TLED 301. Foundations and Introduction to Assessment of Education. 3 Credits.
Introduces the historical, philosophical, and sociological foundations and contemporary issues of American public education. Includes the use and analysis of assessment data and the construction and interpretation of assessments. Students are expected to independently register for and take the Praxis Core examination while enrolled in this course. Students in PreK-6 programs will complete a 15 hour observation/participation experience in a primary setting (preK-3) and a 15 hour observation/participation experience in an upper elementary (4-6) setting; students in 6-12 or 6-8 programs will complete a 30 hour observation/participation experience in an appropriate 6-12 setting. Prerequisites: sophomore standing.

TLED 303. Orientation to Teacher Education. 0 Credits.
Introduces students interested in teacher education to the University, College of Education, and the profession of teaching. (Learning Community students only.) Prerequisite: junior standing or permission of instructor.

TLED 360. Classroom Management and Discipline. 2 Credits.
Examines theories, research, and practices involved in classroom management, motivation, and discipline. Explores techniques for organizing and arranging classroom environments that are most conducive to learning. Prerequisites: TLED 290 or TLED 301 or MUSC 300 with a C- or higher.

TLED 395. Topics in Education. 1-3 Credits.
Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisites: junior standing.

TLED 406/506. Teaching in the Multicultural Classroom. 3 Credits.
Explores the teaching strategies, materials and understandings needed in developing responsive classroom environments for children from diverse cultural, ethnic, economic and linguistic backgrounds. Prerequisites: junior standing.

TLED 408. Reading and Writing in Content Areas. 3 Credits.
This course examines and promotes literacy development in all content areas, including the development and use of disciplinary comprehension and writing/production skills. Students will explore and consider a repertoire of questioning strategies, and strategies in literal, interpretive, critical, analytical, and evaluative comprehension across the curriculum, grades 6-12. Prerequisites: a grade of C- or higher in TLED 430 and SPED 313 or a grade of C- or higher in one of the following: SEPS 297, MUSC 300, TLED 301, STEM 351, MUSC 335T, ARTS 279, HPE 200, HPE 317, SPED 400, and TLED 474.

TLED 430. PK-12 Instructional Technology. 3 Credits.
In this class, contemporary productivity tools and Internet resources are used to develop and evaluate instructional plans and techniques. The course is designed with three components. The first is on understanding models for effectively integrating technology into the curriculum. Next, the focus is on evidence-based good teaching practices that span across grades and subject levels, and the technologies and ways of using those technologies that support those practices. Finally, the focus is on technological tools that support the teacher in their everyday duties. Upon completion of this course, students should be able to pass, or apply for exemption from their school district’s TSIP exam. Prerequisite: TLED 301 or HPE 200 or TLED 474 or SPED 400.

TLED 432/532. Developing Instructional Strategies PreK-6: Language Arts. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children’s development of attitudes, behaviors, and concepts in language arts in grades PreK-6 in support of NCATE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C or higher in TLED 301 or TLED 290, TLED 430 and TLED 468/TLED 568.

TLED 435/535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning: 35 hours of teaching practicum required. Prerequisites: TLED 301 or TLED 290 or TLED 430 or SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 451/551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children’s development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCATE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C- or higher in TLED 301 or TLED 290 and TLED 430.

TLED 455/555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Prerequisites: TLED 301 or TLED 290 or TLED 430 or SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 468/568. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.
This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed. Prerequisites: junior standing.
TLED 474/574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.
This course addresses current issues related to children and families in early childhood settings. Contemporary research on pedagogical and formative assessment practices related to the education of young children will be discussed through critical exploration. This course will also have an associated 40 hour practicum (20 hours in an infant or toddler classroom and 20 hours in a preschool age classroom). Prerequisites: Instructor approval required.

TLED 476. Practical Applications in the World of Children. 3 Credits.
This course is part of the Children's Rights interdisciplinary minor. Supervised involvement of the student in Old Dominion University's Child Study Center classrooms where the student observes and gains experience working with master's-level teachers while planning and executing developmentally appropriate activities for young children from age six weeks to six years. Prerequisites: junior standing.

