Darden College of Education

Darden College of Education
Jane S. Bray, Dean
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Robert J. Spina, Associate Dean, Undergraduate Education and Assessment
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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, Mathematics, Engineering and Technology (STEM) Education and Professional Studies; and Teaching & Learning.

Mission
The Darden College of Education is committed to excellence in teaching, scholarly activities, and service in the context of a diverse student body, faculty, community, Commonwealth of Virginia, the nation, and world. The college strives to accomplish its goals of excellence by meeting the educational needs of these communities through the achievement of national and international prominence in the disciplines of the college and through the preparation of outstanding educators, leaders, and professionals.

Vision
The Darden College of Education will become known as one of the top 50 colleges of education in the country and will increase its rankings in national opinion surveys by focusing its resources to achieve:

- collaboration among departmental, college, and University colleagues and with professional colleagues throughout the world;
- adherence to the highest standards of professionalism and by gaining prominence in the professions; and
- a reputation for innovation in teaching, research, and service in the preparation of teachers and other professionals, leaders, and scholars as the college meets the needs of Hampton Roads, the Commonwealth of Virginia, nation, and world.

The commitment to the college’s mission and this vision add value to the academic degree programs of the college, the research and scholarly activities, and the service to the community, Commonwealth of Virginia, nation, and world.

Purpose for Teacher Education
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.

Goals for Teacher Education
The teacher preparation programs embrace several broad goals. Candidates will possess the following:

1. Knowledge of their teaching field(s)
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 instructional 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.

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.

The graduate programs provide Virginia and other regions with ten broad majors for the Master of Science in Education, three majors in the Master of Science, two majors for the Education Specialist, and 11 majors for the Doctor of Philosophy. Within these graduate majors are over 40 related interest areas designed to address the professional needs of students and the communities they serve. The prime objective of graduate programs is to improve the professional skills and attitudes of students to enable them to influence the quality of education (teaching, leadership, counseling, research, training, and community services) at the state, regional, national, and international levels.

Portfolio Assessment Policy
All individuals seeking admission into any teacher education program are required to purchase the Web-based Portfolio Assessment System approved by the Teacher Education Council upon enrolling/registering for their first education class. 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 Darden College of Education website: www.education.odu.edu.

Fast Track Graduate Admission Policy
Fast Track graduate admission is available to undergraduate students completing an approved teacher preparation program at Old Dominion University. Students completing the Bachelor of Science Interdisciplinary Studies Teacher Preparation concentration may apply to an M.S.Ed. program in Early Childhood Prek-3, Elementary Education Prek-6, or Special Education. Candidates who complete their baccalaureate degree with initial licensure in art, dance, English, foreign language, history/social studies, marketing education, mathematics, music, health and physical education, biology, Earth science, physics, chemistry, technology education, and/or theatre may apply to an M.S.Ed. program for licensed teachers.

To be considered for Fast Track, candidates must meet the following criteria:

1. Have an overall minimum 3.30 undergraduate cumulative GPA at Old Dominion University; and
2. Have passing scores on EACH of the three sections of the Praxis I exam (reading 178, writing 176, and math 178 by December 31, 2013 – (composite scores will not be considered) or;
3. Have passing Praxis Core Academic Skills Tests beginning January 1, 2014:
   - Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
4. Have approved substitute test scores:
   - SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
   - SAT score of 1100 with at least 530 verbal and 510 mathematics taken after April 1, 1995;
   - ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
   - 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

The Praxis/VCLA score combination is not an approved option for Fast Track Graduate Admission.
Licensure and Baccalaureate Degree Requirements

The Darden College of Education offers teacher preparation programs as well as non-teaching programs in human services, exercise science, sport management, speech-language pathology and audiology, park, recreation and tourism studies, fashion merchandising, industrial technology, and training specialist. Teacher preparation programs focus on the acquisition of competence in the following areas:

1. Subject matter
2. Preparing and presenting instruction
3. Diagnosing and assessing student achievement
4. Recognizing individual differences with respect to cultural diversity and the spectrum of exceptionalities
5. Implementing a sound philosophy of education based on an understanding of the foundations of American education
6. Building and maintaining an effective classroom environment.

