Reading to Learn Across the Curriculum  3
TLED 583  Seminar in Teacher Education  1
TLED 615  Teaching in the Middle School  4
Select two from the following:  6
  TLED 551  Developing Instructional Strategies for Teaching in the Middle/High School: English
  TLED 555  Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies
  STEM 553  Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics
  STEM 554  Developing Instructional Strategies for Teaching in the Middle/High School: Science
TLED 666  Internship/Student Teaching and Seminar  9

Total Hours  36

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Master of Science in Education for Licensed Teachers - Elementary/Middle School - General
145 Education Building
757-683-3294
Guang-Lea Lee, Graduate Program Director

The following program is for licensed teachers who wish to enter a degree program leading to the Master of Science in Education degree. Non-degree students intending to enter this graduate program must meet with the elementary/middle school graduate program director upon completion of no more than six graduate credits.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

Curricula for the program include specific courses in teaching in most of the major content areas: mathematics, science, social studies, and language arts. Each individualized program has three component areas:

1. core,
2. support; and
3. research.

The research component may have up to three options (thesis, problem paper, or seminar) as indicated.

Admission

Students must:
1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold at least the Virginia Collegiate Professional License or an equivalent license from another state for elementary or middle school education;
3. have a general undergraduate grade point average of at least 2.80;
4. take and receive satisfactory scores on either the Graduate Record Examination or Miller Analogies Test;
5. have an interview with the graduate program director; and
6. apply for admission to graduate school; and
7. send official copies of all transcripts to Graduate Admissions.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

Students must:
1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf;
2. maintain a grade point average of 3.00; and
3. maintain a grade point average of 3.00 in the major.

Exit

Students must:
1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. pass a written comprehensive examination;
4. have an exit interview;
5. have completed all course requirements; and
6. submit an application for graduation.

Program Requirements

Since students are expected to be dedicated to the goal of becoming master teachers, evidence that a student has reached this goal must be presented before graduation is certified. A minimum of 30 semester credits of course work is required for programs in elementary/middle school education. After admission to provisional or regular degree status, or before the completion of six credits as a non-degree student, the student must meet with the graduate program director who will assign a permanent advisor from the graduate faculty of the Darden College of Education. It is the responsibility of the student to confer with the assigned advisor for the purpose of developing a program of study. Each program has a core, support and research area that may, in some instances, be tailored to fit individual needs. Listed below is a possible program of study.

General Core
TLED 430/530  PK-12 Instructional Technology  3
READ 683  Diagnostic Teaching of Reading in the Classroom  3

Instructional Strategies classes or other courses based on teaching specialties  6
Support beyond the core  12

Research courses (6 to 12 Credits)  7-13

Select one option from the following:

Option A. Thesis option  3
Virginia Board of Education prescribed assessments:
in the Teacher Education Services and Advising section of this catalog.

Following criteria must be met:

To obtain licensure as a teacher in grades 6 through 12 and earn a master’s degree at the same time.

This licensure/master’s program in secondary education (grades 6-12) is designed for individuals with a non-teaching B.S. or B. A. degree who want to obtain licensure as a teacher in grades 6 through 12 and earn a master’s degree at the same time.

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Secondary Education (grades 6-12). the following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including semester hours (which meet Virginia’s stated coursework competencies) in one of the following content areas: English, mathematics, earth science, chemistry, biology, or physics, and history/social studies, which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.

5. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test.

6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance

1. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

2. Students must maintain a cumulative GPA of 3.00 with a minimum grade requirement of B- for all graduate professional education courses.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS II examination for the appropriate specialty area prior to or while enrolled in the instructional strategies course.

4. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services and Advising catalog section or website, www.odu.edu/tes.

Graduation

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,

2. completion of the Graduate Assessment,

3. a minimum cumulative 3.00 GPA, with a minimum grade requirement of B- for all graduate professional education courses.

4. successful completion of the Teacher Candidate Internship,

5. an exit interview,

6. completion of all course requirements, and

7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in secondary education (grades 6-12) must meet the grade required for the academic major and professional education in order to complete the master’s degree. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work (content) that was not met in previous course work must be completed prior to Teacher Candidate Internship.
Darden College of Education

Students must:

Admission is listed in a separate section below. Other programs may be individually
education, and library science/media. The program in school librarianship
interest areas in instructional design and technology, general vocational
The general secondary education major for licensed teachers includes
with the secondary education graduate program director upon completion of
licensed teachers may be obtained in this program (See separate listing.)
library endorsement for
schools. Completion of requirements leads to upgrading of the teaching
ability to teach effectively and to participate in educational research in their
secondary level. Licensed teachers completing the program enhance their
students to improve and update professional competency in teaching at the
Virginia Board of Education 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
this Catalog. Students are encouraged to obtain current program information
from their advisors and from the Teacher Education Services website:
www.odu.edu/tes.

Master of Science in Education for Licensed
Teachers – Secondary 6-12

The graduate programs in secondary education are designed for licensed
teachers to improve and update professional competency in teaching at the
secondary level. Licensed teachers completing the program enhance their
ability to teach effectively and to participate in educational research in their
schools. Completion of requirements leads to upgrading of the teaching
license to the Postgraduate Professional level. Library endorsement for
licensed teachers may be obtained in this program (See separate listing.)
Non-degree students intending to enter this graduate program must meet
with the secondary education graduate program director upon completion of
no more than six graduate credits.

Program: General for Licensed Teachers

The general secondary education major for licensed teachers includes
interest areas in instructional design and technology, general vocational
education, and library science/media. The program in school librarianship
is listed in a separate section below. Other programs may be individually
designed as students’ needs indicate.

Admission

Students must:

Curriculum

Program Prerequisite 3
SPED 313 Fundamentals of Human Growth and
Development: Birth through Adolescence

Graduate Professional Education courses 34
TLED 530 PK-12 Instructional Technology
TLED 608 Foundations of Education and Instructional
Assessment
SPED 500 Foundations of Special Education: Legal Aspects
and Characteristics
TLED 640 The Management of Learning and Instruction
READ 680 Reading to Learn Across the Curriculum
SPED 517 Collaboration and Transitions
TLED 583 Seminar in Teacher Education (co-requisite with
Instructional Strategies)
FOUN 641 Assessment and Evaluation of Student Learning
TLED 669 Internship/Student Teaching and Seminar

Select one of the following four that corresponds to subject (content) area: 3

TLED 551 Developing Instructional Strategies for Teaching
in the Middle/High School: English
TLED 555 Developing Instructional Strategies for Teaching
in the Middle/High School: Social Studies
STEM 553 Developing Instructional Strategies for Teaching
in the Middle/High School: Mathematics
STEM 554 Developing Instructional Strategies for Teaching
in the Middle/High School: Science

Total Hours 40

Due to changing University requirements, national standards, and the
Virginia Board of Education 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
this Catalog. Students are encouraged to obtain current program information
from their advisors and from the Teacher Education Services website:
www.odu.edu/tes.