TLED 478/578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.
Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in pre-k and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS Core or met equivalent scores as established by VA Board of Education, classroom management and teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 2.8 and at least two of the following courses: TLED 432/TLED 532, TLED 435/TLED 535, TLED 478/TLED 578; STEM 433/STEM 533, and STEM 434/STEM 534.

TLED 479/579. Classroom Management and Practice PreK-3; PreK-6. 3 Credits.
Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners founded in empirically based practice. The field based component (70 hours) includes participation in PreK-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the PreK-3 program are required to complete 35 hours in the Children's Learning and Research Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS Core or met equivalent scores as established by VA Board of Education, classroom management, teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 2.8 and at least two of the following courses: TLED 432/TLED 532, TLED 435/TLED 535, TLED 478/TLED 578; STEM 433/STEM 533, STEM 434/STEM 534.

TLED 480/580. Multicultural Young Adult Literature in Schools. 3 Credits.
This course will explore the reading and teaching of diverse young adult literature. Topics addressed include ideas about adolescents and their learning practices; characteristics of young adult literature and literary criticism; analysis of texts from a range of young adult genres; methods for teaching young adult literature; and lesson and unit design. Prerequisite: Junior standing.

TLED 483/583. Seminar in Teacher Education. 1 Credit.
Explores issues, problems, concerns, and processes related to teaching and to entering the profession of teaching. Passing scores on Elementary Education Multiple Subjects Assessment in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on Reading for Virginia Educators are required to pass this course. Prerequisite: admitted to approved teacher education program.

TLED 485. Teacher Candidate Internship. 12 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: completion of all course work in an approved program in teacher education, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate PRAXIS II content examination, passage on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75 and a criminal background check.

TLED 486/586. Student Teaching for Special Endorsement. 3-6 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on Praxis Core examination or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate Praxis II content examination, passage on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, meet grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75, and a criminal background check.

TLED 490. The Child and the Family: PreK-3. 3 Credits.
This course examines the familial lives of young children (Birth through Grade 3) and supports understandings of working with parents and families in early childhood. Family systems theory provides the basis for study and guides understandings of contemporary family structures. The stages of the family life cycle are explored; principles of healthy family functioning are emphasized; to promote healthy growth for children. Prerequisites: instructor approval required.

TLED 492. Integrating Instruction: Mathematics and Science Across the Early Childhood Curriculum. 3 Credits.
This course emphasizes the development of young children's problem solving skills, strategies, and abilities and the promotion of active science and math explorations within early childhood classrooms. Multiple perspectives and approaches to planning, teaching, and assessing science and mathematics in the early childhood classroom are explored and practiced. This course includes a 40 hour practicum experience in an early childhood classroom. Pre- or corequisite: TLED 483.

TLED 493. Integrating Literacy and Social Studies Across the PreK - 3 Curriculum. 3 Credits.
This course emphasizes the development of young children's multiple literacies and the promotion of active literacy and social studies explorations within early childhood classrooms. Multiple perspectives and approaches to planning, teaching, and assessing literacy and social studies in the early childhood classroom are explored and practiced. This course includes a 40 hour practicum experience in an early childhood classroom. Prerequisites: Instructor approval required.

TLED 495/595. Topics in Education. 1-4 Credits.
Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisites: junior or graduate standing.

TLED 496/596. Topics in Education. 1-3 Credits.
Cannot be applied to a Master of Science in Education degree in the Department of Teaching and Learning. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisites: junior or graduate standing.

TLED 497/597. Independent Study. 1-3 Credits.
Hours to be arranged. Allows the student to engage in independent study of issues and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: junior standing.

TLED 506. Teaching in the Multicultural Classroom. 3 Credits.
Explores the teaching strategies, materials and understandings needed in developing responsive classroom environments for children from diverse cultural, ethnic, economic and linguistic backgrounds.
TLED 532. Developing Instructional Strategies PreK-6: Language Arts. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in language arts in grades PreK-6 in support of NCTE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C or higher in TLED 617 and TLED 486/TLED 568.

