Department of Teaching & Learning

3101 Education Building
757-683-3283, 757 683-3284

KaaVonia Hinton, Chair

The Department of Teaching and Learning offers programs leading to the Master of Science in Education Degree with majors in Early Childhood Education, Elementary Education, Reading, and Secondary Education; and the Doctor of Philosophy in Education Degree with a concentration in Curriculum and Instruction that includes emphases in Curriculum and Instruction, Early Childhood, Literacy Leadership, and a variety of other curriculum areas. Programs leading to the Master of Science in Education Degree include the 5-year undergraduate/graduate program leading to the Bachelor of Science in Interdisciplinary Studies through the College of Arts and Letters with continuation into the Master of Science in Education Degree with initial teacher licensure in Early Childhood or Elementary Education. State-approved teacher preparation programs at the graduate level are also available for individuals with non-teaching bachelor degrees interested in licensure at the Elementary, Middle, or Secondary school grade levels. Additionally, the Department of Teaching & Learning offers programs leading to state licensure in Library Science, Reading Specialist, and Mathematics Specialist. Licensed teachers may select from several Master’s degree or post-baccalaureate endorsement programs as listed below.

Early Childhood Education

- Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)
- Master of Science in Education, Early Childhood, PreK-3, Initial Licensure
- Early Childhood, PreK-3, Post-Baccalaureate Endorsement
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis

Elementary Education

- Master of Science in Education, Elementary Education, PreK-6, Initial Licensure
  - Interdisciplinary Studies (IDS)
  - Non-Interdisciplinary Studies
  - Military Career Transition (MCTP)
- Elementary Education, PreK-6, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure
  - Campus-Based
  - Military Career Transition (MCTP)
- Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Licensed Teachers
- Master of Science in Education, Elementary Education, Library Science, Initial Licensure
- Elementary Education, Library Science, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Library Science for Licensed Teachers
- Master of Science in Education, Elementary Education, Mathematics Specialist, Pre-K-8
- Elementary Education, Mathematics Specialist, Pre-K-8, Post-Baccalaureate Endorsement

Secondary Education

- Master of Science in Education, Secondary Education, 6-12, Initial Licensure
  - Campus-Based
  - Military Career Transition (MCTP)
- Secondary Education, 6-12, Post-Baccalaureate Endorsement
- Master of Science in Education, Secondary Education, 6-12, Licensed Teachers
- Master of Science in Education, Secondary Education, Library Science, K-12, Initial Licensure
- Master of Science in Education, Secondary Education, Library Science, K-12, Licensed Teachers
- Secondary Education, Library Science, K-12, Post-Baccalaureate Endorsement
- Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Initial Licensure
- Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement
- Graduate Certificate in Secondary Education Professional Studies

Reading Education

- Master of Science in Education, Reading Specialist, K-12, for Licensed Teachers
- Literacy Coaching Certificate
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Literacy Leadership Emphasis

Doctor of Philosophy in Education - Curriculum and Instruction

- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Choice of Emphasis
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Literacy Leadership Emphasis
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website at http://odu.edu/education.

Post-Baccalaureate Endorsement Teacher Education Programs

The Post-Baccalaureate Endorsement program is an approved teacher education program for individuals who have completed a bachelor's degree from a regionally accredited institution and wish to qualify for a Virginia teaching license. Students applying for admission into this approved teacher education program are considered graduate non-degree status and must meet the college's requirements for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education. Program sheets for the Post-Baccalaureate Endorsement programs are available in the Teacher Education Services office.

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

Admission

Students seeking admission into the post-baccalaureate endorsement program must:
1. apply for admission to Old Dominion University as graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were earned by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

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

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

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

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

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

1. For undergraduate post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Continue to earn at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses for continuance in the teacher education program;
4. Have achieved passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program; and
5. Have achieved passing scores in the prescribed Virginia Board of Education professional assessments for licensure described in this section of the catalog, prior to the start of the teacher candidate internship orientation.

Score reports for all examinations must be on file in the Teacher Education Services & Advising Office in room 2345 of the Education Building. These score reports are to be provided by the candidate and will not be returned. For the most current information on prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office (http://education.odu.edu/tes) website and review the required assessments.

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

Exit
Students must have:

1. For undergraduate post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Achieved grades of C or C- (as determined by the specific academic department) in all courses specified in the major curriculum to include content and professional education core courses; and
4. Earned a passing grade in student teaching.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training on the recognition of child abuse and neglect. This training is verified through specific courses in the approved professional education programs. Students who transfer courses into the approved programs in place of the courses that meet the child abuse and neglect requirements must provide documentation that they have met the recognition of child abuse and neglect standards. For more information review the initial licensure required assessments on the Teacher Education Services and Advising Office (http://www.odu.edu/success/academic/teacher-education/val/#tab74=2) website or visit the office in the Education Building Room 2345.
The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of technology. This training is received through specific courses in the approved professional education programs.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students should obtain current program information from their advisors and the Darden College of Education website at www.education.odu.edu.

For more information on requirements in specific programs, students should refer to the individual program listings in this Catalog or contact the Office of Teacher Education Services & Advising or the appropriate academic department in the College of Arts and Letters (http://catalog.odu.edu/undergraduate/collegeofartsletters), the College of Sciences (http://www.odu.edu/sci/prospective.html), or the Darden College of Education (http://www.odu.edu/education/departments).

### Clearance Background Check Process For All Licensure Programs

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

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

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

Candidates are liable for all fees incurred when completing the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school. The completed clearance check will be posted to the student's Leo Online secure page under Test Scores. A score of 1 means the student is cleared for placement.

### Early Field Experiences

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

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

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

**Option A**

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

**Option B**

A provisionally licensed teacher may participate in a course if s/he is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as a needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

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

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

1. Virginia Communication and Literacy Assessment (VCLA) passing composite score of 470;
2. Praxis II specialty area exam passing score approved by the Virginia Board of Education; and
3. Reading for Virginia Educators (RVE). The passing score required for prek-3, prek-6, and k-12 special education general curriculum endorsement is 157. The required passing score for Reading Specialist is 162. These required passing scores were implemented July 1, 2011 by the Virginia Department of Education.

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

### Early Childhood Education

Early Childhood Education programs offered include:

1. Master of Science in Education-Early Childhood with two concentration options: Research or Initial Licensure
2. Early Childhood Education, PreK-3, Post-Baccalaureate Endorsement

### Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)

3101 Education Building  
757-683-3284  
Angela Eckhoff, Program Director

A master’s degree in early childhood education with a research concentration will provide educators with an advanced professional degree and qualifications beyond licensure. Course work for the degree includes a focus on scholarly research, statistical analysis, and writing for professional
journals. This degree is also suitable for students who wish to pursue a doctoral degree.