Program Requirements

Students enrolled in secondary and general secondary programs are expected to
be dedicated to the goal of becoming master classroom teachers or
librarians; therefore, evidence that a student has reached this goal must be
presented before graduation is certified. A minimum of 31 semester credits
is required for completion of any program planned. If a graduate student
elects to add other goals to the program, such as becoming a secondary
education supervisor, then the program may require an additional nine to 12
credits beyond the 31-hour minimum.

Emphasis Areas

In the secondary school - general program, emphases are offered in biology,
chemistry, English, mathematics, economics, history, and social studies
education. For requirements in the music education interest area, refer to the
Music section in the College of Arts and Letters. For library science/media
refer to the separate section listed later in the department.

Area I: Core: 12 to 18 credits.
Area II: Support: 12 to 18 credits.
Area III: Research: 6 to 12 credits. The following two courses are required:

FOUN 612 Applied Research Methods in Education 3
TLED 636 Problems in Education 3

After admission to provisional or regular degree status, each student is
assigned a permanent advisor from the Darden College of Education’s
graduate faculty. It is the student’s responsibility to confer with the assigned
advisor. The advisor will be well acquainted with the emphasis area the
student has chosen and will be responsible for helping the student develop
a program of study that best meets the student’s needs. This proposed
Continuance may be admitted on a provisional basis subject to conditions specified by the who do not fully meet the requirements for regular admission to the program under certain circumstances, applicants may be admitted provisionally to the program. Applicants applying for admission may be considered for provisional admission if they have completed the required coursework and meet the minimum academic standards. Provisional admission is subject to successful completion of required coursework and meeting the requirements for regular admission. Applicants should consult with their academic advisor to determine if they are eligible for provisional admission.

**Secondary (6-12) Post-Baccalaureate Endorsement Program**

This Post-Baccalaureate endorsement program in secondary education (grades 6-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 in the following content areas: English, mathematics, earth science, chemistry, biology or physics, and history/social studies, which will be listed on the license.

**Admission**

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Secondary Education (grades 6-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

**Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.**

Virginia Board of Education prescribed assessments:

- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required in the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

**Continuance**

1. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.
2. Students must maintain a cumulative GPA of 2.75.
3. A grade of “B” or higher is required in all practicum coursework.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS II examination for the appropriate secondary endorsement prior to or while enrolled in the Seminar in Teacher Education (TLED 483 (https://nextcatalog.odu.edu/graduate/dardencollegeofeducation/teachinglearning)) course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.

**Completion**

Requirements for completion are as follows:

1. a minimum cumulative 2.75 GPA,
2. successful completion of the Teacher Candidate Internship,
3. completion all course requirements, and
4. submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

**Program Requirements**

Students seeking initial licensure for grades 6 - 12 must meet the grade requirements for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

**Master of Science in Education- Teaching English as a Second Language**

145 Education Building

757-683-3284

Robert Lucking, Graduate Program Director

The Masters of Science in Education-Secondary- Teaching English as a Second Language (TESOL) concentration is for individuals who hold an undergraduate degree and wish to earn a Master of Science in Education degree and qualify for a Virginia Teaching license for grades PreK-12 in English as a Second Language. The program emphasis is Teaching English to speakers of other languages.

**Admission**

1. All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Teaching English as a Second Language (TESOL – PK-12).
2. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent).
3. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

**Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.**

- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470
- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470
To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

4. A cumulative undergraduate GPA of 2.80 is required for admission.

5. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.

6. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test.

7. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL.

Continuance

1. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

2. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major. A minimum B- grade required for all graduate professional education courses.

3. A grade of “B” or higher is required in all practicum coursework.

4. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS II examination for TESOL prior to or while enrolled in the instructional strategies course.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- Student must meet the PRAXIS II TESOL requirement, test code #0361
- To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

Graduation

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA and a minimum B- grade required for all graduate professional education courses,
4. successful completion of the Teacher Candidate Internship,
5. an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in TESOL (PK-12) must meet the grade required for the academic content requirement in English and professional education courses. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td></td>
</tr>
<tr>
<td>ENGL 440/540 General Linguistics (fall only)</td>
<td></td>
</tr>
</tbody>
</table>

Select one from the following:

- Foreign Language
- English for foreign speakers

Academic Content courses in English

<table>
<thead>
<tr>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 677 Language and Communication Across Cultures</td>
</tr>
<tr>
<td>ENGL 679 First and Second Language Acquisition</td>
</tr>
<tr>
<td>ENGL 670 Methods and Materials in TESOL (spring only)</td>
</tr>
</tbody>
</table>

Select one from the following:

- ENGL 542 English Grammar
- ENGL 550 American English
- ENGL 672 Syntax
- ENGL 678 Sociolinguistics

Graduate Professional Education

<table>
<thead>
<tr>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608 Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>TLED 530 PK-12 Instructional Technology</td>
</tr>
<tr>
<td>TLED 640 The Management of Learning and Instruction</td>
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<tr>
<td>READ 683 Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 686 Advanced Language Development and Reading</td>
</tr>
<tr>
<td>FOUN 641 Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 636 Problems in Education</td>
</tr>
<tr>
<td>TLED 669 Internship/Student Teaching and Seminar (student teaching)</td>
</tr>
</tbody>
</table>

Total Hours: 51

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Teaching English as a Second Language (Pk-12) Post-Baccalaureate Endorsement

This Post-Baccalaureate endorsement program in Teaching English as a Second Language (PK-12) is designed for individuals with a non-teaching B.S. or B. A. degree who want to obtain licensure as a teacher in TESOL.

Admission

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for TESOL (PK-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earn the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

- A passing PRAXIS I composite score of 532 or
- Qualifying SAT or ACT test scores or
• PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, www.odu.edu/tes.

3. A cumulative undergraduate GPA of 2.75 is required for admission.

4. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL education.

Continuance

1. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

2. Students must maintain a cumulative GPA of 2.75.

3. A grade of “B” or higher is required in all practicum coursework. A minimum grade of B- is required for all graduate professional education courses.

4. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and must meet PRAXIS II TESOL requirement, test code #0361.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

6. A criminal background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.

Completion

Requirements for completion are as follows:

1. a minimum cumulative 2.75 GPA,
2. successful completion of the Teacher Candidate Internship,
3. completion of all course requirements and a minimum grade of B- is required for all graduate professional education courses
4. submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure for TESOL PK-12 grades must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
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<tbody>
<tr>
<td>SPED 313</td>
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<td>ENGL 440/540</td>
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</tbody>
</table>

Select one from the following:

- Foreign Language
- English for foreign speakers

Academic Content courses in English

<table>
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<tr>
<th>Academic Content Courses in English</th>
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</thead>
<tbody>
<tr>
<td>ENGL 677</td>
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<tr>
<td>ENGL 679</td>
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<tr>
<td>ENGL 670</td>
</tr>
</tbody>
</table>

Select one from the following:

- ENGL 542 English Grammar 3
- ENGL 550 American English 3
- ENGL 672 Syntax 3
- ENGL 678 Sociolinguistics 3

