Darden College of Education

Web Site: http://www.odu.edu/education

Jane S. Bray, Dean
Gail Dickinson, Associate Dean, Graduate Programs and Research
Margaret B. Shaefller, Interim Associate Dean, Undergraduate Education and Assessment
Leigh Butler, Assistant Dean, Teacher Education Services and Advising

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.

Undergraduate Degree Programs

The Darden College of Education offers the following Bachelor’s degrees:

- B.S. in Human Services
- B.S. in Occupational and Technical Studies:
  - Fashion Merchandising
  - Industrial Technology
  - Marketing Education
  - Technology Education
  - Training Specialist
- B.S. in Park, Recreation and Tourism Studies:
  - Park and Recreation Management
  - Therapeutic Recreation
  - Tourism Management
- B.S. in Physical Education:
  - Exercise Science
  - Sport Management
  - Health & Physical Education Teacher Preparation
- B.S. in Speech Language Pathology and Audiology
- Linked B.S./M.B.A. Program

The linked B.S./M.B.A. program is designed for well qualified non-business undergraduate ODU students to start their M.B.A. program prior to completing their undergraduate degree. Qualified non-business undergraduate students will be able to start taking M.B.A.-level courses as early as the second semester of their junior year and count up to 12 graduate credits toward both the undergraduate and graduate degree. This may enable them to complete their undergraduate and M.B.A. degrees in approximately five-and-a-half years. Students in the linked program must earn a minimum of 150 credit hours (120 for the undergraduate degree and 30 for the graduate degree). Students interested in pursuing the linked program should carefully plan their undergraduate course of study considering the requirements of the program, as explained below.

Admission Requirements

A potential candidate will have:

1. Achieved a minimum Graduate Management Admission Test (GMAT) score of 550
2. Completed all lower level general education requirements
3. Completed at least 24 credit hours at ODU with a GPA of at least 3.0
4. A minimum index of 1200 (index is computed as 200 times the ODU GPA plus GMAT score)

Admissions Procedure

Students interested in the linked program should plan to take the GMAT at least two semesters prior to the semester in which they plan to enroll. Applications should be submitted to the M.B.A. Program Office at the beginning of one full semester (fall, spring) prior to planned enrollment.

Students interested in the program should discuss their plans with the M.B.A. program manager as early as possible. The M.B.A. program manager will act as their advisor. The M.B.A. Program Office is located in 1026 Constant Hall. The phone number is 683-3585.

M.B.A Core Courses

Admitted students may begin to complete courses from the M.B.A. pre-core and core starting in the second semester of their junior year. The credit hours will count toward the undergraduate degree and will meet upper-level General Education requirements. Students must maintain a 3.0 grade point average in these courses to continue in the program.

MBA Pre-Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Introduction to Statistics</td>
<td>1</td>
</tr>
<tr>
<td>MBA 601</td>
<td>Introduction to Managerial Economics</td>
<td>1</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Introduction to Finance</td>
<td>1</td>
</tr>
<tr>
<td>MBA 603</td>
<td>Introduction to Accounting</td>
<td>1</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Introduction to Information Management</td>
<td>1</td>
</tr>
</tbody>
</table>

MBA Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>ECON 607</td>
<td>Managerial Economics</td>
<td>2</td>
</tr>
<tr>
<td>FIN 613</td>
<td>Financial Management</td>
<td>2</td>
</tr>
<tr>
<td>IT 614</td>
<td>Information and Knowledge Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 612</td>
<td>Organizational Behavior</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 608</td>
<td>Fundamentals of Contemporary Marketing</td>
<td>2</td>
</tr>
<tr>
<td>OPMT 615</td>
<td>Operations &amp; Supply Chain Management</td>
<td>2</td>
</tr>
</tbody>
</table>
Requirements for the M.B.A.

The entire program for a general M.B.A. is 45 credit hours for non-business majors. All courses will be available online and on main campus except for the pre-core, which is only offered online.