TLED 535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCSS national instructional standards and the Virginia Standards of Learning. Prerequisites: TLED 617.

TLED 551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 608, TLED 617, SPED 613, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 3.0.

TLED 555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in social studies, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 608, TLED 617, SPED 613, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 3.0.

TLED 568. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.
This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed.

TLED 574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.
This course addresses current issues related to children and families in early childhood settings. Contemporary research on pedagogical and formative assessment practices related to the education of young children will be discussed through critical exploration. This course will also have an associated 40 hour practicum (20 hours in an infant or toddler classroom and 20 hours in a preschool age classroom).

TLED 578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.
Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in prek-3 and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS Core or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 3.0 and at least two of the following: TLED 532, TLED 535, STEM 533, and STEM 534.

TLED 579. Classroom Management and Practice PreK-3; Pre-K-6. 3 Credits.
Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners found in empirically based practice. The field based component (70 hours) includes participation in Prek-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the Prek-3 program are required to complete 35 hours in the Children's Learning and Research Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or TLED 290, passing scores on Praxis Core or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 2.8 and at least two of the following courses: TLED 432 and TLED 532, or TLED 435 and TLED 535, or TLED 478 and TLED 578; STEM 433 and STEM 533, or STEM 434 and STEM 534.

TLED 580. Multicultural Young Adult Literature in Schools. 3 Credits.
This course will explore the reading and teaching of diverse young adult literature. Topics addressed include ideas about adolescents and their learning practices; characteristics of young adult literature and literary criticism; analysis of texts from a range of young adult genres; methods for teaching young adult literature; and lesson and unit design.

TLED 583. Seminar in Teacher Education. 1 Credit.
This course explores issues, problems, concerns, and processes related to teaching and entering the profession of teaching. Passing score on Elementary Education Multiple Subjects Assessment in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on Reading for Virginia Educators are required to pass this course. Prerequisite: admitted to approved teacher education program.

TLED 586. Student Teaching for Special Endorsement. 3-6 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on the Praxis Core examination or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate Praxis II content examination, passing score on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, meet grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 3.0, and a criminal background check.

TLED 595. Topics in Education. 1-4 Credits.
Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 596. Topics in Education. 1-3 Credits.
Cannot be applied to a Master of Science in Education degree in the Department of Teaching and Learning. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.
TLED 597. Independent Study. 1-3 Credits. 
Hours to be arranged. Allows the student to engage in independent study of issues and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 608. Foundations of Education and Instructional Assessment. 3 Credits. 
Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate pre-k-6, 6-8, or 6-12 grade level. Prerequisites: graduate standing.

TLED 615. Teaching in the Middle School. 4 Credits. 
Focusing on middle school teaching, this course examines the organization, curriculum, instructional strategies, classroom management techniques, and teaching methods for working with young adolescents. Also covered are middle school guidance, exploratories, scheduling, and parent-school relations. A 30-hour practicum in a middle school is required. Prerequisite: Graduate standing.

TLED 617. Digital Age Teaching and Learning. 3 Credits. 
In this class, contemporary digital tools and Internet resources are used to develop instructional plans and contribute to teaching techniques. The course is designed with three components: effectively integrating technology into the delivery of the curriculum, evidence-based good teaching practices utilizing technology that spans across grades and subject levels, and the technologies that support those practices. Upon completion of this course students should be able to pass, or apply for exemption from their school district’s TSIP exam.

TLED 618. Assessment and Evaluation in PK-12 Schools. 3 Credits. 
This course will prepare teachers for the appropriate use of formative and summative assessment and evaluation principles in support of students’ learning and development. Students will learn to analyze assessment data to evaluate reliability and validity, interpret student performance, and make instructional decisions.