Admission

Admission to the graduate program in early childhood education is granted by the graduate program director in conjunction with early childhood faculty. The following requirements are necessary for admission to the program. Students must:

1. hold a baccalaureate degree from a regionally accredited institution;
2. have an undergraduate GPA of 3.0 or better;
3. submit satisfactory scores on the Graduate Record Examination (GRE) or a Miller Analogies Test (MAT); and,
4. submit a 400-500 word goal statement indicating personal goals and motivation for pursuing the early childhood education program.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to the conditions specified by the graduate program director.

Continuance

Students must:

1. maintain a grade point average of 3.00 overall,
2. successfully complete all competencies relative to the program of study, and
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

Exit

Students must:

1. have a grade point average of 3.00 overall and a grade of B- or better in all course work;
2. satisfactorily complete all program requirements, including the comprehensive examination;
3. complete a Graduate Assessment (Survey); and
4. submit a written research project according to the program guidelines prior to the awarding of the Master of Science in Education degree.

Program Requirements

The master’s degree requires a minimum of 30 credits of graduate study.

Curriculum

<table>
<thead>
<tr>
<th>Required Research Courses</th>
<th>15</th>
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</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
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<tr>
<td>TLCI 735</td>
<td>Researching with Children: Contemporary Perspectives on the Child in Research</td>
</tr>
<tr>
<td>TLED 636</td>
<td>Problems in Education</td>
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<table>
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<tr>
<th>Required Core Courses</th>
<th>15</th>
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<tbody>
<tr>
<td>SPED 700</td>
<td>Social/Emotional Aspects of Child Development</td>
</tr>
<tr>
<td>TLCI 736</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
</tr>
<tr>
<td>SPED 868</td>
<td>Internship: Special Education</td>
</tr>
<tr>
<td>TLCI 740</td>
<td>Issues in Early Childhood Language and Literacy</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
</tr>
</tbody>
</table>

Total Hours 30

Master of Science in Education, Early Childhood, PreK-3, Initial Licensure

3101 Education Building
757-683-3284
Angela Eckhoff, Graduate Program Director

This program is designed for prospective teachers who have completed the undergraduate program in teacher education primary/elementary offered by the Department of Interdisciplinary Studies in the College of Arts and Letters at Old Dominion University.

Admission

All students must apply for and be admitted into the approved M.S.Ed with initial licensure program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. The Bachelor of Science Degree in Interdisciplinary Studies with a concentration in teacher education, primary/elementary from the College of Arts and Letters at Old Dominion University is required.
2. Students must meet the criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). Virginia Board of Education prescribed assessments are outlined in the Teacher Education Services and Advising section of this catalog. To review more information on the Virginia Board of Education prescribed assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.
3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education.
5. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test. A combined verbal and quantitative score of 290 is required on the GRE, with at least a minimum score of 146 on the verbal section. A minimum score of 399 is required on the MAT.
6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for early childhood, PreK-3, education.

Continuance

1. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major.
2. A grade of “B” or higher is required in all practicum coursework.
3. Complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All course work in the program must be completed with at least a 3.00 graduate GPA, a grade of B in the advanced graduate practicum, and all assessments must be passed prior to attending the Teacher Candidate Internship Orientation session.
6. A grade of B- or higher is required in all professional education courses in the master's degree.
7. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website http://www.odu.edu/tes.
To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit
Requirements for graduation include:

1. Passage of the written comprehensive exam;
2. Completion of the Graduate Assessment;
3. A minimum cumulative 3.00 GPA, successful completion of the Teacher Candidate Internship, an completion of an exit interview, and submission of an application for graduation. No courses in the academic major in which the student earned below a C and no courses in professional education in which the student earned below a B- will be accepted toward licensure requirements in the Darden College of Education.

Curriculum
Prerequisite *

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TLED 474/574</td>
<td>Foundations and Contemporary Issues in Early Childhood Education (if not completed in BS program)</td>
<td>3</td>
</tr>
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Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
<td>3</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 31

* If not completed in the BS IDS Teacher Preparation Concentration program.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Early Childhood Education, PreK-3, Post-Baccalaureate Endorsement
3101 Education Building
757-683-3284

Angela Eckhoff, Graduate Program Director

This program is available only to students who already possess an undergraduate degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration and who want to obtain a Virginia teaching license with an endorsement in preschool through grade three.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. A bachelor's degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration is required to be considered for admission in this program.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA) below. Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:
   **To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.**
   - A passing Praxis I composite score of 532 by December 31, 2013 or
   - Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014 or
   - Qualifying SAT* or ACT test scores or
   - Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
   - Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
   - SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a C will be accepted for admission in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission.

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

Continuance

1. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
2. A grade of “B” or higher is required in all practicum coursework.
3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All assessments must be passed prior to the Teacher Candidate Internship Orientation session. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes. To review more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit
Requirements for completion are:
1. GOOD ACADEMIC standing, successful completion of the Teacher Candidate Internship, completion of all course requirements, and submission of an application for Virginia licensure.

2. No courses in the academic major or professional education in which the student earned below a C will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking initial licensure for grades PreK-3 must meet the academic content knowledge requirements with a minimum grade of C. Transcripts will be evaluated by the teacher education advisor to determine whether these academic requirements have been met by previous course work at the undergraduate level. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
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<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
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<tr>
<td>TLED 430/617</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<table>
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<tr>
<th>Required Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SPED 406/506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 474/574</td>
<td>Foundations and Contemporary Issues in Early Childhood Education</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours 40

In order for a student to move from the post-baccalaureate endorsement program into the master’s program in early childhood, graduate admission must be granted prior to completing 12 semester hours of graduate work. If accepted into the program, only up to 12 semester hours can be counted toward the graduate degree.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Doctor of Philosophy, Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis

3101 Education Building
757-683-3284

Angela Eckhoff, Advisor

The Doctor of Philosophy, Education - Curriculum and Instruction Concentration, with emphases in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses. The Ph.D., Education with a concentration in Early Childhood Education, through its integral partnership with the Old Dominion University Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrative leadership.

See the Ph.D., Education - Curriculum and Instruction Concentration for complete program information.

