A Guide for Students, Faculty, and Advisors
2014-2015

Old Dominion University
Darden College of Education
IDEA FUSION
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To obtain permission to use material from this work, please contact Teacher Education Services and Advising at 757-683-3348, or submit a written request to Dr. Leigh Butler at lbutler@odu.edu or fax your request to 757-683-4872. Revised copy July 14, 2014
Comments about this handbook may be sent to Dr. Leigh Butler at lbutler@odu.edu
Dean’s Welcome

On behalf of the faculty and staff in the Darden College of Education, I am very excited to welcome you to the most rewarding profession and world of becoming a teacher. Your journey into this career promises to bring memorable moments, times of exhilaration, and multiple opportunities to work collaboratively with other professionals seeking to make a difference in the lives of children and young adults. The profession of teaching needs your expertise at this time more than ever before and I truly commend your decision to have an impact on our future.

One of the hallmarks of your chosen profession will be the focus on working in school based settings. Old Dominion University provides you with a foundation of strong academic work that is highlighted with many opportunities to work in local schools. These clinical experiences will be provided for you to help you develop and excel at the art and science of teaching while working with students in classrooms along with master teachers eager to mentor you into the profession. This is truly an exhilarating experience that will prove to be the pinnacle of your work toward obtaining your teaching license.

I want to thank you again for making such an important decision to enter the profession of teaching and for taking the time to read through this handbook. It is a very critical first step into your future. Your professors and your mentor teachers are anxious to meet you and to work with you and I personally wish you great success in your new academic endeavors. Most importantly, there are many young students who are impatiently waiting to meet you and many who will have their lives altered through your guidance and support. What could be more thrilling?

Warmest regards,

Jane Bray
Dean
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Honor Code

We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others.

Honor Pledge

I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty of deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor code. I will report to a hearing if summoned.
It is the responsibility of each student as a teacher candidate to become informed and remain aware of all applicable requirements, deadlines, and policies for admission, continuance, and successful completion and exit of an approved teacher education program. The University catalog and other University sources should be utilized as additional resources for information. Your academic major advisor and department’s website, along with the Teacher Education Services office advisors and website, can provide the most up-to-date information regarding your teacher education program. It is essential that prospective candidates meet with their respective advisor in either the College of Arts and Letters, College of Sciences, or the Darden College of Education to review and acknowledge their responsibilities as a teacher candidate. Distance Learning students should meet with their Site Director.

NOTE:
Information contained in this Handbook is subject to change in accordance with policies and guidelines implemented by the Old Dominion University Teacher Education Council, the Virginia Department of Education and the Virginia Board of Education.
Educator as Professional

The Conceptual Framework for the professional education unit at Old Dominion University is guided by the theme, *Educator as Professional*.

Vision and Mission of the Institution and Unit

**VISION OF THE INSTITUTION**

Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.

**MISSION OF THE INSTITUTION**

*Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.*

The University’s Mission Support describes, in detail the principles and practices that underlie the University’s undergraduate and graduate teaching, research, and service missions: a sound general education program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described in detail: Students; Faculty; Academic Programs; Teaching; Research, Scholarship, and Creativity; International Connections; Life-long Learning; Community Service; Campus Life; Alumni; and Quality. Both the core mission statement and the detailed support
statements constitute the foundation of all aspects of the University’s 2009-2014 Strategic Plan. All documents related to the University’s mission can be found on the first few pages of the current University Graduate and Undergraduate Catalogs.

**VISION AND MISSION OF THE UNIT**

Together, the Darden College of Education, the College of Arts and Letters, and the College of Sciences comprise the Unit and strive to prepare the highest quality school professionals, at all levels, capable of positively impacting the education of tomorrow’s leaders, one student at a time.

The Unit’s mission is to prepare professional educators to fulfill the needs of the education community, now and in the future. The vision and mission of the Unit are derived from those of the Darden College of Education.

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

- Collaboration among departmental, College, and University colleagues with professional colleagues throughout the world;
- Adherence to the highest standards of professionalism and prominence in our professions; and,
- A reputation for innovation in teaching, research, and service in the preparation of teachers and other professionals, leaders, and scholars as we meet the needs of Hampton Roads, the Commonwealth of Virginia, the nation, and the world.

The College’s mission is to provide excellence in teaching, scholarly activities, and service while meeting the needs of its community and maintaining national and international prominence. The mission is fulfilled through the Unit’s undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, sports management, recreation, training, fashion, speech-language disorders, instructional and occupational technology, as well as its many continuing education activities.

**UNIT THEME – EDUCATOR AS PROFESSIONAL**

The *Educator as Professional* theme embraced by the Unit is an expression of what candidates can expect to obtain from their academic experience. It reflects the
culmination of the Unit’s purpose, to prepare teachers, other school professionals (school counselors and speech professionals), and educational leaders who have knowledge of their teaching disciplines and the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development.

Philosophy, Purposes, and Goals of the Unit

UNIT PHILOSOPHY

The Monarch Creed applies to all members of the University community and is inherent to all academic programs within the Unit and beyond. It reads:

- Make personal and academic integrity fundamental in all my endeavors.
- Offer service to the University and the community.
- Nurture a climate of care, concern, and civility to others.
- Accept responsibility for all my actions.
- Respect the dignity, rights, and property of all people.
- Commit to the ongoing pursuit of intellectual and personal development.
- Heighten my awareness of individual and cultural similarities and differences.

Additionally, the Darden College of Education emphasizes collaboration, professionalism, and innovation. The value-added activities of its 100-strong faculty support these beliefs through their work in undergraduate and graduate degree programs, continuing education opportunities, research, and service to the community.

UNIT PURPOSE

The Old Dominion University Professional Education Unit’s purpose is to prepare teachers, other school professionals, and educational leaders who have knowledge of their teaching disciplines, with the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development. The Unit routinely works to make improvements and modifications that strengthen its purpose and reflect the changing environment of the profession.
**UNIT GOALS**

The Unit’s goals are aligned with the goals of the University as stated in its Mission Support statement and Strategic Plan. Specifically, the Unit embraces the following goals:

- Provide candidates rich content experiences in each of the colleges to develop the required knowledge to effectively contribute to their specialization.
- Provide diverse opportunities for candidates to explore, understand, and become skilled in pedagogy.
- Provide a learning environment where appropriate professional dispositions are taught, modeled, and emphasized.
- Emphasize the importance of understanding and appreciating the various cultures and socioeconomic backgrounds of students from both rural and urban settings.
- Provide candidates the opportunity to experience and implement technology infused instruction.
- Emphasize the importance of a culture of examination, assessment, and reflection for the purpose of improving student learning.
- Provide opportunities for candidates to become familiar with, and engage in, professional organizations to emphasize the importance of lifelong professional growth, development, and service.
For the entire content of the Conceptual Framework go to:
http://education.odu.edu/education/about/conceptualframework.shtml
Accreditation of Approved Professional Education Preparation Programs

The professional education preparation programs at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Virginia Department of Education (VDOE), and/or individual National Associations.

Advising – How Do I Begin?

On Campus Students

Students attending classes at the Norfolk main campus must meet with an advisor in the department of the intended major. The major is the subject you intend to teach when you graduate (consider age, grade, and subject of the students in the classroom). Review “What major should I choose to become a teacher”. This section provides each approved professional education program available through Old Dominion University and the contact information for each program.

Distance Learning Students

Students wishing to complete an approved professional education program through distance learning should review the Distance Learning website to determine which programs are available. If the program is available, the student should contact the Distance Learning staff identified for advising. Additionally, students should read “What major should I choose to become a teacher.” Prospective applicants should read the admission procedures and the admission requirements outlined in this Handbook under “Admission to an Approved Teacher Education Preparation Program.”
Financial Aid

It is recommended that every student apply for financial aid. To apply for financial aid an individual must complete the following documents:

1. A Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education. A student need not be admitted to a university to apply for aid, but must be admitted to receive a financial aid notification/award letter.
2. Other documentation as requested to verify Financial Aid eligibility.

To qualify for financial aid, a student must:

- be admitted and enrolled as a degree-seeking student OR admitted into an approved post-baccalaureate endorsement program as a non-degree student. If an individual is admitted as a non-degree student in a post-baccalaureate endorsement program, a financial aid memo verifying admission is sent from the teacher education services office to the financial aid office, per student request.
- be enrolled at least half-time, 6 credits undergraduate or 4 credits graduate (for Federal Direct Student Loans).
- maintain satisfactory academic progress (SAP).
- be a U.S. citizen or eligible non-citizen.
• be registered with Selective Service, if required.
• have no outstanding debts involving financial aid previously received at Old Dominion University or any other post-secondary institution.
• not be in default on any post-secondary educational loan.