Program sheets are available in the Office of Teacher Education Services and appropriate departmental offices in the Colleges of Arts and Letters, Education, and Sciences. Students who wish to teach the disciplines of art, biology, chemistry, computer science, dance, Earth science, physics, English, foreign languages, music, mathematics, social studies, and theatre must pursue appropriate majors in either the College of Arts and Letters or the College of Sciences. (See the College of Arts and Letters and the College of Sciences sections of this Catalog.) Students interested in teaching early childhood education, elementary education, or middle school must pursue a major in interdisciplinary studies through the College of Arts and Letters and a fifth year leading to a master’s degree in elementary education or early childhood education through the Darden College of Education. Special education teacher candidates earn full licensure to teach special education general curriculum, K-12, with the completion of the B.S. degree with a major in Interdisciplinary Studies Teacher Preparation, Special Education Emphasis (see the College of Arts and Letters section of this Catalog) and courses in the Darden College of Education. Additionally, special education teacher candidates will be highly qualified to teach:

1. Elementary education or
2. Secondary English and elementary education.

(For education course requirements in these areas, see the Department of Teaching & Learning (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/teachinglearning) and the Department of Communication Disorders and Special Education (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/communicationdisordersspecialeducation) sections of this Catalog.)

Students interested in speech-language pathology and audiology must also complete a master’s degree in that area. Students interested in teaching marketing education, technology education, or health and physical education must pursue a major in the discipline. (For details, see the Department of STEM Education and Professional Studies (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/stemeducationprofessionalstudies) or the Department of Human Movement Sciences (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/humanmovementsciences) sections of this Catalog.)

Post-Baccalaureate Endorsement Teacher Education Programs

Policy

Many students already possessing 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” 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.

Procedure

Students seeking regular admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as a non-degree seeking graduate student;
2. have achieved a cumulative GPA of 2.75 for all college credit courses taken in the baccalaureate degree program
3. have achieved all grades in the content of C or C- (as determined by the related department);
4. achieve passing Praxis I or the Prescribed Virginia Board of Education Assessment for admission to an approved teacher education program substitute test score for Praxis I described in this section of the catalog;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or site director
6. submit an application for admittance into the Darden College of Education post-baccalaureate endorsement program. Only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program. Practicum and/or student teaching courses are not eligible for transfer.
7. complete the professional dispositions self-survey
8. provide authorization for the release of any disciplinary action that is contained in the student records

Students who do not meet regular admission requirements may meet provisional admission into the post-baccalaureate endorsement program. For provisional status, a student must:

1. apply for admission to Old Dominion University as a non-degree seeking graduate student;
2. have achieved a cumulative GPA of 2.50-2.74 for all college credit courses taken in the baccalaureate degree program;
3. have achieved all grades in the content of C or C- (as determined by the related department);
4. achieve passing Praxis I or the Prescribed Virginia Board of Education Assessment for admission to an approved teacher education program substitute test score for Praxis I described in this section of the catalog;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or site director
6. submit an application for admittance into the Darden College of Education Teacher post-baccalaureate endorsement program
7. provide authorization for the release of any disciplinary action that is contained in the student records

Students who wish to apply to a graduate program while in the post-baccalaureate endorsement program must meet all graduate program entry requirements. Additionally, a maximum of 12 hours from a post-baccalaureate endorsement program will transfer into a graduate program.

In order to student teach and complete all approved teacher education program requirements, attain passing scores on the Praxis II exam, the Virginia Communication and Literacy Assessment (VCLA) and when appropriate the Virginia Reading Assessment, the VRA or RVE, or the current Virginia Board of Education approved reading assessment.

Admission, Continuance, and Exit Requirements for Approved Teacher Education Programs

Admission to Old Dominion University does not guarantee admission to degree and/or teacher preparation programs in the Darden College of Education. All such programs have admission, continuance, and exit requirements based on the Regulations Governing the Review and Approval of Education Programs in Virginia and specific departmental criteria. These
criteria include minimum grade point averages, course grades, licensure assessments, professional dispositions, and faculty recommendations. Admission to an approved teacher education program is described in this section of the catalog.

Admission

Students applying for admission to the teacher education program must have a minimum (may vary based on program) 2.75 grade point average overall, in the major, and in the professional education core. Additionally, students must earn at least a grade of C or C- in all courses taken in the major (depending on program) and in the professional education core, and achieve passing Praxis I or the prescribed Virginia Board of Education assessment for admission to an approved teacher education program substitute test score for Praxis I described in this section of the catalog. As part of the admission application, applicants are required to provide authorization for the release of any disciplinary action that is contained in their student records upon application. Although students may enroll in a limited number of education courses, admission into the teacher education program and passing Praxis I scores or approved equivalent test scores must be on file in the Teacher Education Services Office prior to students enrolling in any professional education practicum course. Applicants must also complete the professional disposition survey.