Elementary Education

General Description of Elementary Education

Elementary programs include the Master of Science in Education degree program and four post-baccalaureate licensure programs. Within the Master of Science in elementary education degree program there are a number of concentrations and emphasis area choices for both licensed teachers as well as those seeking initial licensure or endorsement. For those seeking initial licensure there are the following concentration areas: PreK-6, middle school 6-8, and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education). For licensed teachers seeking additional education there are the following concentration areas: math specialist PK-8, library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education), elementary generalist, and field-based. Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure or for those with a teaching license who want to be licensed in an additional teaching area. The four endorsement programs offered in elementary education are PreK-6, Middle School 6-8, Library Science K-12, and Mathematics Specialist PreK-8.

Master of Science in Education, Elementary Education, Pre-K-6, Initial Licensure

3101 Education Building
757-683-3284

Abha Gupta, Graduate Program Director
Rob Batchelder, Advisor
Arminda Israel, Military Career Transition Program Coordinator & Veterans' Advisor

The master’s program in elementary school education (PreK-6) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in preschool through grade six and earn a master’s degree at the same time. The Pre-K-6 initial licensure concentration offers three different emphasis areas: Interdisciplinary Studies (those getting a B.S. degree in Interdisciplinary Studies from ODU), Non-Interdisciplinary Studies (those with other non-teaching undergraduate degrees) and Military Career Transition (MCTP). For those seeking initial licensure in the area of library science, see the Library Science (School Librarianship K-12) section for complete program information.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education, Elementary Education, PreK-6: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia by the Virginia Department of Education and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/outofstate for more information.

Department of Teaching & Learning 6
Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

**Interdisciplinary Studies Teacher Preparation Emphasis Area:**

This program is designed for prospective who have earned the Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University. Students must meet the required criteria for admission outlined below by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA).

**Admission**

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following:

1. The Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University is required.
2. A minimum cumulative GPA of 2.80 in the bachelor’s degree.
3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments and passing scores:
   a. Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014; or
   b. Passing Praxis I composite score of 532 achieved by December 31, 2013; or
   c. Qualifying SAT* or ACT test scores; or
   d. Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013; or
   e. Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014; or
   f. SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   g. ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   h. Information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.
4. No courses in the academic major in which the student has earned a grade below "C" will be accepted for admission in the Darden College of Education.
5. No course in professional education in which the student has earned a grade below "B-" will be accepted in the Darden College of Education.
6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.

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

**Continuance**

1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in the field experience. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).
4. A grade of "B" or higher is required in all graduate practicum coursework.
5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.
7. Submit the Teacher Candidate Internship application for placement by the established deadline.
8. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

**Exit**

Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the written comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. Completion of an exit interview;
7. Completion of all course requirements; and
8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education.

**Program Requirements**

Students seeking initial licensure plus a master’s degree in elementary education (grades Pre-K-6) must meet the academic content requirements with a minimum grade of “C”. Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

**Curriculum**

**Graduate Professional Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
</tbody>
</table>
Non-Interdisciplinary Studies Emphasis Area:
This curriculum is designed for individuals with a non-teaching B.S. or B.A. degree who wish to obtain the Virginia teaching license to become a teacher in prek-6 grades and earn the master’s degree at the same time.

Admission
All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following:

1. A Bachelor of Science from a regionally accredited college/university is required.
2. A minimum cumulative GPA of 2.80 in the bachelor’s degree.
3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments and passing scores:
   a. Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014; or
   b. Passing Praxis I composite score of 532 achieved by December 31, 2013; or
   c. Qualifying SAT* or ACT test scores; or
   d. Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013; or
   e. Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014; or
   f. SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   g. ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470.

Note: Information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

4. No courses in the academic major in which the student has earned a grade below “C” will be accepted for admission in the Darden College of Education.
5. No course in professional education in which the student has earned a grade below a “B-” will be accepted in the Darden College of Education.
6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.

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

Continuance
1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in the field experience. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).
4. A grade of “B” or higher is required in all graduate practicum coursework.
5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
6. Students must take and pass all Virginia Board of Education prescribed assessments for licensure including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.
7. Submit the Teacher Candidate Internship application for placement by the established deadline.
8. All course work, content knowledge and professional education, must be completed with appropriate grades prior to the Teacher Candidate Internship Orientation.
9. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit
Requirements for graduation include:
1. Submit an application for graduation;
2. Passage of the written comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. Completion of an exit interview;
7. Completion of all course requirements; and
8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking a master’s degree in elementary education (grades Pre-K-6) with initial licensure must meet the academic content requirements with a minimum grade of "C" in addition to the professional education course work listed below. Transcripts will be evaluated by the teacher education advisor to determine whether academic content requirements have been met by previous course work. Subject area specific course work that was not met with previous course work must be completed prior to the Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Undergraduate Professional Education Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
</tr>
<tr>
<td>TLED 430/617</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
</tr>
<tr>
<td>TLED 432</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
</tr>
<tr>
<td>STEM 433</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
</tr>
<tr>
<td>STEM 434</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
</tr>
<tr>
<td>TLED 435</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
</tr>
<tr>
<td>TLED 479</td>
<td>Classroom Management and Practice PreK-3: PreK-6</td>
</tr>
</tbody>
</table>

Graduate Professional Education Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
</tbody>
</table>

Department of Teaching & Learning
Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the teacher education programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Military Career Transition Program (MCTP)

Program requirements may be found in the Military Career Transition Program (MCTP) section of this catalog.

Library Science

Complete program information for those seeking initial licensure in the area of library science, see the Library Science (School Librarianship K-12) section of this catalog.

Elementary Education, PreK-6, Post-Baccalaureate Endorsement

3101 Education Building 757-683-3284

Abha Gupta, Graduate Program Director
Rob Batchelder, Advisor

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post-baccalaureate endorsement program candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into the post-baccalaureate endorsement teacher preparation programs in the Darden College of Education. The Pre-K-6 post-baccalaureate endorsement option is available for those students who wish to pursue licensure and do not meet the master’s degree admission requirements or who do not wish to pursue the master’s degree.

This licensure program in elementary education (Pre-K-6) is designed for individuals with a non-teaching B.S. or B. A. degree, or for those with a teaching license in another teaching area, who want to obtain licensure to teach in grade Pre-K through grade six.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary Education (grades Pre-K-6). The following admission criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including specific course work to meet Virginia’s stated coursework competencies for elementary education (Pre-K-6) subject area preparation.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:

   * To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

   - A passing Praxis I composite score of 532 by December 31, 2013 or
   - Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014 or
   - Qualifying SAT* or ACT test scores or
   - Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
   - Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
   - SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   - ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

3. Cumulative undergraduate GPA of 2.75 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a "C" will be accepted in the Darden College of Education.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

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

Continuance

1. Students must maintain a cumulative graduate GPA of 3.00. A grade of “B” or higher is required in all practicum coursework.