Students have to satisfactorily complete:

1. The five hour pre-core
2. Undergraduate requirements and the 16 M.B.A. core courses (32 credit hours). The 16 M.B.A. core courses includes the seven M.B.A. core courses that meet upper-division General Education requirements in the undergraduate degree and the following nine M.B.A. core courses:

   **MBA Core**
   - ACCT 609 Managerial Accounting 2
   - BNAL 606 Statistics for Managers 2
   - BNAL 610 Fundamentals of Business Analytics 2
   - ECON 618 Global Macroeconomics 2
   - FIN 616 Investments and Portfolio Management 2
   - FIN 619 Business Law and Ethics 2
   - INBU 620 International Business Issues 2
   - MGMT 605 Essentials of Leadership 2
   - MKTG 617 Marketing Strategy 2

   **Total Hours** 18

3. MGMT 621
4. Minimum of four hours of electives. Students may complete this requirement with any combination of 1, 2 or 3 credit hour classes to meet the minimum four-credit requirement. Students may choose to add an additional credential with a choice of a Graduate Certificate or related business degrees. Much of the coursework from the additional credentials can meet the elective requirements of the M.B.A. program as well as the program requirements of the selected certificate or degree program.

Teacher Education

Old Dominion University’s Professional Educator Program is a collaborative effort between the Darden College of Education, the College of Arts and Letters, and the College of Sciences. The 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 that 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), which is now Council for the Accreditation of Education Preparation (CAEP) and approved by the Virginia Department of Education.

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 Praxis Core Academic Skills Tests beginning January 1, 2014:
   - Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
3. Have 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 21, and ACT English plus Reading score of at least 37, taken prior to 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
4. 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).

The Praxis/VCLA score combination is not an approved option for Fast Track Graduate Admission.

Teacher Education Preparation and Professional Programs

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, early childhood special education b-5, and adapted curriculum K-12 with the completion of the B.S. degree with a major in Interdisciplinary Studies, Teacher Preparation concentration, Special Education Emphasis (see the College of Arts and Letters section of this Catalog) and course descriptions for the Darden College of Education. Additionally, special education teacher candidates will be highly qualified to teach: 1) Elementary Education or 2) Secondary Education 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/communicationdisordersspsecialeducation) 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

The Post-baccalaureate Endorsement program is an approved teacher education program for individuals who have completed a bachelor's degree from a regionally accredited institution and wish to qualify for a Virginia teaching license. Students applying for admission into this approved teacher education program are considered graduate non-degree status and must meet the college's requirements 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 admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were earned by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

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 graduate non-degree seeking student;
2. have achieved an overall GPA of 2.5-2.74 in the baccalaureate degree official transcript;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were achieved by December 31, 2013) or approved substitute test scores as Prescribed Virginia Board of Education Assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who wish to apply to a graduate program while in the post-baccalaureate endorsement program must meet all graduate program entry requirements. Only 12 credit hours of professional education course work from a post-baccalaureate endorsement program will transfer into a graduate program.

In order to student teach, all approved teacher education program requirements must be completed, to include all content and professional education course work with the appropriate grade and GPA as outlined in the respective curriculum and passing scores on Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (if required by the program).

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

Admission to Old Dominion University does not guarantee admission to a degree and/or a teacher preparation program in the student's specific area of interest. 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 Old Dominion University departmental criteria. These criteria include course work, 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:

1. Have a completed Clearance Background Check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) as specified in this section of the catalog;
2. Have a minimum 2.75 grade point average overall (or as outlined in the specific curriculum), in the major, and in the content and professional education core courses;
3. Have at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses;
4. Have passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program. Praxis I scores are valid for admission if passing scores were achieved by December 31, 2013;
5. Provide authorization for the release of any disciplinary action that is contained in student records upon application;

Although students may enroll in a limited number of education courses, the following requirements must be on file in the Teacher Education Services & Advising Office prior to enrolling in any professional education practicum course: 1) admission into the teacher education program; 2) passing Praxis Core or approved equivalent test scores; 3) professional education survey; and 4) the completed clearance background check process.

Continuance

To continue in the respective teacher education program, the student must:

1. Maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. Continue to earn at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses for continuance in the teacher education program;
3. Have achieved passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program; and
4. Have achieved 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 orientation.

Score reports for all examinations must be on file in the Teacher Education Services & Advising 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 & Advising Office (http://education.odu.edu/tes) website and review the required assessments.

Prior to placement in early field experiences, practica and/or internships, students are required to have a completed Clearance Background Check search, which consists of: National Criminal Background Check for Employee or Volunteer Providing Care to Children, the Elderly and Disabled (SP-24 Form), the Child Protective Service’s Central Registry Release of Information (032-02-1515-11-eng, 02/14), a fingerprint check using the APPLICANT FD258 (REV 3-1-10) 1110-0046 fingerprinting card, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry search. Students are liable for all costs incurred.