Continuance

Students must maintain a 2.75 minimum (may vary based on program) grade point average overall, in the major, and in the professional education core. Additionally, students must continue to earn at least a grade of C or C- (depending on program) in all courses taken in the major and in the professional education core for continuance in the teacher education program; have achieved passing Praxis I or the prescribed Virginia Board of Education assessment for admission to an approved teacher education program substitute test score for Praxis I; and achieve passing scores in the prescribed Virginia Board of Education professional assessments for licensure described in this section of the catalog, prior to the start of the teacher candidate internship.

Score reports for all examinations must be on file in the Teacher Education Services Office in room 152 of the Education Building. These score reports are to be provided by the candidate and will not be returned. For the most current information on prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services website, http://education.odu.edu/tes and review the Teacher Education Handbook.

Exit

Students must have:

1. a minimum (may vary based on program) 2.75 grade point average overall, in the major content, and in the professional education core;  
2. achieved all grades in the content of C or C- (as determined by the related department);  
3. earned a passing grade in student teaching;  
4. completed the senior assessment.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training on the recognition of child abuse and neglect. This training is verified through specific courses in the approved professional education programs. Students who transfer courses into the approved programs in place of the courses that meet the child abuse and neglect requirements must provide documentation that they have met the recognition of child abuse and neglect standards. For more information contact the staff in the Teacher Education Services and Advising Office, Education Building Room 152, or go to www.odu.edu/tes .

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of technology. This training is received through specific courses in the approved professional education programs.

Prior to placements in practica and/or internships, students may be required to complete the Virginia State Police Criminal History Check (State Police Form 230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), and a fingerprint check by the school district. Students may be liable for all costs incurred. 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 this Catalog. Students should obtain current program information from their advisors and the Darden College of Education website at www.education.odu.edu.

For more information on requirements in specific programs, students should refer to the individual program listings in this section or contact the Office of Teacher Education Services or the appropriate department in the College of Arts and Letters (http://catalog.odu.edu/previous/2014-2015/undergraduate/collegeofartsletters), the Darden College of Education, or the College of Sciences.

Observation and Participation

SEPS 297, TLED 290, or TLED 301 is the introductory undergraduate course in most programs in the Darden College of Education (equivalent course in the Department of Human Movement Sciences is HPE 230). The purpose of the course is to give students early opportunities for direct experience in elementary, middle, and high school classrooms. These experiences are designed to help prospective teachers decide whether or not teaching is the right choice for them, as well as to motivate them in preparing to teach.

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 by December 31, 2013; or
2. Passing Praxis Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
3. Approved substitute test scores:
   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 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; 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 at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
   f. Praxis Core Academic Skills Mathematics test score of at least 32, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
   g. SAT Mathematics test score of 510 taking prior to April 1, 1995 and a VCLA score of 470; or
   h. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
   i. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or
For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Teacher Education Services website, http://www.odu.edu/tes and review the Teacher Education Handbook.

**Early Field Experiences**

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

**Option A**

A candidate may be eligible to participate in the early field experience course if s/he has been admitted into an approved teacher education program. This requires that candidates achieve a passing Praxis I score or the Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

**Option B**

A provisionally licensed teacher may participate in a 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.

The college is committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds and with diverse learning needs in a fair and equitable manner. Thus, candidates must complete their early field experiences in a public or private school accredited by the Virginia Department of Education. Teacher candidates may request specific schools and districts. However, these requests are informal and ARE NOT guaranteed. Candidates may not contact school district personnel in order to request or obtain placement. Candidates may not complete their field experience at a school where an immediate relative is attending or working. Candidates are required to disclose this information on the on-line application.

**Prescribed Virginia Board of Education Professional Assessments for Licensure**

Old Dominion University teacher candidates seeking initial licensure through the completion of an approved teacher education program must successfully pass the Prescribed Virginia Board of Education Professional Assessments for Licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score:

1. Virginia Communication and Literacy Assessment (VCLA) passing composite score of 470;
2. Praxis II specialty area exam passing score approved by the Virginia Board of Education; and
3. Virginia Reading Assessment (VRA) passing score of 235 for prek-3, prek-6, and k-12 special education general curriculum endorsements, and 245 for the reading specialist endorsement, or the current Virginia Board of Education approved reading assessment. On July 1, 2011, the Virginia Department of Education implemented changes to the required reading assessment. The required reading assessment for prek-3, prek-6, and k-12 special education general curriculum endorsement is the Reading for Virginia Educators (RVE). The required passing score is 157. The required passing score for Reading Specialist is 162.