2. A grade of “C” or higher is required in all undergraduate content knowledge and professional education courses.

3. A grade of “B” or higher is required in all graduate practicum courses.

4. A grade “B-“ or higher is required in all graduate professional education courses (excluding graduate practicum coursework).

5. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.

7. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

8. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit
Requirements for completion are:
1. A minimum cumulative 3.00 Graduate GPA
2. Successful completion of the Teacher Candidate Internship
3. Completion of all course requirements
4. Submission of an application for Virginia licensure.
5. No courses in the academic major or professional education in which the student earned below a "C" will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking initial licensure for grades PreK-6 must meet the academic concentration requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum
Prerequisite Courses

<table>
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<th>Title</th>
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</tr>
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<tbody>
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<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
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Graduate Professional Education Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 406/506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td></td>
</tr>
<tr>
<td>TLED 432/532</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
<td></td>
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<tr>
<td>STEM 433/533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
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<td>Developing Instructional Strategies PreK-6: Science</td>
<td></td>
</tr>
<tr>
<td>TLED 435/535</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
<td></td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
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</tr>
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</tr>
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</table>

Total Hours 40

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure
3101 Education Building
757-683-3284
Abha Gupta, Graduate Program Director

Nola Nicholson, Advisor
This master’s program in elementary education with concentration in middle school education (grades 6-8) is designed for prospective teachers wanting to obtain initial middle school teaching licensure and a master’s degree at the same time. Available to students who have a non-teaching B.S. or B.A. degree, the program requires students to complete two content areas from the following:

- Mathematics 23-29
- English 21
- Science 21
- Social Studies 21
- Education Courses taken at the graduate level 33

* Minimum hours to satisfy requirement.

Advisors in the Career and Advising Resource Center will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major or professional education classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education. The Middle School initial licensure concentration offers two different emphasis areas: Campus-Based and Military Career Transition (MCTP). Please see the Military Career Transition (MCTP) section for a full description of the requirements for this emphasis area.

Admission
All students must apply for and be admitted into the approved M.S.Ed in Education, Elementary Education, Middle School, 6-8, with initial licensure program. Admission criteria for the Military Career Transition (MCTP) emphasis area can be found in the Military Career Transition section. The following criteria must be met for admission to the Campus-Based emphasis area:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including a minimum of 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014
- Qualifying SAT* or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a "C" will be accepted for admission in the Darden College of Education.

5. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

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

**Continuance**

1. Students must maintain a cumulative GPA of 3.00 in the graduate professional education courses. A grade of “B” or higher is required in all practicum coursework. A minimum “B-” grade is required for the remaining graduate professional education courses.

2. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

4. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

**Virginia Board of Education prescribed professional assessments:**

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- PRAXIS Subject Assessment (formerly Praxis II) Middle School English/Language Arts
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Mathematics
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Science
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

**Exit**

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B grade for practicum courses and a minimum B- grade for the remaining graduate professional education courses required,
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

No courses in the academic major in which the student earned below a "C" will be accepted toward licensure requirements in the Darden College of Education.

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**Program Requirements**

Students seeking initial licensure plus a master’s degree in elementary education with a concentration in middle school education (grades 6-8) must meet the academic concentration requirements in two of the following content areas with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Experiential learning credit may be available for some non-academic work.

**English:** English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

**Mathematics:** Mathematics content must include coursework in algebra, geometry, probability and statistics, and applications of mathematics; 23 - 29 credit hours.

**Science:** Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

**History/Social Science:** History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
</tr>
<tr>
<td>TLED 430/617</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
</tbody>
</table>

**Graduate Professional Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (Co-Requisite with one Instructional Strategies)</td>
</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 666</td>
<td>Internship/Student Teaching and Seminar (Student Teaching)</td>
</tr>
</tbody>
</table>

Select two from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
</tr>
<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
</tr>
<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
</tr>
</tbody>
</table>

**Total Hours**

44

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information
from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

**Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement**

3101 Education Building
757-683-3284

Abha Gupta, Graduate Program Director
Nola Nicholson, Advisor

This post-baccalaureate endorsement program in elementary education with a middle school concentration (grades 6-8) is designed for prospective teachers who want to obtain an initial middle school teaching license. Available to students who have a non-teaching B.S. or B.A. degree or to those having a teaching license in another area and are seeking an additional teaching license; the program requires students to take courses that meet the Commonwealth of Virginia's stated academic competency requirements and leads to two endorsement areas selected from the following:

<table>
<thead>
<tr>
<th>Mathematics *</th>
<th>23-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>English *</td>
<td>21</td>
</tr>
<tr>
<td>Science *</td>
<td>21</td>
</tr>
<tr>
<td>Social Studies *</td>
<td>21</td>
</tr>
<tr>
<td>Education Courses taken at the graduate level</td>
<td>21-23</td>
</tr>
</tbody>
</table>

*Advisors in the Career and Advising Resource Center will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education.

**Admission**

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary/Middle School Education (grades 6-8). The following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) to meet Virginia’s stated coursework competencies for middle school education (6-8) subject areas, including a minimum of 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

**Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.**

- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math Score of 150) beginning January 1, 2014 or
- Qualifying SAT* or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

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

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

**Continuance**

1. Students must maintain a cumulative GPA of 3.0 in the graduate professional education courses.
2. A grade of “B” or higher is required in all practicum coursework.
   A grade of “B-“ is required for the remaining graduate professional education courses.
3. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
4. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
6. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

**Virginia Board of Education prescribed professional assessments:**

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- PRAXIS Subject Assessment (formerly Praxis II) Middle School English/Language Arts
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Mathematics
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Science
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

**Exit**

Requirements for completion are as follows:

1. a minimum cumulative 3.0 GPA
2. a grade of “B” or higher is required in all practicum coursework,
3. a grade of “B-“ is required for the remaining graduate professional education courses,
4. a minimum grade of “C” in all academic major courses to be accepted toward licensure requirements in the Darden College of Education,
5. successful completion of the Teacher Candidate Internship.
Program Requirements

Students seeking initial licensure for grades 6 - 8 must meet the academic concentration requirements in two of the following content areas with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

**English:** English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

**Mathematics:** Mathematics content must include coursework in algebra, geometry, probability and statistics, and applications of mathematics; 21 credit hours.

**Science:** Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

**History/Social Science:** History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
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**Graduate Professional Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
<td>4</td>
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<tr>
<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
<td>6</td>
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<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
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<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
<td>10</td>
</tr>
<tr>
<td>TLED 666</td>
<td>Internship/Student Teaching and Seminar</td>
<td>9</td>
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<tr>
<td>Total Hours</td>
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<td>38</td>
</tr>
</tbody>
</table>

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

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**Master of Science in Education, Elementary Education, for Licensed Teachers**

3101 Education Building
757-683-3284

Brandon Butler, Graduate Program Director

The Master of Science in Education, Elementary Education program for licensed teachers is designed to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

**Admission Requirements**

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state;
3. have a cumulative grade point average of 2.80.