For more information on financial aid, please contact the financial aid office at 757-683-3683 or email finaid@odu.edu or review the financial aid website: http://www.odu.edu/af/finaid/prospective_student/

Admission to an Approved Professional Education Preparation Program

The professional education preparation programs at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Virginia Department of Education.

Virginia Department of Education Licensure Regulations for School Personnel

Section 22.1-298 of the Code of Virginia grants the Board of Education the authority to prescribe the requirements for licensure of teachers. The Board of Education approves the Regulations governing the Licensure of Instructional Personnel. The Regulations stipulate that the Board of Education may deny a teaching license for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of records or documents;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, such as immorality, or personal condition detrimental to the health, wealth, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
6. Revocation of the license by another state;
7. Other good and just cause of a similar nature;
Please note: Individuals who have been convicted of misdemeanors involving drugs or children must have their cases reviewed to determine if it is in the best interest of the individual and the public schools of the commonwealth to issue the license.

For more information: http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf

Prospective Teacher Candidates applying to an approved teacher education program will be asked to attest to the following statement:
“I certify that I have never been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country or found guilty of a misdemeanor involving children or drugs, nor have I ever been the subject of a founded complaint of child abuse or neglect, or nor have I ever had a teaching license revoked, cancelled, invalidated, or suspended. If ‘YES’, attach explanation, court order documents, indicating judgment and disposition of the case from the court of conviction, or statement giving full details and official documentation of the action taken. I understand that a ‘YES’ acknowledgment may preclude any opportunities for a teacher candidate internship placement.

Technical Standards
To successfully complete a program at Old Dominion University, students must meet all academic and technical standards required by the program. Technical standards are all nonacademic criteria or standards for admission to or participation in the program in question. A technical standard is a description of the physical and mental abilities required of students to perform successfully in an academic program. Students are responsible for knowing the technical standards of their intended major program. Technical standards are documents that can and should be used in the advising process, both when students are exploring different majors and when they want specific information on what is required in a particular program. Copies of all technical standards are located in the following offices: Educational Accessibility, Institutional
Equity and Diversity, and University Counsel. In addition, each department chair has a copy. An informational reference and link to the Technical Standards Handbook can be found on the websites for Admissions, Educational Accessibility, and Institutional Equity and Diversity. For students requiring accommodations, please contact the Office of Educational Accessibility for assistance. For more information on technical standards and accommodations, please access the following Office of Educational Accessibility webpage: [http://studentaffairs.odu.edu/educationalaccessibility](http://studentaffairs.odu.edu/educationalaccessibility)

Source: *Old Dominion University Undergraduate Catalog, 2011-2012*, p.23

**Professional Disposition**

As part of Old Dominion University’s mission and philosophy to develop professional educators, an emphasis on professional disposition is equally as important as demonstrating content knowledge and skills. A belief that all students can learn as well as the ability to be fair and consistent with all PK-12 students lead to student success. To be admitted into an approved teacher education program, ALL prospective teacher candidates must evaluate their professional disposition throughout their educational training at Old Dominion University. Please read the [Policies and Procedures for Assessing Teacher Candidate Dispositions](http://studentaffairs.odu.edu/educationalaccessibility) for Old Dominion University.

**Dress Code**

Professional education candidates are expected to demonstrate professional dispositions at all times. One element of professional dispositions is “dressing professionally” when visiting or working in ODU partner schools. Education candidates will wear attire that is considered professional (no jeans, flip-flops, and/or tight fitting clothes which are exposing). Individuals with piercings (beyond one in each ear) and tattoos (that are visible) will remove the extra piercings and cover the tattoos while in the school building.

**Undergraduate Teacher Education**

Students interested in a bachelor’s degree, who wish to become a teacher and earn the Virginia teaching license, need to be admitted to the University as degree seeking students by submitting an [admission application](http://studentaffairs.odu.edu/educationalaccessibility). Once admitted to the University, the
student should meet with an advisor in the academic department of the intended subject/content area to declare the major. Undergraduate students must comply with major declaration, as outlined in the University Catalog under each college's academic department. After the major is declared, the student submits the Undergraduate Teacher Education Application form to Teacher Education Services and Advising Services in the Darden College of Education, Education Building, Room 152. Read the instructions and make sure all signatures are completed on the form.

Follow the checklist for recommended timelines. To be admitted and successfully complete the Bachelor’s degree with a teacher education concentration, follow the requirements below.

Admission: The following criteria are required for admission into undergraduate teacher education programs:

1. Complete ALL major and professional education courses and earn the appropriate grades and GPA’s as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. Declare the major with your departmental academic advisor;
3. Follow the instructions for Undergraduate Teacher Education Programs Admission;
4. Have passing scores on Praxis Core or equivalent scores prescribed by the Virginia Board of Education. Praxis I will be accepted if scores were earned by December 31, 2013.
5. Complete the Undergraduate Teacher Education Application form. In Section 2, complete the Professional Disposition Survey. After having completed and signed Section I and II, schedule an appointment with your major advisor* prior to submitting the form to Teacher Education Services, 152 Education Building;
   *If you are a Distance Learning student, make an appointment with the identified staff on the Distance Learning website.
6. Recommend completing successfully the course with the observation component of your program.

Continuance:
After students are admitted into undergraduate teacher education, as teacher candidates, your academic progress is monitored. The teacher candidate must maintain the following continuance requirements:

1. Maintain appropriate grades and GPA’s as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. Register for and successfully complete the practicum course in your program;
3. Take and pass ALL assessments prior to starting the teacher candidate internship: (Read the section of this Handbook under “Assessments Required”)
   a. Virginia Communication and Literacy Assessment;
   b. Praxis II: Specialty Area Test; and
   c. Reading for Virginia Educators (RVE) Assessment or the Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable.
   d. First Aid/CPR/AED training certificate
   
**All scores must appear on your Leo Online “Test Score” page prior to starting the teacher candidate internship.**

4. **Apply** for the Teacher Candidate Internship by the designated deadlines.
   
To student teach, the graduate program candidates must have the appropriate GPA’s outlined in your specific curriculum sheet and catalog year, passing scores on Praxis II, Virginia Communication and Literacy Assessment and the Reading for Virginia Educators or the Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable for your program. This must be achieved prior to starting the internship.

5. Complete the Child Abuse and Neglect Recognition training online, if you did not complete SPED 313 at ODU (See other possible courses that meet this requirement.);
6. Work on the professional portfolio. Final submission for a grade will occur during the teacher candidate internship;
7. Retain original score reports of ALL assessments taken. You will need a copy of the “Examinee Score Report” you received when you completed the assessment;
8. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed, the student will be required to comply with those updates or changes in
order to complete the state-approved teacher education program at Old Dominion University.

Exit:
To earn the baccalaureate degree with the teacher education track and be recommended for the Virginia teaching license, students must successfully pass the internship. To exit successfully, the student must have:

1. Appropriate grades and GPA’s as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. A passing grade on the teacher candidate internship;
3. Met all academic, licensure, and University degree requirements;
4. Successfully completed the Exit Writing Examination.

Graduate Teacher Education
Students who have earned a non-teaching bachelor's degree from a regionally accredited institution and wish to pursue a graduate degree program with initial licensure to earn the Virginia Teaching License are recommended to visit the graduate admission and complete the online graduate application and follow instructions for the appropriate Darden College of Education graduate program of study to earn the initial Virginia license. Upon successful completion of this graduate program, candidates earn the master's degree and the Virginia teaching license. Students associated with the military, and who wish to become a teacher, should contact the Military Career Transition Program (MCTP) [http://www.odu.edu/mctp](http://www.odu.edu/mctp)

Admission:
1. Hold at least a bachelor's degree from a regionally accredited college/university with a minimum overall undergraduate GPA of 2.80;
2. Submit the graduate application;
3. Follow admission procedures for Graduate Teacher Education Programs;
4. Have passing scores on Praxis Core, Praxis I or equivalent scores prescribed by the Virginia Board of Education;
5. Receive satisfactory scores on the Graduate Record Exam or the Miller Analogy Test, as required for the specific program;
6. After you are admitted to the University, activate your e-mail account and your MIDAS ID. This is necessary in order to register for classes, access Blackboard, ODU e-mail account, Leo Online secure page, and to complete the Professional Disposition Survey;

7. Register for at least one class;

5. Professional Disposition Survey. Complete and submit the Professional Disposition Survey after you have registered for at least one class. This survey must be completed after registering for classes. You will be administratively dropped from your classes if this survey is not completed. To access the instructions to complete the survey, click here

Continuance:

1. Maintain at least an overall graduate GPA of 3.00;

2. Complete all content and professional education courses as outlined on your specific program sheet;

3. Must earn at least a B grade in the graduate program practicum course;

4. Take and pass ALL assessments prior to starting the teacher candidate internship: (Read the section of this Handbook under “Assessments Required”)
   a. Praxis II: Specialty Area Test (scroll to page 2);
   b. Virginia Communication and Literacy Assessment; and
   c. Reading for Virginia Educators (RVE) Assessment or the Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable for your program.