Professional Education

<table>
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<tr>
<th>Professional Education</th>
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<tbody>
<tr>
<td>TLED 301</td>
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<tr>
<td>TLED 430</td>
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<tr>
<td>TLED 360</td>
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<tr>
<td>TLED 408</td>
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<tr>
<td>READ 683</td>
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<tr>
<td>READ 686</td>
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<tr>
<td>TLED 485</td>
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</tbody>
</table>

Total Hours 56

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Field-Based Graduate Programs

Master of Science in Education – Elementary

Master of Science in Education – Secondary

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

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Master of Science in Education – Elementary

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Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

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Master of Science in Education – Elementary

Master of Science in Education – Secondary

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Field-Based Graduate Programs

Master of Science in Education – Elementary

Master of Science in Education – Secondary

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Field-Based Graduate Programs

Master of Science in Education – Elementary

Master of Science in Education – Secondary

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

Field-Based Graduate Programs

Master of Science in Education – Elementary

Master of Science in Education – Secondary

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.
Library Science (School Librarianship K-12)

Master of Science in Education – Elementary
Master of Science in Education – Secondary
145 Educational Building
757-683-3264
Carol Doll, Graduate Program Director

General Description of the School Library Program
Contained within this program are the library science post-baccalaureate endorsement for licensed teachers (non-degree), a Master of Science in Education leading to endorsement in Library Science K-12 for licensed teachers, and a Master of Science in Education with initial licensure in library science K-12 for non-teachers.

Library Science Post-Baccalaureate Endorsement K-12 for Licensed Teachers (Non-Degree)
This non-degree graduate endorsement program leads to licensure as a school librarian (K-12) for individuals who already have a current Virginia teaching license. Students applying to this program must complete a post-baccalaureate application form.

Admission
Students must:
1. hold a bachelor’s degree from an accredited institution;
2. have at least a collegiate professional teaching certificate from the Commonwealth of Virginia,
3. have a cumulative GPA of 2.75 for all college credit courses taken in the baccalaureate degree program,
4. have an interview and recommendation by a departmental representative in library science or his/her designee, and
5. submit an application for licensure only studies.

No courses in the academic major or professional education in which the student has made below a C- will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the program director for library science.

Continuance
Students must:
1. maintain a grade point average of 3.00,
2. have a criminal background check completed prior to placement in a field experience required for practicum courses. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes,
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

Exit
Students must:
1. have a 3.00 grade point average;
2. have an exit interview;
3. have completed all course requirements; and
4. have successfully completed a portfolio review.

Curriculum
Required courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602</td>
<td>Production of Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 605</td>
<td>Selection and Utilization of Non-Book Media</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 675</td>
<td>Administration, Management, and Evaluation of Libraries (Required first course)</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 676</td>
<td>Library Media Services and the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 677</td>
<td>Technical Services in Libraries</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 678</td>
<td>Selection, Evaluation and Utilization of Materials NK-12 *</td>
<td>4</td>
</tr>
<tr>
<td>LIBS 679</td>
<td>Theory and Management of Reference and Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 669</td>
<td>Practicum in School Libraries</td>
<td>3-9</td>
</tr>
</tbody>
</table>

* Prerequisite: LIBS 642 or equivalent
** Taken after the completion of all library courses.

Master of Science in Education - Library Science K-12 Endorsement for Licensed Teachers
145 Educational Building
757-683-3284
Carol Doll, Graduate Program Director

This program leads to a master’s degree plus licensure as a school librarian (K-12) for individuals who already have licensure as a teacher. Students applying to this program may apply for a degree in either elementary or secondary education and should designate the library science concentration on the application form.

Admission
Students must:
1. hold a bachelor’s degree from a regionally accredited college/ university;
2. hold the Virginia Collegiate Professional License or an equivalent license from another state;
3. have a general undergraduate grade point average of at least 2.80;
4. take and receive satisfactory scores on either the Graduate Record Examination or Miller Analogies Test;
5. have an interview with the graduate program director; and
6. apply for admission to graduate school.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the program director for elementary/middle education or the graduate program director for secondary education.

Continuance
Students must:
1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf; and
Exit

Students must:
1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. have an exit interview;
4. have completed all course requirements; and
5. submit an application for graduation; and
6. have successfully completed a portfolio review.

Program Requirements

Core 25

- LIBS 602 Production of Instructional Materials
- LIBS 605 Selection and Utilization of Non-Book Media
- LIBS 675 Administration, Management, and Evaluation of Libraries (Required first course)
- LIBS 676 Library Media Services and the Curriculum
- LIBS 677 Technical Services in Libraries
- LIBS 678 Selection, Evaluation and Utilization of Materials NK-12 *
- LIBS 679 Theory and Management of Reference and Information Retrieval
- LIBS 669 Practicum in School Libraries *****

Support Elective credits ** 3-9

Research Core 6-12

Thesis option ***
- FOUN 612 Applied Research Methods in Education
- TLED 698 Thesis
- FOUN 722 Introduction to Applied Statistics and Data Analysis

Problems paper option ****
- FOUN 612 Applied Research Methods in Education
- TLED 636 Problems in Education

* Prerequisite: LIBS 642 or equivalent
** Prerequisite for the core may be counted as support courses if taken on the graduate level within six years of the date of graduation. These courses must be selected in consultation with the graduate program director or advisor.
*** 9-12 credits; 37 credits required for graduation.
**** 6 credits; 34 credits required for graduation.
***** Taken after the completion of all library courses.

Master of Science in Education - Library Science K-12 Initial Licensure for Non-Teachers

145 Education Building
757-683-3284
Carol Doll, Graduate Program Director

This is an initial licensure program as a school library media specialist for people with a non-teaching B.S. or B.A. It is offered as part of the Master of Science in Education - elementary/middle education. In this program, students who do not have teacher licensure but who are seeking licensure as a school librarian (K-12) and a master’s degree in education will complete professional studies courses in addition to a prescribed set of school library courses and a research core. The minimum number of graduate credits for the program is 63.

Admission

Students must:
1. hold a bachelor’s degree from a regionally accredited college/university;
2. achieve passing scores (as established by the Commonwealth of Virginia) on the Praxis I Academic Skills Assessment or Board-approved SAT/ACT scores;
3. have a cumulative grade point average of 2.80;
4. take and receive satisfactory scores on either the Graduate Record Examination or Miller Analogies Test;
5. have an interview with the graduate program director; and
6. submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. No courses in the academic major or professional education in which the student has made below a C- will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for school librarianship.

Continuance

Students must:
1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. receive a B or better in practicum to participate in teacher internship;
4. have a criminal background check completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
5. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

Exit

Students must:
1. have a 3.00 grade point average;
2. have an exit interview;
3. have completed all course requirements;
4. submit an application for graduation; and
5. pass the Virginia Communication and Literacy Assessment (VCLA) prior to licensure; and
6. have successfully completed a portfolio review.

No courses in the academic major or professional education in which the student has made below a C- will be accepted for licensure requirements in the Darden College of Education.