**Application Materials:**

Students must:

1. submit an application letter of interest;
2. submit official copies of all transcripts;
3. submit a written essay on career goals (2 pages) that demonstrates academic writing proficiency;
4. submit two letters of professional reference for this program of study; and
5. have an interview with the graduate program director.

**Continuance**

Students must:

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

**Exit**

Students must:

1. have a 3.00 grade point average;
2. successfully complete the thesis requirement;
3. have an exit interview (online);
4. have completed all course requirements;
5. apply for graduation.
Program Requirements
Students enrolled in the Advanced Master’s Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis committee, and preparing and defending the thesis as a requisite for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Common Core</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>TLCI 731 Instructional Technology Trends in</td>
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<tr>
<td>Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>TLED 618 Assessment and Evaluation in PK-12</td>
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<tr>
<td>Schools</td>
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<tr>
<td>TLED 675 English Language Learners in the PK-12</td>
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<tr>
<td>Classroom</td>
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<td>TLED 701 Teacher as Leader</td>
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<td>Research Core</td>
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<td>TLED 638 Dynamic Assessment of Teaching and</td>
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<td>Learning</td>
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<td>TLED 671 Practitioner Inquiry in Elementary</td>
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<tr>
<td>and Secondary Grades</td>
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<tr>
<td>TLED 699 Thesis</td>
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<tr>
<td>Electives</td>
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<tr>
<td>TLED 624 Curriculum Development Principles &amp;</td>
<td></td>
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<tr>
<td>Practices in Elementary Schools</td>
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<td>TLED 634 Problems of Teaching in Elementary</td>
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<tr>
<td>Grades</td>
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<tr>
<td>TLED 644 Diversity and Equity in Elementary</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30

Master of Science in Education, Secondary Education

3101 Education Building
757-683-3284
Yonghee Suh, Graduate Program Director
Nola Nicholson, Advisor

General Description of Secondary Education
Secondary programs include the Master of Science in Education degree program and three Post-baccalaureate licensure programs. Within the Master of Science in secondary education degree program there are a number of concentrations and content area choices for both licensed teachers as well as those seeking initial licensure or endorsement.

For those seeking initial licensure there are the following content areas: 6-12 (content areas: biology, chemistry, earth science, English, mathematics, physics, social studies), library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Elementary Education), and Teachers of English to Speakers of Other Languages K-12 (TESOL). For licensed teachers seeking additional education there are the following concentration areas: 6-12 and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education - Elementary). Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure, or for those with a teaching license who want to be licensed in an additional teaching area. The three endorsement programs offered in secondary education are 6-12, Library Science K-12, and Teachers of English to Speakers of Other Languages K-12 (TESOL).

Please note that there are secondary education programs for earning a bachelor's degree with initial licensure in grades 6-12 described in the ODU Undergraduate Catalog.

Master of Science in Education, Secondary Education, 6-12 with Initial Licensure

3101 Education Building
757-683-3284
Yonghee Suh, Graduate Program Director
Nola Nicholson, Advisor

This master’s program in secondary education (grades 6-12) with initial licensure is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 and earn a master’s degree at the same time. The 6-12 initial licensure concentration offers two different emphasis areas: Campus-Based and Military Career Transition (MCTP). See the Military Career Transition (MCTP) section for complete program information. For those seeking initial licensure in the area of library science see the Library Science (School Librarianship K-12) section for complete program information.

Admission
All students must apply for and be admitted into the approved M.S.Ed in Secondary Education, 6-12, with initial licensure program. Please note that admission criteria for the Military Career Transition (MCTP) emphasis area can be found in the Military Career Transition section. For admission to the Campus-Based emphasis area, the following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent). The degree must include semester hours (which meet Virginia’s stated coursework competencies) in one of the following content areas: English, mathematics, earth science, chemistry, biology, or physics, and history/social studies, which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT* or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

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

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.
5. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

2. Students must maintain a cumulative GPA of 3.00 with a minimum grade requirement of B or higher required in all practicum coursework and a minimum B- grade in the remaining graduate professional education courses.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS Subject Assessment (formerly Praxis II) examination for the appropriate specialty area prior to or while enrolled in the instructional strategies course and the seminar in teacher education (TLED 583).

4. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the criminal background check process please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum grade requirement of B or higher required in all practicum coursework and a grade of B or higher in the remaining graduate professional education courses.
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in secondary education (grades 6-12) must meet the grade required for the academic major and professional education in order to complete the master's degree. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work (content) that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session. Experiential learning credit may be available for some non-academic work.

Curriculum

Graduate Professional Education courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
</tbody>
</table>

| Total Hours | 34 |

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

Master of Science in Education, Secondary Education, for Licensed Teachers

3101 Education Building
757-683-3284

Brandon Butler, Graduate Program Director

The Master of Science in Education, Elementary Education program for licensed teachers is designed to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

Admission Requirements

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
Application Materials:
Students must:
1. submit an application letter of interest;
2. submit official copies of all transcripts;
3. submit a written essay on career goals (2 pages) that demonstrates academic writing proficiency;
4. submit two letters of professional reference for this program of study; and
5. have an interview with the graduate program director.

Continuance
Students must:
1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

Exit
Students must:
1. have a 3.00 grade point average;
2. successfully complete the thesis requirement;
3. have an exit interview (online);
4. have completed all course requirements;
5. apply for graduation.

Program Requirements
Students enrolled in the Advanced Master’s Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis committee, and preparing and defending the thesis as a requisite for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Common Core</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction</td>
</tr>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools</td>
</tr>
<tr>
<td>TLED 675</td>
<td>English Language Learners in the PK-12 Classroom</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
</tr>
<tr>
<td>Research Core</td>
<td>9</td>
</tr>
<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
</tr>
<tr>
<td>TLED 699</td>
<td>Thesis</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>TLED 625</td>
<td>Curriculum Development Principles and Practices in Secondary Schools</td>
</tr>
<tr>
<td>TLED 635</td>
<td>Problems of Teaching in Secondary Grades</td>
</tr>
</tbody>
</table>

Secondary Education, 6-12, Post-Baccalaureate Endorsement

This Post-Baccalaureate endorsement program in secondary education (grades 6-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 in the following content areas: English, mathematics, earth science, chemistry, biology or physics, and history/social studies, which will be listed on the license.