   All scores must appear on your Leo Online “Test Score” page prior to starting the teacher candidate internship.

5. Work on your Professional Portfolio and read how to “Create the ODU Professional Portfolio. This will be submitted during your teacher candidate internship;

6. Prepare to take the Comprehensive Examination for your specific program;

7. Complete the Child Abuse and Neglect Recognition training online, if you did not complete SPED 313; (See for other possible courses that meet this requirement);
8. Apply for the Teacher Candidate Internship by the designated deadlines;
   To student teach, the graduate program candidates must have an overall 3.00 graduate GPA with a minimum B grade in your graduate practicum course, Passing scores on Praxis II, Virginia Communication and Literacy Assessment and the Reading for Virginia Educators or the Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable for your program. This must be achieved prior to starting the internship;

9. Register for the Comprehensive Exam with the appropriate academic department;

10. Retain original score reports of ALL assessments taken. You will need a copy of the “Examinee Score Report” you received when you apply for the Virginia License.

11. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed, the student will be required to comply with those updates or changes in order to complete the state-approved teacher education program at Old Dominion University.

Exit:

During your internship semester:
1. Complete the Graduate Assessment;
2. Earn a passing grade on the Teacher Candidate Internship;
3. Have a minimum 3.00 graduate GPA;
4. Take and pass the Comprehensive Examination;

Post-baccalaureate Endorsement Program

Students who have earned a non-teaching bachelor's degree, from a regionally accredited institution and wish to earn the Virginia teaching license without entering a graduate program may apply to the Post-baccalaureate Endorsement Program. This program does not lead to a degree and as such your status will be considered as a non-degree graduate student in an approved teacher education program.

Admission:
1. Hold at least a Bachelor’s degree from a regionally accredited college/university with an overall GPA of 2.75 for regular admission. Provisional admission is considered with an overall GPA between 2.50 and 2.74;
2. Follow admission procedures for Post-baccalaureate endorsement programs; make sure to submit the non-degree application prior to your appointment;
3. Schedule an appointment with the appropriate program advisor; bring a copy of all your undergraduate transcripts;
4. Create your MIDAS account after you activate your ODU e-mail account;
5. Professional Disposition Survey. Complete the Professional Disposition Survey after you have registered for at least one class at Old Dominion University;
6. Have passing scores on Praxis I or equivalent scores prescribed by the Virginia Board of Education;
7. Have OFFICIAL transcripts from the regionally accredited institution where the bachelor’s degree was earned and from any other colleges or universities attended with the Post-baccalaureate Endorsement Application;
8. Submit the Post-baccalaureate Endorsement Application.

NOTE: Students who complete the IDS Teacher Preparation Bachelor of Science degree and who enroll in a post-baccalaureate endorsement program and who subsequently complete student teaching and become eligible to earn the Virginia teaching license, are not eligible to enter the MSED in Primary Early Childhood or Elementary Education Fifth Year Program at Old Dominion University. Students may be eligible to enter other master’s degree programs available at Old Dominion University, provided they meet the admission requirements at such time when applying to the specific graduate program or when submitting a request to change to another graduate program after being admitted.

Continuance:
1. Maintain at least GPA of 2.75 in professional education course work with no grades below a C-, and be in “Good Academic Standing” for graduate level courses which requires a graduate GPA of at least a 3.00, per University graduate non-degree status;
2. Complete all content and professional education courses outlined on your specific curriculum sheet;
3. Must earn at least a C- grade in all course work and at least a B grade in the graduate practicum;

4. Take and pass assessment tests:
   a. Praxis II Content Area;
   b. Virginia Communication and Literacy Assessment; and
   c. Reading for Virginia Educators (RVE) Assessment or the Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable.
   
   All scores must appear on your Leo Online “Test Score” page prior to starting the teacher candidate internship.

5. Work on your electronic Professional Portfolio. This will be submitted during your teacher candidate internship;

6. Complete the Child Abuse and Neglect Recognition training online, if you did not complete SPED 313 at Old Dominion;

7. Apply for the Teacher Candidate Internship. To student teach, post-baccalaureate endorsement candidates must be in “Good Academic Standing, with a C- grade in the practicum course (B required in graduate practicum course), passing scores on Praxis II, Virginia Communication and Literacy Assessment, and Reading for Virginia Educators (RVE) or Virginia Reading Assessment if successfully passed by June 30, 2011, and if applicable for your program. This must be achieved prior to starting the teacher candidate internship.

8. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed, the student will be required to comply with those updates or changes in order to complete the state-approved teacher education program at Old Dominion University.

Exit:

1. Earn a passing grade on the Teacher Candidate Internship; and
2. Be in “Good Academic Standing.”

Undergraduate Requests to Take Graduate Courses
Undergraduate students with senior standing wishing to take a graduate teacher education course must complete the Request of ODU Undergraduate to Take Graduate Courses and submit it first to the academic major advisor. Then, once is signed by the academic major advisor, submit the form to the Academic Department where the graduate course is offered for final approval/denial by the Graduate Program Director and the Department Chair. Undergraduate students must be admitted to the respective undergraduate teacher education program, prior to submitting the request.

Undergraduates are limited to six graduate hours per semester AND all graduate course approvals are at the discretion of the program director. Grades earned in graduate level course work will be calculated in the graduate program GPA or the post-baccalaureate GPA.

**Fast Track Graduate Admissions**

The purpose of the fast track graduate admission policy is to provide a method of admission into the graduate program without a candidate taking the GRE or MAT exam. Fast Track graduate admission will be available to undergraduate students in the Old Dominion University Interdisciplinary Studies, Teacher Preparation Concentration as well as undergraduate students who have completed teacher preparation emphasis degrees in art, dance, English, foreign languages, history, marketing education, mathematics, music, physical education, special education, sciences, technology education, and theatre.

Candidates completing the IDS Teacher Preparation program are eligible to utilize the fast-track graduate admission option into the MSED initial licensure program. To be considered under the Fast Track graduate admissions policy, students must earn the B.S. or B.A. degree from Old Dominion University and must be applying to an M.S.E.D. degree in PreK-3/early childhood education, PreK-6 elementary education, middle school education, secondary education, or special education. In addition, to be considered for Fast Track graduate admission, an applicant must (1) have a minimum 3.20 undergraduate cumulative GPA at Old Dominion University; and (2) have passing scores in EACH of the three sections of the PRAXIS I or have equivalent scores.
approved by the Virginia Board of Education. Praxis I composite scores will not be considered. Candidates may also be considered for fast track by meeting the SAT or ACT requirements.

Field Experiences

All field experiences are coordinated by the Office of Teacher Education Services and Advising in collaboration with each school division’s human resources office. Candidates are not allowed to arrange a field experience on their own with a specific school or school division. To request a field experience, please go to: http://education.odu.edu/tes and submit the Online Placement Request.

The Darden College of Education is committed to developing candidates skilled in teaching all English Language Learners (ELL), students of all cultural and socioeconomic backgrounds and with diverse learning needs in a fair and equitable manner.
Clearance Process:

Old Dominion University candidates in approved professional educational programs are required to provide a clearance check when registering for a course that requires a field experience. This clearance check becomes effective with Fall 2014. Read the ODU Field Experience Clearance Procedures. The CLEARANCE PROCESS CAN TAKE UP TO EIGHT (8) WEEKS. Teacher Education Services & Advising Office must have on file search results prior to the start of a field experience.

The clearance process includes:

- fingerprinting
- a social service/child protective service check
- a review of each candidate's name through the Virginia State Police: Sex Offender Registry
- ALL search results must be received and reviewed by ODU to determine successful completion of the clearance process for placement
- You can check your Leo Online secure page under Test Scores. A score of 1 means that you are cleared for placement.
- Once a candidate is cleared by ODU, additional clearance will not be required unless there is a break in attendance that requires the candidate to go through reactivation or readmission process with the Old Dominion University admissions office.

Observation:

Candidates enrolled in TLED 301, TLED 608, SEPS 297 and PE 230 complete the Observation field experience as part of the course requirement. The Online Placement Request should be submitted immediately after registering in the respective course. Allow 4-6 weeks for this placement to be processed by the requested school district. This field experience consists of 30 hours in a public or non-public accredited school classroom related to the prospective teaching endorsement (subject area/grade level).

Practicum:

Candidates enrolled in a course with a practicum should complete a field experience requested as part of the course requirement. The Online Placement Request should be submitted immediately after registering in the respective practicum course. Allow 4-6
weeks for this placement to be processed by the requested school district. This field experience may be completed at a public or non-public accredited school classroom related to the prospective teaching endorsement (subject area/grade level).