Program of Study

Prerequisites. Individuals entering this graduate program must already possess a bachelor’s degree and must pass the professional teacher’s assessment requirement (currently Praxis I or equivalent SAT or ACT score) prescribed by the Virginia Board of Education. No courses in the academic major or professional education in which the student has made below a C- will be accepted toward licensure requirements in the College of Education.
<table>
<thead>
<tr>
<th>Professional Education</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301 Foundations and Introduction to Assessment of Education</td>
<td></td>
</tr>
<tr>
<td>TLED 430/530 PK-12 Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>TLED 479/579 Classroom Management and Practice PreK-3; PreK-6</td>
<td></td>
</tr>
<tr>
<td>TLED 586 Student Teaching for Special Endorsement **</td>
<td></td>
</tr>
<tr>
<td>READ 680 Reading to Learn Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following instructional strategies courses:

- STEM 433/533 Developing Instructional Strategies PreK-6: Mathematics
- STEM 434/534 Developing Instructional Strategies PreK-6: Science
- TLED 435/535 Developing Instructional Strategies PreK-6: Social Studies

<table>
<thead>
<tr>
<th>Library Science</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602 Production of Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>LIBS 605 Selection and Utilization of Non-Book Media</td>
<td></td>
</tr>
<tr>
<td>LIBS 642 Children’s Literature Across the Curriculum, PK-8</td>
<td></td>
</tr>
<tr>
<td>LIBS 675 Administration, Management, and Evaluation of Libraries (required first course)</td>
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<tr>
<td>LIBS 676 Library Media Services and the Curriculum</td>
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</tr>
<tr>
<td>LIBS 677 Technical Services in Libraries</td>
<td></td>
</tr>
<tr>
<td>LIBS 678 Selection, Evaluation and Utilization of Materials NK-12 ****</td>
<td></td>
</tr>
<tr>
<td>LIBS 679 Theory and Management of Reference and Information Retrieval</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Problems paper</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612 Applied Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>TLED 636 Problems in Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 58

- Some of these are undergraduate credits and/or may have been taken as an undergraduate.
- To be taken after the completion of all required professional education and library science courses.
- Taken after at least 12 credits of professional education have been completed.
- Prerequisite: LIBS 642 or equivalent

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### Military Career Transition Program

152 Education Building
757-683-3348
Arminda Israel, Graduate Program Coordinator

Designed with the needs and interests of military members and their spouse in mind, the Military Career Transition Program (MCTP) offers master’s degrees with initial licensure through the Department of Teaching and Learning at Old Dominion University. Upon completion of the Master of Science in Education Degree with Initial Licensure, candidates are eligible to receive the Virginia teaching license. Initial licensure grade levels include elementary education (PreK-6), middle school (6-8), and secondary education (6-12) in the areas of English, mathematics, Earth science, biology, chemistry, physics, and history/social sciences. The master’s degree is designed for individuals who have earned a non-teaching bachelor of science or bachelor of arts from a regionally accredited institution. Old Dominion University is a member of the Servicemembers Opportunity Colleges (SOC).

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**Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education - Military Career Transition Program (Pre-K through 6), the Master of Science in Education - Military Career Transition Program (Middle School), and the Master of Science in Education - Military Career Transition Program (Secondary):**

Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

**Eligible applicants:**

- Active duty of all uniformed services
- Active or inactive reservist of all uniformed services
- All National Guard personnel
- All Coast Guard personnel
- Veterans of all uniformed services
- Retired military of all uniformed services
- Spouse of an eligible applicant
- DOD civilian federal employees

Degree courses are offered in traditional classroom at the main campus or via distance education (web-based, video streaming and/or) at locations throughout Virginia and in Bremerton, Washington. MCTP advisors are available at all locations to provide advisement: http://www.odu.edu/mctp

---

### Admission

**Regular Admission Requirements:**

1. Meet eligibility: Be an eligible applicant as defined above and approved by the MCTP Advisory Council Policy;
2. Minimum 2.80 GPA: The GPA must be documented in the bachelor’s degree official transcript from a regionally accredited institution;
3. Praxis I: A passing Praxis I minimum score in each subtest;
   - Writing Minimum 176
   - Mathematics Minimum 178
   - Reading Minimum 178
   - (Praxis I substitute scores are not applicable.)
4. A 500-word goal statement addressing "why do you want to be a teacher" and "why do you want to teach the specific subject area or grade level;" and
5. A minimum of six years of full time work experience highlighted in a resume.

**Provisional Admission Requirements:**

Provisional admission may be offered to applicants who meet the requirements listed below. Individuals not meeting one of the conditions below, a) or b), will not be admitted to the program.

1. Meet Eligibility: Be an eligible applicant as defined above and approved by the MCTP Advisory Council Policy;
2. Must meet one of the following conditions:
   a) GPA: 2.50-2.79 and passing Praxis I in each subtest OR
   b) GPA: 2.80 or higher and a Praxis I composite score of 532 with at least one passing subtest score;
   - Writing Minimum 176
   - Mathematics Minimum 178
   - Reading Minimum 178
   - (Praxis I substitute scores are not applicable.)
3. Must have earned a bachelor’s degree from a regionally accredited institution as documented in the official transcript;
4. A 500-word goal statement addressing "why do you want to be a teacher" and "why do you want to teach the specific subject area or grade level;" and
5. A minimum of six years of full time work experience highlighted in a resume.

Performance as a graduate non-degree student will not be considered when trying to meet the provisional admission requirements.

Gaining Regular Admission after being admitted provisionally:
To gain regular admission, the candidate must earn a minimum 3.00 GPA with no grades below a B-minus in the first 12 graduate credits taken at Old Dominion University after being admitted provisionally. Regular admission must be gained prior to the Teacher Candidate Internship.

Application Procedures
Eligible applicants must apply for and be admitted into the approved M.S.Ed. with initial licensure degree program in Elementary Education (grades prek-6), Middle School Education (grades 6-8), or Secondary Education (grades 6-12).

Applicants must submit to the Office of Graduate Admission:
1. A graduate application at: http://www.odu.edu/admission/graduate; Deadlines for submitting a graduate application:
   March 1 for summer graduate school admission
   June 1 for fall graduate school admission
   November 1 for spring graduate school admission
2. Official transcripts from all undergraduate colleges and universities attended; including the official transcript documenting the bachelor’s degree awarded from a regionally accredited institution;
3. A 500-word goal statement addressing "why do you want to be a teacher" and "why do you want to teach the specific subject area or grade level;"
4. A resume highlighting a minimum of six years of work experience.

Contact the MCTP advisor at your local site: http://www.odu.edu/mctp A transcript review will be completed to determine which appropriate courses meet academic content area specified in the M.S.Ed. with initial licensure degree.

Professional Disposition Survey:
Complete this survey after enrolling in classes at Old Dominion University. This survey is available at: http://education.odu.edu/tes/pages/professionaldispositions.shtml

Responsible Conduct of Research (RCR):
Complete the RCR modules prior to the completion of your first twelve graduate credit hours of study. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

Continuance
Candidates must:
1. Be in “Good Academic Standing” by maintaining a minimum 3.00 graduate grade point average.
2. Have grades equal to or above a B- in all professional education courses accepted toward licensure in the Darden College of Education.
3. Meet the grade required for content knowledge courses in the specific teaching endorsement.
4. Take and pass the prescribed assessment by the Virginia Board of Education:
a. Praxis II examination appropriate for your endorsement area
b. Virginia Communication and Literacy Assessment (VCLA)
c. Reading for Virginia Education (RVE) Assessment, only required for elementary education initial licensure.

