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

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

To advance our communities through research, teaching and service activities that reflect our commitment to excellence, innovation and transformation.

Vision

The Darden College of Education is dedicated to continually improving the lives of our communities - those groups of people linked by diverse needs, affiliation, or purpose-through culturally-affirming research, teaching, and service. The College will be a premier leader in preparing individuals for professions in education, industry, service and clinical environments.

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
  Health & Physical Education Prek-12 Teacher Preparation
• B.S. in Speech Language Pathology and Audiology
• B.S. in Sport Management

B.S. to M.B.A. (Master of Business Administration) Linked 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. Well qualified non-business undergraduate students will be able to start taking M.B.A.-level courses as early as three semesters prior to graduation and count up to 12 graduate credits toward both the undergraduate and graduate degree. 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. The student will work closely with consultation from the M.B.A. Program to develop an individualized Plan of Study based on the required coursework outlined 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)

Students who have done exceptionally well in their undergraduate work may qualify for a GMAT waiver. These candidates will have:

1. Completed all lower level general education requirements
2. Completed at least 24 credit hours at ODU with a cumulative GPA of at least 3.5
3. Achieved junior level status

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 to the M.B.A. program should be submitted online following published deadlines to begin coursework in the desired semester. When completing the application for admission, students need to select an official admission date that is the semester immediately following their anticipated undergraduate graduation.

Students interested in the program should discuss their plans with the M.B.A. program as early as possible. Once admitted to the program, the M.B.A. program manager will act as the student’s co-advisor, along with the chief departmental advisor in the student’s undergraduate major. The M.B.A. Program Office is located in 1026 Constant Hall. The phone number is 757-683-3585 and email is mbainfo@odu.edu.

Requirements for the M.B.A.

Admitted students may begin to complete courses from the M.B.A. pre-core and/or core as soon as three semesters prior to anticipated undergraduate graduation. Twelve graduate credit hours can count toward the undergraduate degree and can meet upper-level General Education requirements. Students will work closely with their undergraduate advisor to confirm what can be applied to the remaining undergraduate requirements. Students must maintain a 3.0 grade point average in M.B.A. program courses to continue in the program or be subject to removal from the M.B.A. program.

The entire program for a general M.B.A. is 45 credit hours for non-business majors. Courses will be available online and on main campus except for the pre-core, which is only offered online. Those students required to complete the pre-core must complete all pre-core requirements before being allowed to progress to any core courses.

Students must satisfactorily complete:

MBA Pre-Core

MBA 600 Introduction to Statistics 1
MBA 601 Introduction to Managerial Economics 1
MBA 602 Introduction to Finance 1
MBA 603 Introduction to Accounting 1
MBA 604 Introduction to Information Management 1

MBA Core

ACCT 609 Managerial Accounting 2
ACCT 611 Financial Accounting 2
BNAL 606 Statistics for Managers 2
BNAL 610 Fundamentals of Business Analytics 2
ECON 607 Managerial Economics 2
ECON 618 Global Macroeconomics 2
FIN 613 Financial Management 2
FIN 616 Investments and Portfolio Management 2
FIN 619 Business Law and Ethics 2
INBU 620 International Business Issues 2
IT 614 Information and Knowledge Management 2
MGMT 605 Leadership Dynamics 2
MGMT 612 Managing in Contemporary Organizations 2
MGMT 621 Strategic Management 4
MKTG 608 Fundamentals of Contemporary Marketing 2
MKTG 617 Marketing Strategy 2
OPMT 615 Operations & Supply Chain Management 2
Electives: all MBA students complete a minimum of four credits of electives 4

Total Hours 45

Graduate Writing Proficiency
The M.B.A. program meets this requirement one of two ways. A student either attains a raw score of 4.5 or above on the Analytical Writing portion of the GMAT/GRE or takes MBA 621: Effective Business Writing.

Continuance Policy
To remain in good standing after admission to the program, students must maintain a minimum, cumulative grade point average of 3.0 in all graduate course work attempted at the University. Students who fall below this minimum standard will have 12 credit hours to remedy this deficiency.

Further, students may be removed from the program when they earn (1) a grade of C or lower in two courses in the pre-core, or (2) a grade of C or lower in two courses in the core and elective coursework, or (3) a failing grade (F) in any course work.

B.S. to M.P.A. (Master of Public Administration) Linked Program
The linked B.S./M.P.A. program provides qualified Old Dominion University undergraduate students with the opportunity to earn a master's degree in public administration while taking credits in the M.P.A. program as an undergraduate student. The program is designed for highly motivated students with the desire to immediately continue their education after the bachelor's degree. The program is especially relevant to individuals seeking to work (or currently working) in the public or non-profit sectors, but is suitable for students from any undergraduate major. Graduate courses may be taken during the fall and spring semester of the student's senior undergraduate year. Up to 12 graduate credits can count toward both the undergraduate and graduate degree and can meet upper-level General Education requirements. After receiving the undergraduate degree, a student will continue with the M.P.A. program, taking M.P.A. courses until completing the required 39 credit hours. Students in the linked program must earn a minimum of 150 credit hours (120 for the undergraduate degree and 30 for the graduate degree).