**Teacher Candidate Internship (Student Teaching):**

Student teaching is the culminating experience of the approved teacher education program. Prospective student teachers must apply and meet all criteria in order to be eligible to student teach. Applications for student teaching are due on the following dates - For fall semester March 15, for spring semester September 15 (Northern Virginia Sites student teaching applications are due one month earlier). Applications can be found at [http://education.odu.edu/tes/teachercandidateinternship.shtml](http://education.odu.edu/tes/teachercandidateinternship.shtml).

All student teaching requirements and evaluation tools can be located in the **Teacher Candidate Internship Handbook**. The **Teacher Candidate Internship Application** packet is available for printing from the [Teacher Education Website](http://education.odu.edu/tes/teachercandidateinternship.shtml).

**Teacher Candidate Internship Application Fee:** Teacher candidates applying for a placement are required to submit the placement application with a check or money order in accordance to the following fees:

1. Application fee submitted by established deadline is $25.00
2. Application fee submitted 30 days late* after the deadline is $35.00
3. Application fee submitted 60 days late* after the deadline is $45.00

**THE APPLICATION FEE IS NON-REFUNDABLE**

*Applications received late after the established deadline are not guaranteed a placement for the semester requested.

**Background Checks:** School divisions in the Commonwealth of Virginia may require a background check on the teacher candidate when placed at one of their schools for the teacher candidate internship. Teacher candidates should review the list to determine if the school where they are placed requires a background check. The candidate should contact the school to request the appropriate documentation if a background check is required. [List of School Divisions in the Commonwealth of Virginia Requiring Background Check](http://education.odu.edu/tes/teachercandidateinternship.shtml)

For more information, refer to [VDOE Licensure Regulations for School Personnel](http://education.odu.edu/tes/teachercandidateinternship.shtml).
Teacher Candidates applying for the teacher candidate internship placement will be asked to attest to the following statement:

“I certify that I have never been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country or found guilty of a misdemeanor involving children or drugs, nor have I ever been the subject of a founded complaint of child abuse or neglect, or nor have I ever had a teaching license revoked, cancelled, invalidated, or suspended. If YES, attach explanation, court order documents, indicating judgment and disposition of the case from the court of conviction, or statement giving full details and official documentation of the action taken. I understand that a ‘YES’ response may preclude any opportunities for a teacher candidate internship placement.”

Assessments Required

Praxis Series

The Praxis™ Core Academic Skills for Educators Tests is the required assessment for entry into an approved Virginia teacher preparation program. Individuals may meet the Praxis Core requirement by achieving the scores established by the Virginia Board of Education June 27, 2013, for each of the three Praxis Core subtests - Reading, Writing, and Mathematics - or by achieving the established composite score on the three subtests. A minimum score on each test is required to receive a passing score on the Praxis Core.
**Praxis Core Academic Skills for Educators Tests**

<table>
<thead>
<tr>
<th>Test</th>
<th>Approved Passing Score</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Core Academic Skills for Educators: Reading (5712)</td>
<td>156*</td>
<td>January 1, 2014</td>
</tr>
<tr>
<td>Praxis Core Academic Skills for Educators: Writing (5722)</td>
<td>162*</td>
<td>January 1, 2014</td>
</tr>
</tbody>
</table>
### Praxis Core Academic Skills for Educators: Mathematics (5732)

<table>
<thead>
<tr>
<th>Score</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>150*</td>
<td>January 1, 2014</td>
</tr>
</tbody>
</table>

There is NO Composite Score for these assessments. A passing score is required for each of the three subtests.

### Praxis Core Academic Skills for Educators (5751)

(If taking all three computer-delivered exams at the same time, select this Test Code: 5751)

There is NO Composite Score for these assessments

### Source:

VDOE June 27, 2013

Test At A Glance for all three Praxis Core Academic Skills for Educators

http://www.ets.org/praxis/prepare/materials/

* The Praxis Core Academics Skills for Educators Tests require a passing score for each of the three subtests: Reading (5712), Writing (5722), and Mathematics (5732)

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June 27, 2013, the Virginia Board of Education approved substitute test scores for the Praxis Core:

<table>
<thead>
<tr>
<th>Option</th>
<th>Requirement</th>
<th>Score Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>SAT Taken prior to April 1, 1995</td>
<td>score of 1000 with at least a 450 Verbal and a 510 Mathematics</td>
</tr>
<tr>
<td></td>
<td>SAT Taken after April 1, 1995</td>
<td>score of 1100 with at least a 530 Verbal and a 530 Mathematics</td>
</tr>
<tr>
<td>Option 2</td>
<td>ACT Taken prior to April 1, 1995</td>
<td>a composite score of 21 with the Mathematics score of no less than 21, and an ACT English plus Reading score of no less than 37.</td>
</tr>
<tr>
<td></td>
<td>ACT Taken after April 1, 1995</td>
<td>a composite score of 24, with the Mathematics score of no less than 22 and an ACT score in English plus Reading of no less than 46</td>
</tr>
<tr>
<td>Option 3</td>
<td>VCLA Composite and Praxis I Mathematics</td>
<td>470 or better and 178 or better</td>
</tr>
<tr>
<td>Option 4</td>
<td>VCLA Composite and SAT Math (prior to 4/1/95)</td>
<td>470 or better and 510 or better</td>
</tr>
</tbody>
</table>
The Praxis I exam is available in a paper & pencil format offered at ODU seven Saturdays throughout the academic year (September, November, January, March, April, June, & July). Please register on-line at ETS to take the paper and pencil version. The computerized test is offered at the Prometric Testing Center (757-873-0208) in Newport News and Chesapeake. Please register by calling the testing center directly.

**Praxis II - Required for Student Teaching and Licensure**

The Praxis II tests are subject assessments that measure knowledge of specific subjects that K-12 educators will teach. The Praxis II is administered on designated dates set by ETS or may be a computer delivered test. Visit the ETS Praxis II website for more specific information. The following table lists the Praxis II prescribed by the Virginia Board of Education and the Virginia Department of Education. Click on the Test Code number for Test at a Glance. Source: VDOE, May 22, 2014.