For more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, www.odu.edu/tes.
5. Apply for teacher candidate internship.
6. Complete all courses, professional and content knowledge, and assessments prior to your teacher candidate internship orientation session. A criminal background check must be completed prior to placement for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website when applying for teacher candidate internship; http://www.odu.edu/tes.
7. Complete as needed, “Re-validation of Out-of-Date Graduate Credit” that is beyond the time limit established for graduate degrees. Per University “Graduate Policies and Procedures,” the time limit established is six years for master’s degrees. Graduate credit that is beyond the six year limit must be re-validated before the graduate credit can be applied toward the requirements to earn the master’s degree. Re-validation must be completed prior to the start of the teacher candidate internship.

Graduation
All master’s degree requirements must be in accordance with University policy and as outlined in your curriculum. Candidates must:
1. Apply for graduation at: http://ww2.odu.edu/ao/registrar/graduation/candidates/index.shtml
2. Take and pass the Comprehensive Examination.
3. Complete the Graduate Assessment.
4. Have a minimum 3.00 graduate grade point average.
5. Only grades equal to or above a B- in professional education courses will be accepted toward licensure requirements in the Darden College of Education.
6. Meet the grade required for content knowledge courses in the specific endorsement and to be accepted toward the licensure requirements in the Darden College of Education.
7. Pass the Teacher Candidate Internship.
8. Have an Exit Interview.
9. Candidates must be registered the semester in which they graduate. If the candidates have completed all registration requirements, they must registered for at least one credit hour the semester in which they graduate. The academic department has a one credit 999 course that can be used to fulfill this requirement. Registration for this one credit 999 course is subject to the normal fees and regulations of the University.

Program Requirements
Candidates seeking the master’s degree with initial licensure through the Military Career Transition Program (MCTP) must meet all requirements outlined in the approved teacher education curriculum for their specific area of endorsement, including the teacher candidate internship. Transcripts will be evaluated by the MCTP Advisor to determine whether these academic requirements have been met with previous course work. Content knowledge course work that is not met with previous course work must be completed prior to the teacher candidate internship orientation session. All MCTP students are required to meet with their advisor at least once per semester. Candidates are responsible for the information contained in the University Graduate Catalog, such as specific academic policies, course descriptions, and prerequisites: http://catalog.odu.edu/

Curriculum
The approved teacher education curriculum consists of two components that must be fulfilled to earn the master’s degree with initial licensure: 1) content knowledge; and 2) professional education, as listed below:

Content Knowledge
The content knowledge course work required is specified in each initial licensure approved teacher education curriculum the student is pursuing in either elementary education, middle school education or secondary school
education. Meet with the MCTP advisor to complete an evaluation and determine the course work needed to fulfill the content knowledge.

**Professional Education**

**Professional Education Prerequisite**

- SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence

**Graduate Professional Education**

- TLED 608 Foundations of Education and Instructional Assessment
- TLED 616 Design for Effective Instruction
- TLED 530 PK-12 Instructional Technology
- SPED 500 Foundations of Special Education: Legal Aspects and Characteristics
- READ 680 Reading to Learn Across the Curriculum
- TLED 640 The Management of Learning and Instruction
- TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs (required for PreK-6 and 6-8)
- SPED 517 Collaboration and Transitions
- FOUN 641 Assessment and Evaluation of Student Learning
- TLED 583 Seminar in Teacher Education (1 credit)
- TLED 669 Internship/Student Teaching and Seminar (6 credits)

Select one or two from the following instructional/methods courses related to your endorsement**

- TLED 656 Developing Instructional Strategies for Elementary Education (required for Pre-K-6)
- TLED 657 Language Arts Methods for Middle and Secondary School
- STEM 658 Math Methods for Middle and Secondary School
- STEM 659 Science Methods for Middle and Secondary School
- TLED 662 Social Studies Methods for Middle and Secondary School

* 37 credit hours if seeking elementary or secondary education; 40 credit hours if seeking Middle School Education.

** Select one of the courses, if seeking elementary and secondary education. Select two of the courses, if seeking middle school education.

Due to changing University requirements, national standards, and the Virginia Board of Education 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 this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: www.odu.edu/tes.

**Master of Science in Education – Reading**

145 Education Building
757-683-3284

Charlene Fleener, Graduate Program Director

**General Description of Reading Education**

Reading Education offers two programs, 1) the Reading Specialist Endorsement for licensed teachers (non-degree, post-baccalaureate) for candidates already having a master’s degree, and 2) the Master of Science in Education—Reading plus Reading Specialist Endorsement for licensed teachers. A Doctor of Philosophy in Education with an emphasis in Literacy Leadership within the Curriculum and Instruction program is offered for those seeking additional study in the field of literacy.

**Endorsement – Reading Specialist K-12 (Non-Degree)**

The non-degree post-baccalaureate endorsement program leads to licensure as a reading specialist for individuals already having a current Virginia teaching license and a master’s degree.

**Admission**

Students must:

1. obtain and submit a completed licensure-only application form to the Graduate Program Director for Reading,
2. submit official transcripts to the Graduate Program Director for Reading, and
3. submit evidence of a current teaching license (Collegiate Professional License) to the Graduate Program Director for Reading.

**Continuance**

Students must:

1. make an appointment and meet with the Graduate Program Director for Reading before or upon completion of no more than six graduate credits,
2. maintain a GPA of 3.0 or better,
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.

**Exit**

Students must:

1. satisfactorily complete all required coursework,
2. pass the Reading for Virginia Educators: Reading Specialists Examination - coded 0304 or 5304,
3. document three years successful teaching experience with reading being a major portion of the teaching responsibilities, and
4. apply for the Reading Specialist Endorsement through Teacher Education Services. For information contact Teacher Education Services at http://education.odu.edu/tes/.

**Curriculum**

**Required for Endorsement**

- **READ 618 Approaches to Teaching Literature and Writing K-12** 3
- **READ 619 Word Study, Phonics, and Linguistics** 3
- **READ 622 Culturally Responsive Literacy for All Learners** 3
- **READ 680 Reading to Learn Across the Curriculum** 3
- **READ 683 Diagnostic Teaching of Reading in the Classroom** 3
- **READ 685 Organizing and Supervising Reading Program Development** 3
- **READ 686 Advanced Language Development and Reading** 3
- **READ 693 Practicum in Reading** 3

**Total Hours** 24

**Master of Science in Education—Reading plus Reading Specialist Endorsement**

The program is designed to provide professional training for prospective reading specialists, literacy coaches, and elementary- and secondary-level reading teachers.
Extensive course offerings permit the graduate student to pursue an area of interest, such as elementary school reading, secondary school reading, college reading, literacy coaching, and reading in clinical settings. As a culminating experience, each student investigates a problem area and prepares a formal research paper or project on a topic of interest.