Admission Requirements
A potential candidate will have:
1. Completed all lower level general education requirements
2. Achieved a cumulative GPA of at least 3.0 at the end of the junior year

Requirements for admission to the graduate program can be found in the School of Public Service section of the Graduate Catalog. For additional information, please contact the School of Public Service in the Strome College of Business.

Career and Advising Resource Center
1107 Education Building (757) 683-4789
Trey Mayo, Director of Advising, Darden College of Education

Armina Israel, Coordinator and Veteran Student Advisor
Nola Nicholson, Academic Program Advisor
Rob Batchelder, Academic Advisor
Mirta Williams, Student Success Advisor
Human Services Advising Team

The Career and Advising Resource Center (CARC) provides career and academic advising services for freshmen and initial transfer students pursuing or exploring an undergraduate major in the Darden College of Education. It also offers program management for select teacher education programs. CARC also provides students access to a liaison from Career Development Services for assistance with resume review, interview preparation, and seeking practical experiences for employment or further advanced study. Students who visit CARC are encouraged to plan for their academic program, and investigate career opportunities through exploration and engagement with their academic advisor.

Teacher Education
http://odu.edu/tes
2345 Education Building (757) 683-3348
Jody Sommerfeldt, Interim Director, Teacher Education Services

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 (https://www.odu.edu/success/academic/teacher-education/resources/livetext).

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/communicationsdisordersspecialeducation). 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 that area. Students interested in teaching 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. 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/communicationsdisordersspecialeducation). 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 that area. Students interested in teaching 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. 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.

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. Program sheets for the Post-Baccalaureate Endorsement programs are available in the Teacher Education Services office.

Admission, Continuance and Exit Requirements for Post-Baccalaureate Teacher Education Programs

Admission

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 for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
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 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 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).

Continuance
To continue in the respective post-baccalaureate teacher education program, the student must:

1. For undergraduate post-baccalaureate teacher education programs, 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. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. 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;
4. 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
5. 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 Office in the Education Building, Room 2345. 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 (http://www.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. For undergraduate post-baccalaureate teacher education programs, 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. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. 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; and
4. Earned a passing grade in student teaching.

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 website (http://odu.edu/tes) or visit the office in the Education Building Room 2345.

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 http://odu.edu/tes.

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 (http://catalog.odu.edu/undergraduate/collegeofartsletters), the College of Sciences (https://www.odu.edu/sci/prospective/undergrad), or the Darden College of Education (http://www.odu.edu/education/departments).

Admission, Continuance, and Exit Requirements for Baccalaureate 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 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;
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 Office in room 2345 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://odu.edu/tes) 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 the 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 website (http://odu.edu/tes) 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.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of dyslexia. This training is received through specific courses in the approved professional education programs. In addition, students must complete the online training module found on the Teacher Education Services website. (http://odu.edu/tes)

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 (http://catalog.odu.edu/undergraduate/collegeofartsletters), the College of Sciences (https://www.odu.edu/sci/prospective/undergrad), or the Darden College of Education (http://www.odu.edu/education/departments).

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; and
- 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 the Old Dominion University Teacher Education Services Office to determine successful completion of the clearance process and approval for placement in a school.

The completed clearance check will be posted to students’ Leo Online secure page under Test Scores. A score of 1 means that students are cleared for placement.

Observation and Participation
SEPS 297, TLED 290, MUSC 300, 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: SAT Mathematics test score of at least 530 taken after April 1, 1995; or 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 530 mathematics taken after April 1, 1995 and before March 2016; 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 and before March 2016; 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; or
   
   Note: ACT scores taken prior to 1989 are not valid.
3. Passing Praxis I composite score of 532, if earned by December 31, 2013

* A new SAT test was released in March 2016. Praxis Core substitute scores for the new SAT have not been determined.

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

**Teacher Candidate Dispositions**

All teacher candidates are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Teacher candidates must show a disposition toward and commitment to each of the following:

- Attends functions when required
- Maintains a professional appearance
- Solicits feedback from others
- Adjusts behavior based on professional feedback
- Communicates effectively orally and in writing
- Demonstrates sensitivity to others’ feelings and opinions
- Participates with others in a collaborative manner
- Treats others with respect
- Provides information to all constituents in a professional and timely manner
- Demonstrates a commitment to remain current in knowledge of subject area content
- Demonstrates knowledge about the teaching subject area
- Participates in professional development activities
- Enjoys working with diverse learners
- Demonstrates effective decision-making and problem-solving skills
- Displays excitement about teaching

All candidates will be assessed a minimum of three times throughout their program. Any teacher candidate who is not displaying these dispositions will be subject to the Disposition policy found at http://odu.edu/tes. Demonstrated professional dispositions are expected for continuance in the program.

**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 Core 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 subject assessment 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 website (http://odu.edu/tes), 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 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 (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 Office, room 2345 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

http://odu.edu/tes

2345 Education Building (757) 683-3348
Jody Sommerfeldt, Interim Director, Teacher Education Services

The staff in the Office of Teacher Education Services (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 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 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-Language Pathology. Students can consult the graduate program director for guidance in obtaining licensure, ssraymer@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.