Admission
1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Secondary Education (grades 6-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:
- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT* or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required in the academic major or professional education will be accepted for admission in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

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

Continuance
1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
2. Students must maintain a cumulative GPA of 3.0 in the graduate professional education coursework.
3. A grade of “B” or higher is required in all practicum coursework and a grade of B- or higher required in the remaining graduate professional education courses.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and the PRAXIS Subject Assessment (formerly Praxis II) examination for the appropriate secondary endorsement prior to or while enrolled in the instructional strategies course and the Seminars in Teacher Education (TLED 583) course.

5. A clearance background check must be completed prior to placement in a field experience required for an observation or practicum courses and for the teacher candidate internship. For more information please review the clearance background clearance process on the Teacher Education Services (http://www.odu.edu/tes) website.

6. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit
Requirements for completion are as follows:

1. a minimum cumulative 3.0 GPA, with a minimum "B" grade for the practicum courses, and a minimum "B-" grade for the remaining graduate professional education courses required.
2. successful completion of the Teacher Candidate Internship,
3. completion all course requirements, and
4. submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking initial licensure for grades 6-12 must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Graduate Certificate in Secondary Education Professional Studies
Brandon Butler, Graduate Program Director
Nola Nicholson, Academic Advisor

Program Description
This certificate program is designed to support provisionally licensed teachers, who are employed by a school division in the Commonwealth, in meeting teacher licensure requirements. The certificate consists of four courses—12 semester hours—that moves toward meeting the professional studies competency areas described by the Virginia Department of Education and required by all fully licensed teachers. It is not a state-approved endorsement education program.

Admission
1. Degree seeking graduate-level students admitted to the certificate program must have an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution.
2. Non-degree-seeking students may take a maximum of 12 credit hours prior to seeking admission.
3. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on TOEFL iBT.

Curriculum Requirements
This certificate is designed to support provisionally licensed teachers, who are employed by school division in the Commonwealth of Virginia, in meeting teacher licensure requirements. The certificate consists of a four course sequence—12 semester hours—that moves toward meeting the professional studies competency areas described by the Virginia Department of Education and required by all fully licensed teachers. It is not a state-approved endorsement education program.

The professional studies certificate will be comprised of the following courses. All of these courses are currently taught at ODU as part of the MSED in Secondary Education.

*Required Courses (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instruction Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Hours | 12 |

*Additional course work might be necessary to fully meet teacher licensure requirements

Course Delivery Format
The courses are all currently available in both traditional face-to-face and web-based formats. This certificate will be available in both formats.

Military Career Transition Program
1107 Education Building
757-683-4789

Arminda Israel, Program Coordinator

Designed with the needs and interests of military members and their spouse in mind, the Military Career Transition Program (MCTP) offers master’s degrees with initial licensure through the Department of Teaching & Learning at Old Dominion University. Upon completion of the Master of Science in Education Degree with Initial Licensure, candidates are eligible to receive the Virginia teaching license. Initial licensure grade levels include elementary education (PreK-6), middle school (6-8) in the areas of English & language arts, social studies, mathematics, and science, and secondary education (6-12) in the areas of English, mathematics, Earth science, biology, chemistry, physics, and history/social sciences. The master’s degree is designed for individuals who have earned a non-teaching bachelor of science or bachelor of arts from a regionally accredited institution. Old Dominion University is a member of the Servicemembers Opportunity Colleges (SOC).

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education, Elementary Education and the Master of Science in Education, Secondary Education. Eligibility for the initial residency certificate in Washington is based on completion of a state approved teacher preparation program. This program is state approved in Virginia and is authorized for field placements in Washington State by the Professional Educators Standards Board (http://program.pesb.wa.gov/archive/clinical/field-placement). Even though you may be residing in Washington while in this program, your application for the initial residency certificate in Washington will be processed as an out-of-state application.

Eligible applicants:

- Active duty of all uniformed services
- Active or inactive reservist of all uniformed services
- All National Guard personnel
- All Coast Guard personnel
- Veterans of all uniformed services
- Retired military of all uniformed services
- Spouse of an eligible applicant
- DOD civilian federal employees

Degree courses are offered in traditional classroom at the main campus face-to-face, online synchronous and online asynchronous. Practicum and Internships are required to complete the initial licensure. The MCTP
Praxis Core Academic Skills Educator Tests (http://www.ets.org/praxis/about/core) as listed below:

**Approved passing scores effective January 1, 2014**

- Praxis Core Academic Skills for Educators: Reading (5712), a score of 156 or higher
- Praxis Core Academic Skills for Educators: Writing (5722), a score of 162 or higher
- Praxis Core Academic Skills for Educators: Mathematics (5732), a score of 150 or higher

If taking all three tests together, select Praxis Core Academic Skills tests code 5751

**There is NO composite score for the Praxis Core Academic Skills tests.**

**Praxis Core substitute scores are not applicable.**

**Regular Admission**

1. Must be an eligible applicant as defined above
2. Minimum GPA of 2.80 as documented in the Bachelor’s degree official transcript from a regionally accredited institution
3. Passing Praxis Core score report in each subtest:

Praxis Core Academic Skills Educator Tests (http://www.ets.org/praxis/about/core) as listed below:

**Provisional Admission Requirements**

Provisional admission may be offered to applicants who meet the requirements listed below. Individuals not meeting the conditions below will not be admitted to the program.

1. Must be an eligible applicant as defined by the MCTP Advisory Council policy Eligibility Criteria (http://www.odu.edu/education/programs/mctp/eligibility-admissions)
2. GPA of 2.50-2.79 as documented in the Bachelor’s degree official transcript from a regionally accredited institution
3. Passing Praxis Core score report in each subtest:

Praxis Core Academic Skills Educator Tests (http://www.ets.org/praxis/about/core) as listed below:

**Approved passing scores effective January 1, 2014**

- Praxis Core Academic Skills for Educators: Reading (5712), a score of 156 or higher
- Praxis Core Academic Skills for Educators: Writing (5722), a score of 162 or higher
- Praxis Core Academic Skills for Educators: Mathematics (5732), a score of 150 or higher

If taking all three tests together, select Praxis Core Academic Skills tests code 5751

**There is NO composite score for the Praxis Core Academic Skills tests.**

**Praxis Core substitute scores are not applicable.**

Note: Praxis I-PPST completed with a passing score by December 31, 2013 will continue to be valid and accepted for admission into this state-approved teacher education master’s degree.