Candidate study may include an intensive search of the professional literature on reading or selected field experiences in public, private, or governmental reading programs that provide reading services to clients. In addition, candidates tutor children and aid in the diagnosis and remediation of reading problems. Candidates who have three years of satisfactory experience in teaching reading, completed the entire degree program, and satisfactorily completed the Reading for Virginia Educators: Reading Specialists-coded 0304 or 5304 may obtain the reading specialist endorsement.

**Admission**

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;
3. have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. achieve a satisfactory score (as established by the T&L Department) on the Graduate Record Examination or the Miller Analogies Test;
5. have an interview with the graduate program director;
6. have had three semester credits in reading courses at the undergraduate level; and
7. submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for reading education.

**Continuance**

Students must

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf,
2. maintain a grade point average of 3.00, and
3. maintain a grade point average of 3.00 in the major.

**Exit**

Students must

1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. complete an exit survey;
4. have completed all course requirements;
5. submit an application for graduation; and
6. pass the Reading for Virginia Educators: Reading Specialists Examination coded -0304 or 5304.

**Program Requirements**

A minimum of 33 semester credits is required for the master’s degree in reading education. The degree candidate must successfully pass the Virginia reading specialist licensure examination, usually taken in the last semester of the program.

Course requirements for completion of the degree program are listed below.

<table>
<thead>
<tr>
<th>Area I: Required Core</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 612 Action Research in Reading</td>
<td></td>
</tr>
<tr>
<td>READ 618 Approaches to Teaching Literature and Writing K-12</td>
<td></td>
</tr>
<tr>
<td>READ 619 Word Study, Phonics, and Linguistics</td>
<td></td>
</tr>
<tr>
<td>READ 622 Culturally Responsive Literacy for All Learners</td>
<td></td>
</tr>
<tr>
<td>READ 680 Reading to Learn Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>READ 683 Diagnostic Teaching of Reading in the Classroom</td>
<td></td>
</tr>
<tr>
<td>READ 685 Organizing and Supervising Reading Program Development</td>
<td></td>
</tr>
<tr>
<td>READ 686 Advanced Language Development and Reading</td>
<td></td>
</tr>
<tr>
<td>READ 693 Practicum in Reading</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Electives (select 2)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 620 Multicultural Children’s Literature and Literacy</td>
<td></td>
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<tr>
<td>READ 625 Issues and Trends in Literacy Education</td>
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</tr>
<tr>
<td>READ 628 New Literacies, Digital Technologies, and Learning</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 33

**Doctor of Philosophy in Education – Literacy Leadership Emphasis within the Curriculum and Instruction Program**

145 Education Building
757-683-3283, 757 683-3284

Charlene Fleener, Advisor

The Doctor of Philosophy in Curriculum and Instruction at the Darden College of Education of Old Dominion University, with concentrations in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses.

**Literacy Leadership Emphasis:**

The Doctor of Philosophy in Education with an emphasis in Literacy Leadership is a degree with a unique focus to prepare individuals as literacy professionals for leadership and supervisory roles, teaching literacy curriculum and instruction in higher education, and/or consulting for educational organizations or private industry. The program provides study of theories, methodologies, and research with opportunities to develop individual expertise in research, writing, and pedagogy. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

See the PhD in Curriculum and Instruction for complete program information.

**Doctor of Philosophy in Education – Curriculum and Instruction**

145 Education Building
757-683-3284

Richard C. Overbaugh, Graduate Program Director

The Doctor of Philosophy in Curriculum and Instruction at the Darden College of Education of Old Dominion University, with concentrations...
in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities, and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses.

Concentration Areas:

Curriculum and Instruction:
The Doctor of Philosophy in Education with a concentration in Curriculum and Instruction is the degree most often desired by classroom teachers and school librarians. The program of study includes core courses shared by all three concentrations plus the freedom to choose courses that meet individual specialty area interests (e.g., library science, mathematics, social studies, instructional design etc.). Students are prepared to be scholarly leaders for academic positions in higher education or in K12 schools. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

Literacy Leadership:
The Doctor of Philosophy in Education with a concentration in Literacy Leadership is a degree with a unique focus to prepare individuals as literacy professionals for leadership and supervisory roles, teaching literacy curriculum and instruction in higher education, and/or consulting for educational organizations or private industry. The program provides study of theories, methodologies, and research with opportunities to develop individual expertise in research, writing, and pedagogy. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

Early Childhood Education:
The Doctor of Philosophy in Education with a concentration in Early Childhood Education program, through its integral partnership with the Old Dominion University, Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrational leadership.

Admission

Admission to the Ph.D. programs in the Department of Teaching & Learning is competitive. Applicants should have a completed master’s degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S., will be considered. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. in Curriculum and Instruction are as follows:

1. A completed master’s degree in an appropriate discipline from a regionally accredited university;
2. Three letters of reference from sources including employment supervisors and/or university faculty members capable of commenting on the applicant’s current readiness for advanced graduate study;
3. A 1500 word statement of the applicant’s academic and professional goals with an emphasis on how the Ph.D. degree in curriculum and instruction will contribute to the achievement of the stated goals;
4. Submission of a professional curriculum vitae. Three years of teaching experience are preferred;
5. A completed online application from the Office of Graduate Admissions;
6. Official transcripts of all undergraduate and graduate courses and degrees completed;
7. Official report scores from the Graduate Record Examination (verbal, quantitative, and analytical) taken within the last five years.
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications must be complete and submitted to the ODU Office of Graduate Admissions by Oct 15 for spring admissions, and March 1 for Summer and Fall admissions (dates subject to change). Note: If you wish to apply for Financial Aid, deadlines for application are as much as six months earlier. Contact the Financial Aid office at 757-683-3683. Financial aid is awarded only to regularly admitted graduate students.

Completed applications will be reviewed by the Curriculum and Instruction Admissions and Continuance Committee. Selected applicants will be invited to campus to participate in various activities including an on-campus interview, writing sample, and a class visit.

Prerequisite Coursework

Prospective students should also have prior course work in statistics, and curriculum and instruction. If this requirement is not met, then additional course work will be added to the candidate’s graduate program of study.

All students admitted into the Ph.D. program must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or expertise.

- Introduction to Research in Education (FOUN 612 or equivalent)
- Statistics Applied to Research in Education (FOUN 722 or equivalent)

Degree Requirements

The Ph.D. program in curriculum and instruction is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a 15 hour research/ foundations block; a 15 hour “common core” taken by all PhD students regardless of concentration, a 15 hour concentration core and a 15-hour dissertation block, which includes the dissertation seminar. The dissertation will often require more than 12 credit hours depending on the length of time necessary for completion.

Students entering the program may also need to complete introductory research methods statistics courses [Introduction to Research in Education (FOUN 612 or equivalent) & Statistics Applied to Research in Education (FOUN 722 or equivalent)] if they have not had such courses or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to curriculum and instruction and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf.
Program Continuance, Completion and Exit

It is the expectation that Curriculum and Instruction faculty will prepare Ph.D. candidates to become competent professionals with the knowledge, skills, and dispositions necessary to assume positions as researchers, teacher leaders, advocates, and scholars. On an annual basis, the Curriculum & Instruction Ph.D. Admissions and Continuance Committee and each student's advisor will formally convene to discuss the continuance of each student in the doctoral degree program.