<table>
<thead>
<tr>
<th>Specialty Test</th>
<th>Test Code</th>
<th>Passing Score</th>
<th>Endorsement Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Content Knowledge (taken before 9/1/2011)</td>
<td>0133</td>
<td>159</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Art: Content Knowledge (taken after 9/1/2011)</td>
<td>0134</td>
<td>158</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Biology: Content Knowledge</td>
<td>0235</td>
<td>155</td>
<td>Biology</td>
</tr>
<tr>
<td>Test Name</td>
<td>Code</td>
<td>Score</td>
<td>Subject</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>155</td>
<td>Biology</td>
</tr>
<tr>
<td>Computer delivered test available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille Proficiency: This test is required</td>
<td>0631</td>
<td>168</td>
<td>Special Education-Visual</td>
</tr>
<tr>
<td>Braille Proficiency: This test is required</td>
<td></td>
<td></td>
<td>Impairments</td>
</tr>
<tr>
<td>Business Education: Content Knowledge (taken</td>
<td>0100</td>
<td>590</td>
<td>Business and Information</td>
</tr>
<tr>
<td>9/1/2010)</td>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>Business Education: Content Knowledge (taken</td>
<td>0101</td>
<td>157</td>
<td>Business and Information</td>
</tr>
<tr>
<td>9/1/2010)</td>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>Business Education: Content Knowledge (taken</td>
<td>5101</td>
<td>157</td>
<td>Business and Information</td>
</tr>
<tr>
<td>9/1/2010)</td>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge Discontinued</td>
<td>0245</td>
<td>153</td>
<td>Chemistry</td>
</tr>
<tr>
<td>June 7, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>153</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Earth &amp; Space Sciences: Content Knowledge</td>
<td>0571</td>
<td>156</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Discontinued June 7, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space Sciences: Content Knowledge</td>
<td>0571</td>
<td>156</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Discontinued June 7, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELEMENTARY EDUCATION:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education: Content Knowledge</td>
<td>0014</td>
<td>143</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>(Taken before 7/1/2014)</td>
<td>5014</td>
<td>143</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>Not current test in Virginia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects</td>
<td>5031</td>
<td>157</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>(5031)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken after 7/1/2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals must register for 5031 and take</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all four subtests in one sitting. A passing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>score in each subtest is required. PreK-3 and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PreK-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects</td>
<td>5032</td>
<td>165</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>Reading and Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken after 7/1/2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects</td>
<td>5033</td>
<td>164</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Code</td>
<td>Credit</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects: Social Studies</td>
<td>5034</td>
<td>155</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects: Science</td>
<td>5035</td>
<td>159</td>
<td>PreK-3, PreK-6</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content Knowledge (taken before 1/1/2014)</td>
<td>0041 5041</td>
<td>172</td>
<td>English</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content Knowledge (taken after 1/1/2014)</td>
<td>5038 Computer delivered</td>
<td>167</td>
<td>English</td>
</tr>
<tr>
<td>French: Content Knowledge (taken before 9/1/2010)</td>
<td>0173</td>
<td>169</td>
<td>French</td>
</tr>
<tr>
<td>French: World Language (taken after 9/1/2010)</td>
<td>5174</td>
<td>163</td>
<td>French</td>
</tr>
<tr>
<td>German: Content Knowledge (taken before 9/1/2010)</td>
<td>0181</td>
<td>162</td>
<td>German</td>
</tr>
<tr>
<td>German: World Language (taken after 9/1/2010)</td>
<td>5183</td>
<td>163</td>
<td>German</td>
</tr>
<tr>
<td>Family and Consumer Sciences (taken before 9/1/2008)</td>
<td>0120</td>
<td>550</td>
<td>Family and Consumers Sciences</td>
</tr>
<tr>
<td>Family and Consumer Sciences (taken after 9/1/2008)</td>
<td>0121 5121</td>
<td>150</td>
<td>Family and Consumers Sciences</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>0856 Discontinued 6/7/2014</td>
<td>151</td>
<td>Health and Physical Education PreK-12</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>5856 Computer Delivered</td>
<td>151</td>
<td>Health and Physical Education PreK-12</td>
</tr>
<tr>
<td>Marketing Education (taken before 9/1/2008)</td>
<td>0560 Not current in VA</td>
<td>570</td>
<td>Marketing Education</td>
</tr>
<tr>
<td>Marketing Education (taken after 9/1/2008)</td>
<td>0561 Available until 6/7/14 5561 Available 10/6/14</td>
<td>147</td>
<td>Marketing Education</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
<td>Score</td>
<td>Department</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge (taken before 1/1/14)</td>
<td>0061</td>
<td>Not current test in VA 5061 Not current test in VA</td>
<td>147 Mathematics</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge (taken after 1/1/14)</td>
<td>5161</td>
<td></td>
<td>160 Mathematics</td>
</tr>
<tr>
<td>Middle School English/Language Arts (taken before 1/1/14)</td>
<td>0049</td>
<td>Not current test in VA 5049 Not current test in VA</td>
<td>164 Middle School English</td>
</tr>
<tr>
<td>Middle School English/Language Arts (taken after 1/1/14)</td>
<td>5047</td>
<td>Computer</td>
<td>164 Middle School English</td>
</tr>
<tr>
<td>Middle School Mathematics (taken before 1/1/14)</td>
<td>0069</td>
<td>Not current test in VA</td>
<td>163 Middle Education Mathematics</td>
</tr>
<tr>
<td>Middle School Mathematics (taken after 1/1/14)</td>
<td>5169</td>
<td></td>
<td>165 Middle Education Mathematics</td>
</tr>
<tr>
<td>Middle School Science</td>
<td>0439</td>
<td></td>
<td>162 Middle Education Science</td>
</tr>
<tr>
<td>Middle School Social Studies</td>
<td>0089</td>
<td></td>
<td>160 Middle Education History &amp; Social Sciences</td>
</tr>
<tr>
<td>Music: Content Knowledge</td>
<td>0113</td>
<td></td>
<td>160 Music- Vocal/Choral or Instrumental</td>
</tr>
<tr>
<td>Physics: Content Knowledge</td>
<td>0265</td>
<td></td>
<td>147 Physics</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>0081</td>
<td></td>
<td>161 History and Social Sciences</td>
</tr>
<tr>
<td>Spanish: Content Knowledge (taken before 9/1/2010)</td>
<td>0191</td>
<td></td>
<td>161 Spanish</td>
</tr>
<tr>
<td>Spanish: World Language (taken after 9/1/2010)</td>
<td>5195</td>
<td></td>
<td>168 Spanish</td>
</tr>
<tr>
<td>Technology Education (taken before 9/1/2011)</td>
<td>0050</td>
<td></td>
<td>610 Technology Education</td>
</tr>
<tr>
<td>Technology Education (taken after 9/1/2011)</td>
<td>0051</td>
<td></td>
<td>162 Technology Education</td>
</tr>
</tbody>
</table>
Virginia Communication and Literacy Assessment (VCLA) Required for Student Teaching and Licensure

The Virginia Communication and Literacy Assessment became effective January 1, 2006 for initial licensure unless an individual meets the exemption criteria. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: www.va.nesinc.com. On March 22, 2006, the Board of Education approved passing scores for the Virginia Communication and Literacy Assessment (VCLA). The passing scores for the VCLA became a requirement as of July 1, 2006. The scores are as follows:

<table>
<thead>
<tr>
<th>Test Title</th>
<th>Test Code</th>
<th>Passing Score After July 1, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>092</td>
<td>235</td>
</tr>
<tr>
<td>Reading</td>
<td>091</td>
<td>235</td>
</tr>
<tr>
<td>or Composite Score</td>
<td></td>
<td>470</td>
</tr>
</tbody>
</table>

Individuals may meet the VCLA requirement by achieving the score established by the Board of Education on each of the two tests - Writing and Reading - OR, by achieving the established composite score on the two tests. A minimum score on each test is not required provided the composite score is achieved.

Reading for Virginia Educators (RVE)

Effective July 1, 2011, the Virginia Department of Education will implement the required reading assessments prescribed by the Virginia Board of Education for individuals seeking the following endorsements:

1. an initial Virginia license with the following endorsements: Early/Primary Education preK-3, Elementary Education preK-6, Special Education- General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments; or

2. an endorsement as a reading specialist.

Approved Scores by the Virginia Board of Education
### RVE Assessment required for individuals seeking initial licensure in the endorsements listed below:

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Test Code</th>
<th>Passing Score After July 1, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early/Primary Education PreK-3</td>
<td>5306 Computer Delivery 0306 Paper-Pencil Delivered</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education PreK-6</td>
<td>5306 Computer Delivery 0306 Paper-Pencil Delivery</td>
<td>157</td>
</tr>
<tr>
<td>Special Education General Curriculum K-12</td>
<td>5306 Computer Delivery 0306 Paper-Pencil Delivery</td>
<td>157</td>
</tr>
<tr>
<td>Special Education-Hearing Impairments</td>
<td>5306 Computer Delivery 0306 Paper-Pencil Delivery</td>
<td>157</td>
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<tr>
<td>Reading Specialist</td>
<td>5304 Computer Delivery 0304 Paper-Pencil Delivery</td>
<td>162</td>
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**Registration Information for the RVE assessments**

**Test at a Glance - Reading for Virginia Educators: Elementary and Special Education Teachers**

**Test at a Glance - Reading for Virginia Educators: Reading Specialist**

**School Leaders Licensure Assessment (SLLA)**

On January 14, 2010, the Board of Education approved a cut score of 163 for the revised version of the SLLA – Test Code 1011. The revised SLLA (test code 1011) was administered in other states beginning in September 2009. The test was first administered in Virginia in January 2010. The cut score of 163 will apply to all candidates who submit a score for the revised SLLA for the administration and supervision endorsement. This test will be administered for the last time in a paper-and-pencil format in September 2011. **Beginning January 2012 this test will be available in a computer-delivered format only.** Source: VDOE, January 5, 2012
Virginia will continue to accept passing scores on the old version of the SLLA (test code 1010) that was last administered in Virginia in October 2009. The cut score for the old version of the assessment is 165.

Effective July 1, 2005, the Board of Education approved the SLLA for individuals who are seeking an administration and supervision endorsement authorizing them to serve as principals and assistant principals. The cut score for the old version of the SLLA is 165. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: www.ets.org/sls

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners.

For more specific information on the InTASC standards, the document is available at: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
What Major Should I Choose to Become a Teacher?

Start exploring possible teacher preparation programs available at Old Dominion University based on your interests (teaching subject and grade level) and academic abilities.