TLED 619. Classroom Research and Assessment in Curriculum and Instruction. 3 Credits. 
Students will learn research techniques such as the selection of appropriate designs and data collection protocols in the process of conducting their own research studies with pupils in grades PK-12. Measurement and evaluation principles and procedures for assessing and promoting students’ learning and development will be addressed as well as the interpretations of data analyses as part of informed instruction. Students will be required to write the typical three-chapter portion of a Problems Paper Option.

TLED 622. Transitioning from Master Teacher to Mentor Teacher. 1 Credit. 
The course provides information in five areas through online modules identified by teaching staff and human resource officials to develop mentor teachers. These five areas are: professionalism, collaboration, classroom/behavior management, differentiation of instruction, and diversity. Prerequisite: Licensed teacher, 3 years of experience, recommendation from school division.

TLED 630. Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas. 3 Credits. 
This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 636. Problems in Education. 3 Credits. 
Provides practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in education. Pass/Fail grading only. Prerequisites: FOUN 612.

TLED 638. Dynamic Assessment of Teaching and Learning. 3 Credits. 
In this course, students will learn the processes of reflective inquiry and conduct assessments of the teaching/learning dynamic in K-12 school settings. The assessments will include school culture, student demographics, curriculum, instructional practices, technology, and other critical components of teaching and learning. Prerequisites: graduate standing.

TLED 639. Seminar in Education. 3 Credits. 
Hours to be arranged. Explores in depth a variety of current topics, trends and concerns in K-12 education. Prerequisite: 15 graduate hours in education, including all core courses.

TLED 640. The Management of Learning and Instruction. 3 Credits. 
This course explores classroom and behavior management techniques including teacher-student relationships, rules and procedures, and disciplinary interventions. Emphasis is placed on building a diverse repertoire of approaches to classroom management at the individual and classroom level. Candidates will develop a classroom management plan that includes techniques for engaging families.

TLED 652. Language Arts in the Elementary/Middle School. 3 Credits. 
Examines the teaching of oral and written expression, reading, spelling and handwriting and describes conditions necessary for children’s optimum development in the language arts. Prerequisite: graduate standing.

TLED 655. Social Studies in the Elementary/Middle School. 3 Credits. 
Includes advanced preparation of instructional objectives, evaluation procedures, instructional resources, classroom activities, and lesson development, and describes current social studies curriculum projects as well as current trends in the teaching of social studies.

TLED 666. Internship/Student Teaching and Seminar. 9 Credits. 
Five days per week for 14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades 6-8 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: completion of an approved program in teacher education, 6-8, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 667. Internship/Student Teaching and Seminar in PreK-3. 3 Credits. 
This course provides practice in teaching in grades PK-3 and in analyzing teaching approaches and behaviors. It examines instructional problems and concerns. Each semester the candidate must maintain continuance and a 3.0 GPA to enroll in each teacher candidate internship semester for a total of 9 semester credit hours. Available for pass/fail grading only. Prerequisites: admission to the approved teacher education program; completion of all undergraduate content courses, professional education courses, and all Virginia Department of Education licensure assessments for admission into the ECE graduate program; no grade less than C in content area and professional education core; minimum major and overall GPA of at least 2.8; and permission of the department.
TLED 669. Internship/Student Teaching and Seminar, 3-9 Credits.
Five days per week for 6-14 weeks. Available for pass/fail grading only. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of a least 2.75, GPA of 3.0 required for graduate programs.

TLED 670. Assessment and Evaluation, 3 Credits.
Students will design a three-chapter research proposal and study the appropriate statistical references. Evaluation methodologies leading to this research are explored (portfolio/rubrics). Instructional technology and its classroom applications are interwoven into research and evaluation.

TLED 671. Practitioner Inquiry in Elementary and Secondary Grades, 3 Credits.
In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

TLED 676. Teaching Diverse Learners in Elementary & Secondary Schools, 3 Credits.
The course will emphasize evidence-based instructional practices and strategies to teach students with diverse interests, abilities, and prior knowledge. This course examines the impact of students’ varied home support mechanisms and resources on the academic skills among students in contemporary schools. Additionally, the course will focus on instructional strategies that are varied and accessible from many perspectives; emphasis is given to methods of instruction that have evidence to support resulting improved student outcomes.