In order to complete the program students must fully comply with the curriculum below, and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and complete required portions.

Course List

Prerequisite Coursework *

Students must have taken ONE of the following research courses or equivalent:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 660</td>
<td>Program Evaluation, Research Planning</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also have the following or equivalent:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Childhood Education students must also have the following two courses or equivalents as determined by the Program Director:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Core (required) **

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Advanced Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one course from EACH of the following bound pairs:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Advanced Educational Measurement and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 870</td>
<td>Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 815</td>
<td>Advanced Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 813</td>
<td>Advanced Program Evaluation in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: A research cognate can be earned by taking an additional four courses beyond the required 15 hours.

Common Core (Required by all C&I Concentrations) **

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 802</td>
<td>Historical and Contemporary Perspectives on Education</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 805</td>
<td>Critical Issues: Curriculum Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Literacy Leadership Concentration (required) **

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 826</td>
<td>Advanced Supervision of Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 827</td>
<td>Advanced Practicum in Reading</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 828</td>
<td>Contemporary Issues in Literacy Research</td>
<td>3</td>
</tr>
<tr>
<td>ELS 787</td>
<td>Pupil Personnel Services for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

The literacy leadership concentration requires a minimum of 18 graduate credit hours in Literacy or closely related coursework.

Early Childhood Education ** and ****

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI or SPED 800 Social/Emotional Aspects of Child Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TLCI 835</td>
<td>Connecting Research In Early Developmental Practice in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 895</td>
<td>Topics in Education ((Internship))</td>
<td>1-3</td>
</tr>
<tr>
<td>TLCI 836</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 840</td>
<td>Issue in Early Language and Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum and Instruction Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 899</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Dissertation</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Total Hours 92-105

* All students admitted into the Ph.D. program in curriculum and instruction must complete these prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.

** Course substitutions must be approved by advisor

*** If seminar is waived by doctoral committee, the hours are added to the content area.

**** Prerequisite coursework for the ECE Concentration is 12 credits. In addition to FOUN 611 and FOUN 612, the following are required for all students who did not have them as part of a Master’s degree program: FOUN 641 and TLED 677.

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. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website: http://education.odu.edu/.

Teacher Education Services

152 Education Building
757-683-6448
Leigh Butler, Assistant Dean

The staff in the Office of Teacher Education Services and Advising (TES) in the Darden College of Education supports teacher education programs in the College of Arts and Letters, the College of Science, and the Darden College of Education. In this role of support, the mission of the Office of TES is to provide, facilitate, promote, and uphold the standards of Old Dominion University to grant undergraduate and graduate degrees with a teacher education emphasis in the following areas:

- PreK-3
- PreK-6
- 6-8
- 6-12
- K-12
- guidance and counseling, and
- speech-language.
The emphasis areas are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council on Accreditation of Counseling and Related Program (CACREP), American Speech Language and Hearing Association (ASHA), and approved by the Virginia Department of Education (VDOE).

The TES staff is committed to serving candidates pursuing a professional education emphasis through their respective college’s academic departments and fostering a process with the following features:

- academic advisement of prospective teacher candidates pursuing an undergraduate or graduate degree with a professional education, including development of appropriate academic plans;
- promotion of professional education, including informing candidates of scholarship and study abroad opportunities, as well as credentialing requirements;
- communication with prospective teacher candidates regarding admissions, continuance, and exit requirements for their respective education degree and initial licensure programs; and
- facilitation of the placement of field experiences for teacher candidates in appropriate K-12 classroom settings in order to meet observation, practicum, and student teaching internship requirements.

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

Old Dominion University students seeking admission to an approved teacher education program must satisfy the Virginia Board of Education Required Assessment for Admission to an Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:

1. Passing PRAXIS I composite score of 532; or
2. Approved substitute test score for Praxis I:
   a. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
   b. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
   c. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of no at least 37, taken prior to April 1, 1995; ACT scores taken prior to 1989 are not valid; or
   d. ACT composite score of 24 with ACT mathematics score of at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
   e. PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
   f. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
   g. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite VCLA score of 470; or
   h. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or
   i. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470.

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Teacher Education Services website, http://education.odu.edu/tes and review the Teacher Education Handbook.

Early Field Experiences

A candidate may participate in a course with a practicum experience through one of two tracks.

1. A candidate may be eligible to participate in the practicum field experience required by the course if they have been admitted into an approved teacher education program. This requires that candidates pass the Praxis I exam or meet the approved SAT or ACT scores prescribed by the Virginia Board of Education. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with other course prerequisites.

2. A provisionally licensed teacher may participate in an early practicum course if they are currently employed with a school division, have a letter from the Virginia Department of Education listing the course as a needed requirement, and have passing Virginia Communication and Literacy Assessment scores (VCLA). The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

We are committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds. Thus, candidates must complete their early practica in a public or private school that has been accredited by the Virginia Department of Education. Thus, teacher candidates may request specific school districts and schools. However, these requests are informal and are not guaranteed. Candidates may not contact school district personnel in order to request or obtain a placement. Candidates may not complete their practicum at a school where a relative is attending or working. Candidates are required to disclose this information on the on-line application.

Teacher Candidate Internship

The teacher internship is the culminating experience in the teacher education programs. This experience is a crucial part of a candidate’s preparation to becoming a professional educator. During the teaching internship experience, candidates observe the operation of schools; analyze the implementation of curricula and instructional strategies; observe the growth and development of students; assist with classroom and extracurricular activities; and ultimately assume responsibility for the academic instruction and management of the classroom. Candidates’ work is evaluated by clinical faculty (cooperating teachers in the schools, in conjunction with University supervisors).

To be eligible to participate in the teaching internship experience, the candidate must have been admitted into an approved teacher education program. Applications for the Fall student teaching semester are due February 1. Applications for the Spring student teaching semester are due August 1. Individuals who submit late applications will not receive placement. This requires that the candidate pass the Praxis I exam or meet Virginia Board of Education approved cut off scores for the SAT or ACT. In addition, candidates must meet the GPA requirements for their individual programs, professional education GPA requirements, and minimum grade requirements. Also, candidates must pass the Praxis II exam in their content area if one is required by the Virginia Department of Education for licensure and the Virginia Communication and Literacy Assessment (VCLA), prior to the teacher internship. Candidates in the PreK-3, PreK-6, and Special Education programs must pass the Reading for Virginia Educators (RVE) Assessment prior to the teacher internship. Candidates who previously passed the VRA do not need to take the RVE. All assessments must be on file in the Teacher Education Services and Advising office, room 152 Education Building, prior to the student teaching orientation, no exceptions.

The TES staff is committed to supporting the development of candidates skilled in teaching students of all cultural and socioeconomic backgrounds. Thus, teacher candidates may complete their teaching internships in public or private schools that have been accredited by the Virginia Department of Education or other State Department of Education. Candidates may request specific school districts and schools. These requests are informal and are not guaranteed. Candidates may not contact school district personnel in order to request or obtain a placement. Candidates may not complete their internship at a school where a relative is attending or working. Candidates are required to disclose this information on the student teaching application. If a candidate is placed at a school where a relative is located, the candidate
will be removed from the placement and will have to complete the internship the following semester. All assessments for student teaching must be in the Teacher Education Services Office (152 Education Building) by August 1 before Fall orientation and January 3 before Spring orientation for student teaching. Candidates may not student teach in the schools where they attended/graduated from high school.