---

**College of Arts and Letters**

**Undergraduate Teacher Preparation Majors**

Dean, Charles Wilson, BAL 9000, 757-683-3925, cwilson@odu.edu

Associate Dean, Janet Katz, BAL 9000, 757-683-4338, jkatz@odu.edu

<table>
<thead>
<tr>
<th>Major</th>
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<tr>
<td>Art Education (K-12th) (Visual Arts)</td>
<td>Art Department 203 Visual Arts Building</td>
<td>757-683-4047</td>
</tr>
<tr>
<td>Dance Education (K-12th)</td>
<td>Communication &amp;Theater Arts Department, 148 Diehn Fine &amp; Performing Arts Building</td>
<td>757-683-5455</td>
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<tr>
<td>Interdisciplinary Studies (IDS) Teacher Preparation Concentration -Primary/Elementary Emphasis* -Licensure Special Education General Curriculum, K-12, Highly Qualified in Elementary Education Emphasis* -Licensure Special Education General Curriculum, K-12, Highly Qualified in Secondary English and Elementary Education Emphasis *Offered through Distance Learning</td>
<td>Interdisciplinary Studies Department, 3026 BAL Building</td>
<td>757-683-4044</td>
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<tr>
<td>English 6th-12th</td>
<td>English Department 5000 BAL Building</td>
<td>757-683-3991</td>
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<tr>
<td>Foreign Languages, K-12</td>
<td>Foreign Language Department, 4002 BAL Building</td>
<td>757-683-3954</td>
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<tr>
<td>Music Education K-12th</td>
<td>Music Department 244 Diehn Fine and Performing Arts Building</td>
<td>757-683-4061</td>
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<tr>
<td>Social Sciences 6th-12th</td>
<td>History Department 8000 BAL Building</td>
<td>757-683-3949</td>
</tr>
<tr>
<td>Theatre Education K-12th</td>
<td>Communication &amp;Theater Arts Department, 1007 University Theater</td>
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</tr>
</tbody>
</table>
College of Sciences
Undergraduate Teacher Preparation Majors

Dean, Chris Platsoucas, 143 Oceanography & Physics Bldg, 757-6843-377, cplatsoucas@odu.edu
Assistant Dean, Terri Mathews, 143 Oceanography & Physics Bldg, 757-683-5201, tmathews@odu.edu

<table>
<thead>
<tr>
<th>Major</th>
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<tbody>
<tr>
<td>Biology, 6th -12th</td>
<td>Biology Department 110 Mills Godwin Building</td>
<td>757-683-3595</td>
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<tr>
<td>Chemistry, 6th -12th</td>
<td>Chemistry Department 110 Alfriend Chemistry Building</td>
<td>757-683-4078</td>
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<tr>
<td>Earth Science, 6th -12th</td>
<td>Ocean, Earth &amp; Atmospheric Sciences Department 406 Oceanography &amp; Physics Building</td>
<td>757-683-4285</td>
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<tr>
<td>Physics, 6th -12th</td>
<td>Physics Department 306 Oceanography &amp; Physics Building</td>
<td>757-683-3468</td>
</tr>
<tr>
<td>Mathematics, 6th -12th</td>
<td>Mathematics Department 2300 Engineering &amp; Computational Sciences Building</td>
<td>757-683-3882</td>
</tr>
</tbody>
</table>
Darden College of Education
Undergraduate Teacher Preparation Majors

Interim Dean, Jane Bray, 218 Education Building, 757-683-3938, jsbray@odu.edu
Graduate Associate Dean, Gail Dickinson, 216-B Education Building, 757-683-6777, gdickins@odu.edu
Undergraduate Associate Dean, Bob Spina, 216, 757-683-7052, rspina@odu.edu
Assistant Dean, Leigh Butler, 152 Education Building, 757-683-5179, lbutler@odu.edu

<table>
<thead>
<tr>
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<td>Human Movement Sciences Department, 2016 Student Recreation Center</td>
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<tr>
<td>Marketing Education 6th-12th</td>
<td>Science, Technology Education, Mathematics Education &amp; Professional Studies, 228 Education Building</td>
<td>757-683-4305</td>
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<tr>
<td>Technology Education 6th-12th</td>
<td>Science, Technology Education, Mathematics Education &amp; Professional Studies, 228 Education Building</td>
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Darden College of Education Graduate and Post-baccalaureate Endorsement Programs

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<td>Teacher Education Services, 152 Education Building</td>
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<td>Elementary Education PK-6th</td>
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<td>Middle Education 6th – 8th English Mathematics Science Social Studies</td>
<td>Teacher Education Services, 152 Education Building</td>
<td>757-683-3348</td>
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<tr>
<td>Secondary, 6-12 Mathematics Biology Earth Science Physics English Chemistry History/Social Science</td>
<td>Teacher Education Services, 152 Education Building</td>
<td>757-683-3348</td>
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<tr>
<td>Special Education, K-12 General Curriculum Adapted Curriculum Early Childhood Birth-5</td>
<td>Communication Disorders &amp; Special Education Department, 104 Child Study Center</td>
<td>757-683-3226</td>
</tr>
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Graduates of Foreign Institutions

Individuals who have completed their education programs outside the United States and are applying to post-baccalaureate endorsement or graduate programs in the College of Education that include licensure, must have their education credentials evaluated by one of the agencies approved by the Virginia Department of Education as part of the graduate or post-baccalaureate endorsement application process. **This evaluation of credentials must include a listing of the courses completed, the semester hour equivalent for each course, and a statement regarding the equivalency of the program of study to the four-year baccalaureate degree in the United States.**

The list of approved agencies and their contact information is on the Virginia Department of Education website: [http://www.doe.virginia.gov/teaching/licensure/index.shtml](http://www.doe.virginia.gov/teaching/licensure/index.shtml)

Scroll down to **Information for graduates of foreign institutions of higher learning.**

If you should have any questions regarding this policy, please contact the graduate program director or post-baccalaureate endorsement program director for the intended program.

Scholarships and Grants

The University offers a variety of awards each year to qualified students who have been accepted or admitted into degree programs. Some of these awards are available only to Virginia residents, while others are awarded without regard to state residency. Student
assistance is offered on the basis of scholastic achievement and/or established financial need.
To be considered for the Annual and Endowed Scholarships administered by the University, an admissions application or the Scholarship Application for Continuing Students must be received by the University by February 15 preceding the academic year of interest. All admitted students will automatically be considered. Students must complete all the required financial aid forms. Please see the financial aid website http://www.odu.edu/af/finaid/index.shtml

There are three specific scholarship opportunities available through the Teacher Education Services and Advising office. Each of these opportunities requires that an individual be admitted into an approved teacher education program. These opportunities are:

1. Higher Education Teacher Assistance Program (HETAP)
2. TEACH grant
3. Virginia Teacher Scholarship Loan Program

Please review the TES website: http://education.odu.edu/tes/pages/financialassistance.shtml or contact the Director of Teacher Education Services and Advising for more information on these scholarships.

Professional Portfolio

A professional portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional while providing evidence of career growth. It is NOT simply a gathering of all the lesson plans, papers, and assignments completed during a designated time period that has been placed in a notebook/scrapbook. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance. To begin this process, all students entering an approved teacher education program are required to purchase the LiveText membership when they enroll in their first professional education course. We ask all new candidates to read the Professional Portfolio document. The Professional Portfolio will be submitted during your teacher
candidate internship. Follow the directions for creating the professional portfolio are available at:

Applying for a Virginia License

Old Dominion University graduate or post-baccalaureate endorsement program completers applying for an initial Virginia teacher license must submit the following documents to the Office of Teacher Education Services, Education Building, Room 152, Old Dominion University, Norfolk, Virginia 23529:

- Checklist for Licensure Application Procedure and Forms
  You must submit your copies of the assessment score report which indicate “Examinee Score Report.” The Office of Teacher Education may not provide copies of scores maintained in the University file, per Family Educational Rights and Privacy Act (FERPA).

- Checklist for School Counseling Pupil Personnel License and Forms
  You must submit your copies of the assessment score report which indicate “Examinee Score Report.” The Office of Teacher Education may not provide copies of scores maintained in the University file, per Family Educational Rights and Privacy Act (FERPA).

Reciprocity

The Commonwealth of Virginia has reciprocity agreements with the states listed below. However, these agreements are “limited” in scope. While each state will accept the programs for individuals who have completed an approved teacher education program (this includes student teaching or the approved internship for advanced programs) each state may have different testing requirements. This list is subject to change.
## Type B Certificates:

<table>
<thead>
<tr>
<th>State</th>
<th>Collegiate Professional License</th>
<th>State</th>
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Career Management Center

The Career Management Center at Old Dominion University is committed to helping students and alumni find internships, jobs, and careers.

Location: 2202 Webb University Center, Old Dominion University
Norfolk, VA 23529

Hours: 8:00 a.m. to 5:00 p.m.

Office: Phone: (757) 683-4388
Fax: (757) 683-4955
e-mail: cmc@odu.edu

Director of Employer Programs and College of Education Liaison:
Randy Shabro email: rshabro@odu.edu

Career Advantage Program (CAP)

The Career Advantage Program is a comprehensive series of programs, services, professional seminars, appointments, and work assignments geared toward helping you determine your future career. The cornerstone of the Career Advantage Program is the Guaranteed Practicum. All undergraduates are guaranteed a practical experience, or classroom experience working in a “real world” setting. All interns receive academic credit toward their major.