1. A 500-word Goal Statement addressing “why do you want to be a teacher” and “why do you want to teach the specific subject area or grade level”
2. Resume highlighting a minimum of five years of full time work experience

**Gaining Regular Admission after being admitted provisionally:**

To gain regular admission, the candidate must earn a minimum 3.00 GPA with no grades below a "B-" in the first 12 graduate credits taken at Old Dominion University after being admitted provisionally. Graduate practicum courses require a B grade. Regular admission must be gained prior to the Teacher Candidate Internship.

**Application Procedures**

Eligible applicants must apply for and be admitted into the state-approved M.S.Ed in Elementary Education with initial licensure in grades PreK-6 or grades 6-8 or into the M.S.Ed in Secondary Education with initial licensure in grades 6-12.

Applicants must submit directly to the Office of Graduate Admission the documents listed below:

- The electronic graduate application at: http://www.odu.edu/admission/graduate
- In the electronic graduate application select MCTP program. For master’s degree select: MSED ELEM – ELEM if you are interested in pre-6 or 6-8 grades MSED SCEM – SCEM if you are interested in 6-12 grades
- In a sealed envelope, send official transcript with the bachelor’s degree awarded from a regionally accredited institution. Also, in sealed envelopes, submit official transcripts from all other colleges or universities attended.

Submit the official transcripts directly to:

Graduate Admissions
Old Dominion University
1000 Rollsins Hall
Norfolk, VA 23529

- Praxis Core Academic Skills passing score report (upload this document with your electronic application)
- A 500-word goal statement highlighting “why do you want to be a teacher” and “why do you want to teach the specific subject area or grade level” (upload this document with your electronic application)
- A resume highlighting a minimum of five years of full time work experience. (upload this document with your electronic application)

To contact the Office of Graduate Admissions:

E-mail: gradadmit@odu.edu
Hours: M-F, 8:00 am-5:00 pm
Phone: 757-683-3685

A transcript review will be completed to determine which appropriate courses meet academic content knowledge in the subject area specified in the M.S.Ed. Degree with initial licensure preK-6, 6-8, or 6-12. Enrollment coordinators (http://www.odu.edu/mctp) are available to review your transcripts.

**Clearance Background Check Process**

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences which are required for continuance and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/)
Candidates must:

Continuance instructions
graduate credit hours. Follow the DCOE Responsible Conduct of Research
modules must be completed prior to completion of the first twelve
Responsible Conduct of Research (RCR):
University. This survey is available on Blackboard. Complete this survey after you have enrolled in classes at Old Dominion
Professional Disposition Survey:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry
- Candidates are liable for all fees incurred when completing the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks)
- All clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school
- The completed clearance check will be posted in your Leo Online secure page under Test Scores. A score of 1 means that you are cleared for placement

Professional Disposition Survey:

Complete this survey after you have enrolled in classes at Old Dominion University. This survey is available on Blackboard. Follow the instructions for completing the Professional Disposition Survey at: http://www.odu.edu/admission/tep-requirements/undergraduate-tep/survey.

Responsible Conduct of Research (RCR):

The RCR modules must be completed prior to completion of the first twelve graduate credit hours. Follow the DCOE Responsible Conduct of Research instructions (http://www.odu.edu/education/resources/conduct-of-research-instructions) to complete the Social and Behavioral Research Modules.

Continuance

Candidates must:

1. Must have successfully completed the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) upon entry into the master’s degree and been approved for placement in a school.
2. Be in “Good Academic Standing” by maintaining a minimum 3.00 graduate grade point average.
3. Have grades equal to or above a “B-” in all professional education courses, except practicum, to be accepted toward licensure in the Darden College of Education.
4. Have a minimum “B” grade in all graduate practicum courses.
5. Meet the grade required for content knowledge courses in the specific teaching endorsement.
6. Complete pre-requisite courses prior to taking the instructional strategies courses in your specific endorsement, preK-6, 6-8 grades or 6-12 grades.
   The instructional strategies courses for 6-8 grades and 6-12 grades require a 35-hour practicum.
7. Take and pass the prescribed assessments by the Virginia Board of Education (http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf)
   a. Praxis Subject Assessment (formerly Praxis II) appropriate for your endorsement area
   b. Virginia Communication and Literacy Assessment (VCLA)
   c. Reading for Virginia Education (RVE) Assessment, only required for elementary education initial licensure
   d. First Aid/CPR/AED training
   e. Child Abuse and Neglect Recognition training
8. Apply for the teacher candidate internship.
9. Complete all courses, professional and content knowledge, with appropriate grade and GPA, and achieve a passing score in all assessments required prior to your teacher candidate internship orientation. A clearance background check must have been completed successfully as outlined above prior to the candidate being approved for placement in a school.
10. Complete, as needed, “Re-Validation of Out-of-Date Graduate Credit” that is beyond the time limit established for graduate degrees. Per University “Graduate Policies and Procedures” all academic requirements for a graduate degree must be completed within an eight-year period. Academic credit older than eight years at the time of graduation must be re-validated before the graduate credit can be applied toward the requirements to earn a master’s degree.
   For candidates enrolled in a graduate teacher education master’s degree, re-validation must be completed prior to the start of the teacher candidate internship.

Graduation

All master’s degree requirements must be met in accordance with University policy and as outlined in your curriculum. Candidates must:

1. Apply for graduation at: http://www.odu.edu/academics/graduation-commencement.
2. Take and pass the Comprehensive Examination.
3. Complete the Graduate Assessment.
4. Have a minimum 3.00 graduate grade point average.
5. Only grades equal to or above a “B-” in professional education courses, except practicum, will be accepted toward licensure requirements in the Darden College of Education.
6. Only grades equal to or above “B” in the graduate practicum course will be accepted toward licensure requirements in the Darden College of Education. This must be met prior to the start of the Teacher Candidate Internship.
7. Meet the grade required for content knowledge courses in the specific endorsement to be accepted toward the licensure requirements in the Darden College of Education.
8. Pass the Teacher Candidate Internship.
9. Have an Exit Interview.
10. Candidates must be registered the semester in which they graduate. If the candidates have completed all registration requirements, they must be registered for at least one credit hour the semester in which they graduate. The academic department has a one credit 998 course that can be used to fulfill this requirement. Registration for this one credit 998 course is subject to the normal fees and regulations of the University.