A negative tuberculin screening test is required prior to the teacher internship. Prospective candidates are required to provide authorization for the release of any disciplinary action that is contained in their student records. Prior to placement, candidates may be required to complete the Virginia State Police Criminal History Check (SP230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), and a fingerprint check by the school district. Candidates may be liable for all costs incurred. All candidates are required to review the Teacher Education Services website at http://education.odu.edu/tes/pdf/backgroundcheckbydistrict.pdf for districts requiring background checks. Additionally, prospective teacher interns should avail themselves of liability or tort insurance, which can be obtained through membership in the Student Virginia Education Association of Old Dominion University.

**Virginia Troops to Teachers**

113 Education Building  
757-683-3327, 1-800-560-4317  
http://www.odu.edu/troopstoteachers

Joseph Wargo, Director

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program and is managed by the Defense Activity for Non-Traditional Education Support (DANTES) in Pensacola, Fl. Old Dominion University is the headquarters for Virginia TTT with all Commonwealth of Virginia institutions of higher learning participating in the program. The primary objective of TTT is to help recruit quality teachers for schools that serve low-income families throughout the United States. TTT helps relieve the teacher shortages, especially in math, science, special education and other high-need subject areas, and assists military personnel in making a successful transition to a second career in teaching.

TTT provides a $5,000 stipend to assist military personnel who are retired, within one year of retiring with an approved retirement date, or honorably discharged with six or more years of service and willing to obligate in the active reserves on a three-year contract. The stipend may be used to pay for any approved teacher licensure program in any state above the required bachelor’s degree at any accredited college. The stipend may not be used for training principals, guidance counselors or ROTC instructors. TTT participants are obligated to teach for three years in a high-need school district.

Participants hired to teach in a setting where 50% or more of the students receive free or reduced lunches or their Individual Disability Education Act (IDEA) percentage is 13.5% or more are eligible for a $10,000 bonus. Acceptance of any monies obligates the Troops to Teachers participant to teach for three years in a poverty-level school.

**Virginia Department of Education Career Switcher Program**

122 Education Building  
757-683-4686, 1-800-262-0009  
www.odu.edu/careerswitcher

Fran Puchalski, Co-Director  
Lisa Temple, Co-Director

The Old Dominion University Programs for Continued Learning has offered the Career Switcher Program on behalf of the Virginia State Department of Education since 1999. The General Assembly requested that the Board of Education develop an alternative pathway to teaching which would positively impact Virginia’s teacher shortages. ODU was approached by the Department of Education to create and run the state’s pilot Career Switcher Program. Since then, our program has trained hundreds of Career Switchers who have gone on to be valued educators in school districts statewide.

Varied program formats allow for extremely accelerated training, while accommodating participants who wish to remain employed in their current jobs while pursuing teacher licensure.

Level I preparation in instructional skills and classroom management is specific to content area and focuses on the “survival skills” of everyday classroom teaching. Opportunities for in-school observation offers participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies.

The ODU Career Switcher Program, while offered in a non-credit format, will transfer six hours of experiential graduate academic credit toward a Master of Science in Education degree through the Darden College of Education. Career Switchers who engage in additional coursework may qualify to transfer more than six hours pending program approval.

Upon completion of Level I preparation, ODU Career Switchers will receive a Provisional License which qualifies them to teach in the Commonwealth of Virginia. The renewable Collegiate Professional Teacher License will be issued upon completion of Level II.

**Programs for Continued Learning**

122 Education Building  
757-683-4686, 1-800-262-0009  
http://education.odu.edu/plc/

Fran Puchalski, Co-Director

The department operates as the continuing education operation for the Darden College of Education. In this capacity, the office provides professional and personal noncredit programs. Program offerings range from alternative teacher certification, short courses, workshops, and institutes as well as offering educational training and conferences for educators and counselors. The services we provide assist individuals seeking to gain knowledge and individual satisfaction in their professional and private lives.

**The Child Study Center**

139 Child Study Center  
757-683-3081  
http://education.odu.edu/esse/academics/specprog/lions.shtml

Jane Elyce Glasgow, Director

The Lions Child Study Center, located on Hampton Boulevard on the Old Dominion University campus, serves as a cooperative link among the University, community, and early childhood, special education and speech pathology/audiology programs of the University. In conjunction with its mission of urban outreach, the center provides in-service education, consultation, and clinical services to the local community, agencies, institutions, and school systems. In addition to serving as a visible community resource for referral and information, the center also conducts on-site demonstrations for training and informational exchange, provides parent training, tutorial and assessment services, and develops intervention and service models.

**Programs for Children**

**Mission Statement**

Old Dominion University’s primary purpose in the children’s programs at the Child Development and Child Study Centers is to train teacher candidates and provide a setting for research conducted by the University community. A secondary mission is to provide exemplary child care for the greater Hampton Roads community.
The Child Development Center
The Old Dominion University Child Development Center is a full-service, full-time program offering quality care for children ages eight weeks through kindergarten. In each of seven classrooms, a lead teacher is assisted by practicum students from early childhood and other academic areas of study. The lead teacher is a master’s-level professional, trained to be knowledgeable about and attentive to the individual needs of children. Teacher aides also are employed to work in the center and are chosen from students in various disciplines who are trained and interested in working with young children. The Child Development Center provides care for children 49 weeks of the year from 7:30 a.m. to 5:30 p.m. and is housed in two locations: 1520 West 48th Street (the five classes for younger children) and the Child Study Center on 45th Street (the two classes for the oldest children).

The Preschool/Kindergarten Program
The Preschool/Kindergarten Program operates three hours a day, five days a week and emphasizes developmentally appropriate practices for children ages 3-5. The overall curriculum includes art, music, science, reading and math readiness, physical education, and computers. Children of kindergarten age are given a specific readiness program in preparation for their entrance into first grade. Lead teachers are assisted by graduate practicum students from early childhood education, as well as students from other academic areas of study, including speech-language pathology, psychology, leisure studies, elementary education and special education.

Speech and Hearing Clinic
Lions Child Study Center
757-683-4117
http://education.odu.edu/shc/

The Speech and Hearing Clinic including the Scottish Rite Center provides diagnostic and remedial clinical services to speech-language and hearing impaired children and adults. It operates on a twelve-month, five day per week schedule. Referrals are accepted from medical and educational agencies. Speech-language services are provided by advanced undergraduate and graduate student clinicians in Old Dominion University’s speech-language pathology program who are supervised by ASHA certified clinical faculty members. Audiology services are provided by clinical faculty members holding ASHA certification and by student clinicians who are supervised by these clinical faculty members. Clients typically served by the clinic display hearing, language, voice, fluency (stuttering) and articulation disorders as well as characteristics of social and foreign dialects.
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