Career Counseling Information

The Career Management Center provides several levels of career counseling information. For quick career questions, students can stop in and meet with a peer counselor in the Career Information Center or go through the Cyber Career Center. For in-depth career counseling needs, currently enrolled students can make an appointment to speak with a counselor specializing in their major. The career counselor specializing in the majors for the Darden College of Education is Randy Shabro.
**Career Resources**

Career Exploration, Resume Writing, Job Search Strategies, Networking and Interviewing skills are some examples of resources available.

Plan to attend the annual Teacher Recruitment Fair to interview with school districts for teaching positions towards the end of your program.

For more information, visit the Career Management Center website at: http://www.odu.edu/ao/cmc/index.php

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**I Am a Distance Learning Prospective Student**

**How Do I Begin?**

Visit the Distance Learning website at [http://dl.odu.edu/](http://dl.odu.edu/)

Locate the closest ODU Distance Learning Site and contact the Site Director to identify teacher education program available at your site.

Old Dominion is a renowned leader in distance learning. The University has achieved great success and exceeded growth projections since introducing its satellite delivery
network, TELETECHNET, in 1994. Old Dominion has expanded course delivery modes, using two-way video, the Internet, CD-ROM, and streaming video, to provide flexibility and to extend higher education opportunities to students in Virginia and beyond.

At all site locations, Old Dominion representatives provide students with face-to-face, one-on-one guidance. For students taking courses independently, the Office of Distance Learning provides the same services, tailored to meet individual requirements.

**Admissions for Undergraduate Transfer Students**

To apply, first contact your Distance Learning Site Director and schedule an appointment.

*Not near a Distance Learning site?*

If you would like to transfer to Old Dominion as an undergraduate and take distance learning classes but are not located near a site, you may apply online. For assistance, contact Distance Learning via their toll free telephone at 1-800-968-2638 or via email at dl_support@odu.edu for more information.

**Admissions for Graduate Students**

Determine the Distance Learning location nearest you and discuss your options and application process with the site director. Visit [http://dl.odu.edu/locations/index.shtml](http://dl.odu.edu/locations/index.shtml) to find a site near you. If you are not near a Distance Learning site and would like more information on graduate admissions, visit the Graduate Admissions web site: [http://admissions.odu.edu/graduate.php](http://admissions.odu.edu/graduate.php)

**For more information on admission to Old Dominion University, go to:**

2. University Graduate Admissions website for graduate students: [http://admissions.odu.edu/graduate.php](http://admissions.odu.edu/graduate.php)
3. Contact the Site Director nearest you: [http://dl.odu.edu/locations/index.shtml](http://dl.odu.edu/locations/index.shtml)
**Education Programs Offered Through Distance Learning**

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. The College is dedicated to preparing distinguished professionals who become leaders in their fields with the ability to practice state-of-the-art instruction to students of various cultural and socioeconomic backgrounds. For information on specific program offered through Distance Learning visit their website at: [http://dl.odu.edu/](http://dl.odu.edu/).

**Military Career Transition Program (MCTP)**

Is there a teacher preparation program specifically designed for the military? Yes. The Darden College of Education offers a Master of Science in Education with initial licensure through the Military Career Transition Program. Designed with the needs and interests of the military person and their spouse in mind, the Military Career Transition Program (MCTP) is a graduate, off-campus, evening, and weekend initial teacher licensure program. It is specifically designed towards military and Department of Defense (DoD) personnel and their spouses, who meet the eligibility criteria. Upon completion of the Master of Science in Education and additional state licensure requirements, participants are eligible for licensure in the Commonwealth of Virginia. Licensure grade levels include elementary education (PreK-6), middle school (6-8), and secondary (6-12); endorsements are available in the areas of mathematics, sciences (earth science, biology, chemistry, and physics), English, and history/social studies. Visit the website at: [http://education.odu.edu/mctp/](http://education.odu.edu/mctp/)

**I Already Have a Provisional or Conditional License**

If you hold a provisional or conditional license you will need to:

- Complete all coursework (content and professional education) outlined by the Virginia Department of Education (VDOE) when you were issued the provisional license at a regionally accredited institution.
- Pass the required assessments identified by the VDOE such as:
  1. the Virginia Communication and Literacy Assessment (VCLA);
  2. the PRAXIS II for your content area (as appropriate); and/or
3. the Reading for Virginia Educators (RVE) or the Virginia Reading Assessment if successfully passed by June 30, 2011, for elementary, special education teachers, and for reading specialists.

After you have completed the course work, assessments and have taught successfully for one year, your school district will recommend you for your teaching license. This is considered completing an “alternate route” to licensure. It is not an “ODU approved education program” for initial licensure.

Individuals completing an “alternate route” to licensure are not eligible to complete the Initial Licensure programs at Old Dominion University such as Post-baccalaureate Endorsement and Master’s degree with initial licensure programs. Individuals who already hold a provisional or conditional teaching license, are not eligible to student teach at ODU.

**Are you a licensed teacher?**

If you are a licensed teacher and would like to further your professional development as a teacher, you may pursue the Master’s degree in Education for “licensed teachers”. Please contact the appropriate Graduate Program Director (GPD) for the particular M.S. ED program you wish to pursue.

Students pursuing the Post-baccalaureate Endorsement or Master’s degree with initial licensure programs at ODU **do not** currently have a teaching license. If you accept a provisional contract while you are pursuing the Post-baccalaureate Endorsement or Master’s degree with initial licensure program, this is considered “stepping out” of the ODU “approved teacher education program” and into an “alternative route to licensure” status. You will not be eligible to student teach. The ODU chief certification officer will not be able to make the recommendation for the Virginia teaching license. If you plan on relocating to another state it is highly recommended that you complete a state approved program with all coursework, assessments, and a semester of student teaching. For more information, go to the section of this Handbook on “Reciprocity.”
**Policy on Student Complaints**

The Darden College of Education, College of Sciences, and College of Arts and Letters promote a professional and collaborative learning environment for teacher candidates. An essential component of effective collaboration is communication and the ability to communicate issues and concerns in a professional manner as they arise. Teacher candidates with a complaint relative to a final grade should reference the Guidelines and Procedures for Grade Adjustments for Nonacademic Reasons located in the University undergraduate and graduate catalogs. Issues relative to harassment should be directed to the Office of Institutional Equity and Diversity.

In the event that a situation occurs where the teacher candidate has a concern or issue relative to their academic experiences within their education program, unrelated to grade appeals or claims of harassment, the candidate will have two levels of appeal above the initial person with whom there is a concern. The candidate will complete the complaint resolution form located on the Teacher Education Services and Advising webpage: [http://education.odu.edu/tes](http://education.odu.edu/tes) under “Forms and Policies.”

**Frequently Asked Questions (FAQ)**

**Question:** I want to apply for a Virginia Teaching License, but do not have copies of my test score reports, what do I need to do?  
**Answer:** Contact the specific agency of the assessment score report needed:  
1. VCLA and VRA: [http://www.va.nesinc.com/VA7_addscoreinfo.asp](http://www.va.nesinc.com/VA7_addscoreinfo.asp)  
Candidates must submit their own score report, “Examinee Score Report,” when applying for the Virginia Teaching License, per VDOE guidelines.

**Question:** Where do I “get” the web-based portfolio assessment system to complete my portfolio?  
**Answer:** [http://education.odu.edu/livetext/purchase.shtml](http://education.odu.edu/livetext/purchase.shtml)
Question: Will ODU automatically apply for my teaching license for me when I complete my approved teacher education program?

Answer: No, any individual completing an approved professional education program at ODU must submit all required documents identified on the “Checklist for Licensure Application” to the Teacher Education Services and Advising Office in the Education Building room 152. Then the materials will be completed and sent to the appropriate licensing agency.


Question: Will other states accept my Virginia teaching license?

Answer: If you complete ODU’s state approved teacher preparation program with all coursework, assessments and a semester of student teaching then your license will have relative reciprocity. Relative reciprocity means that you can start teaching in another state with the reciprocity agreement, but you may need to fulfill additional requirements required by a particular state, which may be different from the ones required in Virginia.

Question: Can I use my long-term substitute teaching to count for the observation, practicum hours, or for student teaching?

Answer: Although you have gained experience in the school by substitute teaching we cannot apply those hours towards ODU’s state approved teacher preparation program. The hands-on experiences you will get with the approved program are supervised by teachers who are licensed in the area you are seeking licensure. The observation and practicum experiences have to be supervised by a licensed teacher. The Student teaching experience must be supervised by an ODU supervisor based on the ODU conceptual framework and accreditation guidelines in order for you to complete a state approved teacher preparation program and to qualify for the Virginia teaching license.