Exit

Students must have:

1. A minimum 2.75 grade point average overall (or as outlined in the specific curriculum), in the major, and in the content and professional education core courses;
2. Achieved grades of C or C- (as determined by the specific academic department) in all courses specified in the major curriculum to include content and professional education core courses;
3. Earned a passing grade in student teaching; and
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 review the initial licensure required assessments on the Teacher Education Services and Advising Office (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) website or visit the office in the Education Building Room 152.

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.

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 catalog or contact the Office of Teacher Education Services or the appropriate academic department in the College of Arts and Letters, the College of Sciences, or the Darden College of Education.

Clearance Background Check Process

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This clearance process takes a minimum of eight weeks to complete.

This clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry

Candidates are liable for all fees incurred when completing the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) . ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school. The completed clearance check will be posted to the student's Leo Online secure page under Test Scores. A score of 1 means the student is cleared for placement.
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. This experience is designed to help prospective teachers decide whether teaching is the right choice for them, as well as to motivate them as they prepare 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 Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or

2. Approved substitute test scores; or
   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 at least 37, taken prior to 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 178 if earned by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
   f. Praxis Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
   g. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
   h. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite 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
   j. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470;
      Note: ACT scores taken prior to 1989 are not valid.

3. Passing Praxis I composite score of 532, if earned by December 31, 2013

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Teacher Education Services & Advising Office (http://www.odu.edu/tes) website, and review the Required Assessments.

Early Field Experiences

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 placement request.

Prior to placement, students are required to have a completed Clearance Background Check search, which consists of: the Virginia State Police Criminal History Check (State Police Form 230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), a fingerprint check, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry. Students are liable for all costs incurred.

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.

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. Reading for Virginia Educators (RVE). The passing score required for prek-3, prek-6, and k-12 special education general curriculum endorsement is 157. The required passing score for Reading Specialist is 162. These required passing scores were implemented July 1, 2011 by the Virginia Department of Education.

For the most current information on the prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office website, and review the Required Assessments.

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 practicium 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 practicium 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 (if passing scores were achieved by December 31, 2013), or approved substitute test scores prescribed by the Virginia Board of Education for admission to an approved teacher education program described in this section of the catalog. Candidates must meet the GPA requirements for their respective programs, which include major, content, and professional education course work grade requirements. In addition, candidates must successfully pass the prescribed Virginia Board of Education Professional Assessments for Licensure described in this section of the catalog. **ALL required assessments with passing scores must be on file in the Teacher Education Services and Advising Office, room 152 Education Building, by the first Monday in August for fall internship or by the first Monday in January for spring internship.** All course work 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 start of the teacher candidate internship. Prospective candidates are required to provide authorization for the release of any disciplinary action that is contained in their Old Dominion University student records.

All 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.

**Teacher Education Services & Advising Office**

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 the following areas:

- PreK-3
- PreK-6
- 6-8
- 6-12
- K-12
- guidance and counseling

**Mission**

Teacher Education Services & Advising Office is committed to serving students pursuing a professional education emphasis through their respective college’s academic department and fostering a process guided by the following features:

- To advise prospective teacher candidates pursuing an undergraduate or graduate degree with a teacher education emphasis and develop appropriate academic plans.
- To promote teacher education programs and inform teacher candidates of opportunities that may include scholarships, study abroad, and credentialing requirements.
- To ensure prospective teacher candidates meet admission, continuance and graduation and exit requirements for their respective teacher education degree and post-baccalaureate endorsement programs.
- To facilitate the application process for the Undergraduate Admission Interview by assisting prospective candidates pursuing a teacher preparation in biology, chemistry, dance, Earth science, English, foreign languages, marketing education, mathematics, music education, physical/health education, physics, social studies education, special education, technology education, theater, and visual arts;
- To facilitate the placement of field experiences for teacher candidates in appropriate k-12 classroom settings to meet observation, practicum, and student teaching internship requirements.
- To facilitate the process of the Virginia teaching license application by assisting candidates after completion of the state-approved program.

**Accreditation**

The emphasis areas are accredited by the National Council for the Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Education Preparation (CAEP), the Council on Accreditation of Counseling and Related Program (CACREP), and approved by the Virginia Department of Education (VDOE).

Students seeking a graduate degree in speech-language pathology will be eligible for licensure through the Board of Audiology and Speech
Pathology. Students can consult the graduate program director for guidance in obtaining licensure, straymer@odu.edu

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, prior learning credit is not approved for education courses with field placements/practica or student teaching. For additional information on advanced placement and prior learning, students may refer to the Policy on Prior Learning Assessment Credit at the Undergraduate Level found in this Catalog.