TLED 677. Advanced Child Development Theory and Research, 3 Credits.
This course focuses on developing an in-depth understanding of major theories of children’s learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use them in analyzing, interpreting, promoting, and evaluating children’s growth and learning in the classroom. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

TLED 679. Advanced Classroom Management and Practicum in PreK-6, 3 Credits.
This course will examine advanced methods for educators to use in order to make their classroom teaching and management more efficient and effective. This will include supervised involvement of the student in a practicum setting where the student, instructor and classroom teacher work together closely to develop knowledge and gain expertise in teaching children in a positive and effective learning environment. A weekly seminar is required.

TLED 681. Critical Pedagogy in Early Childhood, 3 Credits.
Building from early childhood traditions that recognize the importance of children’s participation in learning, students will employ critical perspectives of early childhood to develop awareness of paradigmatic changes in thinking about young children by considering the heterogeneous nature of childhood. Students will examine and critically reflect on models of the learner and curriculum contexts in early education through an inter-disciplinary focus that views childhood as a complex web of interdependence. This course will provide students with an understanding of how cultural texts and representation practices shape curricular and pedagogical decisions as well as resources for planning curriculum and instruction from constructivist paradigms. Prerequisites: Departmental approval required.

TLED 687. Pedagogy Principles & Models of Instruction, 3 Credits.
Students will investigate and analyze a range of pedagogical approaches from the objectivist, constructivist and social family of learning models including major psychological and philosophical approaches. Students will assess the syntax of instructional models that can be applied across a variety of content areas and demonstrate their understanding of various teaching models through the development of lesson plans in their content area.

TLED 688. Practicum in Early Childhood, 1-6 Credits.
Supervised involvement of the student in a practicum setting where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

TLED 690. The Child and the Family, 3 Credits.
This course will examine children in the context of the families in which they live. Family systems theory provides the basis for study, and students do an in-depth examination of their own families of origin. The stages of the family life cycle are taught; principles of healthy family functioning are emphasized to promote healthy growth for children.

TLED 695. Topics in Education, 1-3 Credits.
Provides opportunities for graduate students to explore current topics, trends and issues related to curriculum, instructional strategies, and evaluation. Prerequisite: Graduate standing.

TLED 697. Independent Study, 1-3 Credits.
Hours to be arranged. Provides opportunities for the master's student to do independent research in an area of his/her particular interests and needs. Prerequisites: graduate standing.

TLED 699. Thesis, 3-6 Credits.
Master’s-level research and thesis in topics related to curriculum, instructional strategies, and evaluation in educational settings. Prerequisites: graduate standing and permission of the instructor.

TLED 701. Teacher as Leader, 3 Credits.
This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leader roles in the K-12 context, including exemplar and critically minded practitioner, curriculum decision-maker, researcher, advocate, and facilitator of job-embedded professional development.

TLED 724. Curriculum Development Principles and Practices in Elementary Schools, 3 Credits.
This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in elementary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in secondary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 734. Problems of Teaching in the Elementary Grades, 3 Credits.
This course addresses the prevailing issues and trends affecting elementary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to address those issues in their classrooms. This course provides an opportunity to examine and explore significant theorists, researchers and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of elementary education.
TLED 735. Problems of Teaching in the Secondary Grades. 3 Credits.
This course addresses the prevailing issues and trends affecting secondary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to address those issues in their classrooms. This course provides an opportunity to examine and explore significant theorists, researchers and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of secondary education.

TLED 744. Diversity and Equity in Elementary Education. 3 Credits.
This course focuses on factors of diversity and social justice that effect decisions elementary teachers must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the elementary grades.

TLED 745. Diversity and Equity in Secondary Education. 3 Credits.
This course focuses on factors of diversity and social justice that effect decisions secondary teachers must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the secondary grades.

TLED 775. English Language Learners in the PK-12 Classroom. 3 Credits.
The course is designed to infuse the teachers' competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners effectively.

TLED 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.