Question: Will I be able to teach other grades and/or subjects other than what I get my initial teaching license?

Answer: You can add on other areas of endorsement either while you are getting your initial teaching license or any time after that. It will require either passing a rigorous assessment in the content area and/or taking a series of academic content course work. The passing test scores and/or transcript will need to be sent to the Virginia Department
of Education (VDOE) to add on the endorsement area. Please contact your education advisor for more information.

**Question:** I know I am responsible for keeping up with program requirements but how can I make sure I do not miss something?

**Answer:** Thoroughly read this handbook, meet every semester with your advisor, keep your copy of your program sheet up-to-date, and check the Teacher Education Services website frequently for updates on license requirements.

**Question:** What assessments do I have to take for licensure and when should I take them?

**Answer:** Review the section of this handbook titled "Assessment Tests Required", meet with your advisor, review your catalog, review your program sheet, and read the Teacher Education Services website “announcements”.

**Question:** I have applied for student teaching, but later on I discovered that I need to cancel the student teaching placement request I had submitted. What do I do?

**Answer:** Teacher candidates may cancel a request for student teaching placement by contacting your advisor in Teacher Education Services at 757-683-3348; you will also need to notify Carol McIntyre by e-mail at cmcintyr@odu.edu. The teacher candidate will need to submit a new application for student teaching placement by the established deadlines. Always consult with your advisor/distance learning site director to ensure that you stay on track and complete the program within your specific catalog year for your curriculum.

### Appendix

**Glossary of Terms**

**NCATE:** National Council for Accreditation of Teacher Education

**VDOE:** Virginia Department of Education

**Accreditation:** (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an
institutions have professional education units that meet state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution’s professional education unit meets NCATE’s standards and requirements.

**Alternate Route to Licensure:** This term applies to a nontraditional route to licensure available to individuals who meet the criteria specified by the VDOE regulation 8VAC20-22-90.

**Approved Program:** Referred to a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure. The Virginia Board of Education has the authority to approve programs in Virginia.

**Candidates:** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from students in P-12 schools.

**Collegiate Professional License:** A five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher’s assessments prescribed by the Virginia Board of Education.

**Conceptual Framework:** An underlying structure in a professional education unit that gives conceptual meaning to the unit’s operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**Content area coursework:** Courses completed at the undergraduate level (i.e., two-year or four-year institution) in English, the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts.

**Distance Learning:** A formal educational process in which instruction occurs when the learner and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

**Field Experiences:** Consist of a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as school, community centers, or homeless shelters.
License: The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. The term “license” may also be referred to as certificate or credential.

Postgraduate Professional License: A five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited institution.

Professional teacher's assessments: Refer to those tests or other requirements mandated for licensure as prescribed by the Virginia Board of Education

Professional Dispositions: This term is referred to the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behavior in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission, and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

Provisional License: A nonrenewable license valid for a period not to exceed three years issued to an individual who has deficiencies for full licensure as set forth by the Virginia Board of Education licensure regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program who will be issued a one-year Provisional License, will be issued for three years. Individuals must complete all requirements for a renewable license within the validity period of the license.

Renewable License: A license issued by the Virginia Department of Education for five years to an individual who meets the requirements specified in the Virginia Board of Education regulations.
Old Dominion University Support Services/Resources

There are many support services and resources to take advantage of as an ODU student, either on-campus or distance learning. An ODU ID card and registering with the various departments/offices may be required to utilize these services.

Admissions Office 683-3685
Undergraduate and Post-baccalaureate Endorsement
http://admissions.odu.edu/home.php
1101 Webb University Center

Graduate Admission Office 683-3685
Mr. Bill Heffelfinger
gradadmit@odu.edu
220 Rollins Hall

Undergraduate Academic Continuance 683-3773
http://uc.odu.edu/continuance/
1504 Webb Center

Graduate and Post-baccalaureate Endorsement 683-3085
Academic Continuance, Graduate Studies
http://www.odu.edu/ao/gradstudies/
2019 Koch Hall

Webb Information Center       683-3446
Lobby, Webb University Center

Career Management Center      683-4388
www.odu.edu/cmcc
2202 Webb Center

Center for Major Exploration  683-3699
http://www.odu.edu/success/academic/majorexploration
1526 Webb Center

College of Arts and Letters   683-4338
Dr. Janet Katz, Associate Dean
9000 Batten Arts & Letters Building
http://www.odu.edu/al

College of Sciences           683-5201
http://sci.odu.edu/
Dr. Terri Mathews, Assistant Dean
135 Oceanography & Physics Building

Counseling Services          683-4401
http://studentfairs.odu.edu/counseling/
1526 Webb Center

Office of Educational Accessibility  683-4655
https://www.odu.edu/educationalaccessibility
1021 Student Success Center, Perry Library

Distance Learning             683-3163
http://www.dl.odu.edu/
4th Floor Gornto Building

Experiential Learning         683-3697
http://uc.odu.edu/elt/
1105 Student Success Center, Perry Library

Financial Aid Office          683-3683
http://www.odu.edu/af/finaid/index.shtml
1208 Perry Library

Finance Office                683-3030
www.odu.edu/finance
2nd Floor Rollins Hall
VISA (Visa and Immigration Services & Advising)
Formerly International Students & Scholars
https://www.odu.edu/international/services
2006 Dragas Hall

Math and Science Resource Center
131 Oceanography & Physics Bldg
msrc@odu.edu

Multicultural Student
http://studentservices.odu.edu/mss/
2109 Webb Center Services

ITS (Information Technology Services)
occhelp@odu.edu
https://www.odu.edu/its
4300 Engineering & Computer Science Bldg.

Transportation & Parking Services
http://www.odu.edu/af/parking
100 Parking Garage

Peer Educator Program
1104 Student Success Center
https://www.odu.edu/peereducator

Smarthinking on Blackboard: Free 24/7 on-line Tutoring help
To access, login to Blackboard
http://uc.odu.edu/taa/online.shtml

Recreation & Wellness
http://www.odu.edu/recsports
1207 Student Recreation Center

Leadership & Student Involvement
http://www.odu.edu/studentinvolvement
1071 Webb Center

Student Engagement & Enrollment Services
http://www.odu.edu/sees
2008 Webb Center
Office of Student Conduct & Academic Integrity
https://www.odu.edu/oscai
2122 Webb University Center

Student Ombudsperson Services
https://www.odu.edu/life/support/ombudsperson
2008 Webb University Center

Student Health Services
https://www.odu.edu/studenthealth
1007 Webb Center

Student Housing
https://www.odu.edu/life/housing
1208 Virginia House

Student Support Services
http://www.odu.edu/success/academic/performance/support
2016 Student Success Center

Teacher Education Services & Advising Office
http://www.odu.edu/tes
Dr. Leigh Butler, Assistant Dean
152 Education Building

Testing Center
http://uc.odu.edu/elt/
1105 Student Success Center

University Registrar
https://www.odu.edu/registrar
1208 Perry Library

University Libraries
http://www.lib.odu.edu/aboutthelibraries/universitylibraries.htm
various locations

University Village Bookstore
https://www.odu.edu/bookstore
4417 Monarch Way

Veterans Services
https://www.odu.edu/military/students/veterans-services
vaservices@odu.edu

Military Connection Center
http://www.odu.edu/military/students/connection
1016 Student Success Center
militaryconnect@odu.edu

Women’s Center
https://www.odu.edu/life/support/womenscenter
womenctr@odu.edu
Acknowledgement

Students who complete a baccalaureate degree and enroll in a post-baccalaureate endorsement program, are not eligible to enter the MSED Elementary Education Fifth Year Program at Old Dominion University once the student teaching component of the post-baccalaureate endorsement program is completed and become eligible to earn the Virginia teaching license. However, a student may be eligible to enter other master’s degree programs available at Old Dominion University, provided the admission requirements are met at such time when applying to the specific graduate program or when submitting a request to change to another graduate program.

Approved Program Completer

All courses, assessments, and student teaching MUST be completed to be considered an approved program completer and your College Verification Form for a Virginia Department of Education license to be signed YES. Choosing to accept a full time position instead of completing all education and/or content courses, all required assessments for licensure, and/or student teaching required for the Old Dominion University state-approved program will result in the college verification form for a Virginia Department of Education license being signed as "NO, you did not complete a state-approved preparation program". If you plan to relocate outside of Virginia, it is highly recommended that you complete the ODU state-approved program (all content and education courses, required assessments, and student teaching) components.
needed for licensure. The vast majority of states that you will be relocating to will require a *College Verification Form* stating that you have “completed a state-approved preparation program”, including student teaching. Experience in public schools or teaching on a provisional license, does not meet the requirement of student teaching as a "state-approved program".