For the most current information on the prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services website, http://education.odu.edu/tes and review the Teacher Education Handbook.

**Undergraduate Teacher Education Program Continuance Policy**

Once individuals are admitted to the undergraduate teacher education program, they are expected to continue to maintain the same caliber of academic achievement during the remainder of their program. This will ensure that teacher candidates remain on track with projected graduation dates. In the event that a candidate experiences academic difficulty immediately prior to enrollment in a practicum course, the policies below will govern. Academic difficulty is defined as not meeting the minimum grade point average (GPA) program requirement or earning a grade or grades that do not meet the candidate’s program requirements the first time the course was taken.

**GPA below minimum program requirement:** In order to register for a practicum course, a candidate must demonstrate that it is mathematically possible that the GPA deficiency can be resolved by the end of the semester in which practicum will be taken. This may require additional counseling with an academic advisor.

**Grade earned below minimum program requirement:** In order to register for a practicum course, a candidate MUST replace any deficient grade the NEXT semester that the course is available. Teacher candidates will be able to enroll simultaneously in both the replacement class and practicum if that is the next available semester for the course. Candidates will be able to take practicum PRIOR to replacement of the deficient grade ONLY IF the course that needs repeating is not available to the candidate until after the semester when practicum would be scheduled. This policy will also apply if the teacher candidate has multiple courses that require repeating.

In the event that the teacher candidate has a posted grade of Incomplete, the outstanding course work must be finished by the end of the semester in which practicum is taken. Re-enrollment in the course is NOT required when an “I” is assigned.

*Under all circumstances, grade and GPA requirements MUST be met before enrollment in the teacher candidate internship (student teaching).

**Teacher Candidate Internship**

Teacher internship is the culminating experience in the approved 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. In addition, candidates must have completed all elements of their approved program. Applications are due February 1 for Fall placements and August 1 for Spring placements. Late applications WILL result in candidates not being placed.

This requires the candidate to achieve passing Praxis Core or Praxis I or the prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program substitute test score for Praxis Core or Praxis I described in this section of the catalog. In addition, candidates must meet the GPA requirements for their individual programs, professional education GPA requirements, and minimum major content grade requirements. Also, candidates must successfully pass the prescribed Virginia Board of Education Professional Assessments for licensure prior to the start of the teacher candidate internship described in this section of the catalog. All assessments for student teaching must be in the Teacher Education Services Office (152 Education Building) August 1 before Fall orientation and January 3 before Spring orientation for student teaching. All coursework must be completed with the required program grades, prior to
the beginning of the teacher candidate internship orientation. There are no
exceptions.

The Darden College of Education is committed to developing candidates
skilled in teaching students of all cultural and socioeconomic backgrounds
with diverse learning needs in a fair and equitable manner. 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 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. Candidates may not student teach in the school where
they attended/graduated from high school.

Additionally, a negative tuberculin screening 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, students may be required to complete the
Virginia State Police Criminal History Check (State Police Form 230),
the Child Protective Service Central Registry Release of Information
(032-02-1515/1), and a fingerprint check by the school district. Students
may be liable to all costs incurred. 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.

Advanced Placement
The Darden College of Education is comprised of a variety of undergraduate
and graduate programs. The College provides a guarantee on all teacher
candidates completing the state-approved programs with initial teacher
licensure. Thus, experiential learning credit is not approved for education
courses with field placements/practica or student teaching. For additional
information on advanced placement and experiential learning, students may
refer to the Policy on Experiential Learning at the Undergraduate Level
found in this Catalog.

Teacher Education Services
Leigh Butler, Assistant Dean
152 Education Building
757-683-6448
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 Sciences, 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 PreK-3, PreK-6, 6-8, 6-12 and Prek-12,
school counseling, educational leadership and speech language, which are
accredited by the National Council for Accreditation of Teacher Education
(NCATE) and approved by the Virginia Department of Education (VDOE).

The TES staff is committed to serving students pursuing a professional
education emphasis through their respective college’s academic departments
and fostering a process with the following features:

1. academic advisement of prospective teacher candidates pursuing an
   undergraduate or graduate degree with either a professional education
   or human services emphasis, including development of appropriate
   academic plans
2. promotion of professional education programs, including informing
   candidates of scholarship and study abroad opportunities, as well as
   credentialing requirements
3. communication with prospective teacher candidates regarding
   admission, continuance, and exit requirements for their respective
   education degree and initial licensure programs