Program Requirements

Candidates admitted in the master’s degree with initial licensure through the Military Career Transition Program (MCTP) must meet all requirements outlined in the approved teacher education curriculum for their specific area of endorsement, including the teacher candidate internship. Transcripts are evaluated by the MCTP advisor (http://www.odu.edu/education/programs/mctp/contacts) to determine whether these required academic content knowledge courses have been met with previous course work. Content knowledge course work that is not met with previous course work must be completed prior to the teacher candidate internship orientation. All MCTP students are required to have a consultation, in person or by phone, with the MCTP advisor at least once per semester. Candidates are responsible for the information contained in the checklist of responsibilities provided upon graduate admission and in the University Graduate Catalog (http://catalog.odu.edu/graduate), such as specific academic policies, course descriptions, and prerequisite.

Curriculum

The approved teacher education master’s degree curriculum consists of two components that must be fulfilled to earn the master’s degree with initial licensure: 1) content knowledge; and 2) professional education, as listed below:
1. Content Knowledge

The content knowledge course work required is specified in each initial licensure approved teacher education curriculum the student is pursuing in either elementary education, middle school education or secondary school education. Meet with the MCTP advisor to complete an evaluation and determine the course work needed to fulfill the content knowledge.

2. Professional Education

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

**Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12 with Initial Licensure**

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director
Nola Nicholson, Academic Advisor

The Masters of Science in Education, Secondary Education, Teaching English as a Second Language (TESOL) concentration is for individuals who hold an undergraduate degree and wish to earn a Master of Science in Education degree and qualify for a Virginia Teaching license for grades K-12 in English as a Second Language. The program emphasis is Teaching English to speakers of other languages.

**Admission**

1. All students must apply for and be admitted into the approved M.S. Ed. with initial licensure program for Teaching English as a Second Language (TESOL – PK-12).
2. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent).
3. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Cores section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT* or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

4. A cumulative undergraduate GPA of 2.80 is required for admission.
5. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.
6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL.

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

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**Graduate Professional Education** 31-34*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 517</td>
<td>Collaboration and Transitions</td>
</tr>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs (Required for PreK-6 and 6-8)</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
</tbody>
</table>

Select one or two from the following instructional/methods courses related to your endorsement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 534</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
</tr>
<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
</tr>
<tr>
<td>TLED 535</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
</tr>
<tr>
<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
</tr>
<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (1 credit)</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

All course work, professional education and content courses, with appropriate grades and GPA and all assessments with a passing score must be completed prior to the start of the teacher candidate internship.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the

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* 31 credit hours if seeking secondary education, 6-12
* 34 credit hours if seeking elementary education, preK-6 or 6-8
** Select one instructional strategies course if seeking secondary education; select two instructional strategies courses if seeking elementary education, preK-6 or 6-8
Curriculum

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#W4dRU1tGML) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

2. Students must maintain a cumulative GPA of 3.00, with a minimum "B" grade for the practicum courses, and a minimum "B-" grade required for the remaining graduate professional education courses.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS Subject Assessment (formerly Praxis II) examination for TESOL prior to or while enrolled in the instructional strategies course.

4. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check process please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

Virginia Board of Education prescribed professional assessments:

• Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment

• Student must pass the PRAXIS subject assessment English as a second language (TESOL), test code #5362, passing score of 149

• To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B grade in practicum courses, and a minimum B- grade required for the remaining graduate professional education courses,
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master’s degree in TESOL (PK-12) must meet the grade required for the academic content requirement in English and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work.

Curriculum

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440/540</td>
<td>General Linguistics (fall only)</td>
<td>9</td>
</tr>
</tbody>
</table>

Select one from the following:

Foreign Language

English for foreign speakers

Academic Content courses in English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 677</td>
<td>Language and Communication Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 678</td>
<td>First and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 680</td>
<td>Methods and Materials in TESOL (spring only)</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instruction Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 636</td>
<td>Problems in Education</td>
<td>3</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar (student teaching)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 54

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director
Nola Nicholson, Academic Advisor

This Post-Baccalaureate endorsement program in Teaching English as a Second Language (K-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in TESOL.

Admission

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for TESOL (K-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

• A passing PRAXIS I composite score of 532 by December 31, 2013 or

• Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or

• Qualifying SAT* or ACT test scores or

• PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or

• A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Department of Teaching & Learning
• Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
• SAT Mathematics test score of 530 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL education.

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

Continuance
1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/129-conduct-of-research-instructions/#WJ4rdRU1TGLm) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
2. Students must maintain a cumulative graduate GPA of 3.00.
3. A grade of “B” or higher is required in all practicum coursework. A minimum grade of “B-” is required for the remaining graduate professional education courses.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and must the PRAXIS Subject Assessment (formerly Praxis II) English as a second language (TESOL) test code #5362, passing score of 149,
5. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.
6. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit
Requirements for completion are as follows:
1. a minimum cumulative 3.00 graduate GPA,
2. successful completion of the Teacher Candidate Internship,
3. completion of all course requirements with a grade of "B" or higher required in all practicum coursework and a minimum grade of "B-" required for the remaining graduate professional education courses.
4. submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements
Students seeking initial licensure for TESOL K-12 grades must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum
Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440/540</td>
<td>General Linguistics</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 542</td>
<td>English Grammar</td>
</tr>
<tr>
<td>ENGL 550</td>
<td>American English</td>
</tr>
<tr>
<td>ENGL 672</td>
<td>Syntax</td>
</tr>
<tr>
<td>ENGL 678</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

Academic Content courses in English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 677</td>
<td>Language and Communication Across Cultures</td>
</tr>
<tr>
<td>ENGL 679</td>
<td>First and Second Language Acquisition</td>
</tr>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 680</td>
<td>English Grammar</td>
</tr>
<tr>
<td>American 650</td>
<td>American English</td>
</tr>
<tr>
<td>Syntax 672</td>
<td>Syntax</td>
</tr>
<tr>
<td>Sociolinguistics 678</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours 57

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

Library Science (School Librarianship K-12)

Master of Science in Education, Elementary Education, Library Science, K-12

Master of Science in Education, Secondary Education, Library Science, K-12

3101 Educational Building
757-683-3284
Sue Kimmel, Graduate Program Director

Department of Teaching & Learning 22
General Description of the School Library Program

Contained within this program are a Master of Science in Education leading to endorsement in Library Science K-12 for licensed teachers, and a Master of Science in Education with initial licensure in library science K-12 for non-teachers.

Master of Science in Education, Secondary or Elementary Education, Library Science Endorsement for Licensed Teachers

3101 Educational Building
757-683-3284

Sue Kimmel, Graduate Program Director

This program leads to a master’s degree plus licensure as a school librarian (K-12) for individuals who already have licensure as a teacher. Students applying to this program may apply for a degree in either elementary or secondary education and should designate the library science concentration on the application form.

Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent license from another state;
3. have a general undergraduate grade point average of at least 2.80;
4. have an interview with the graduate program director;
5. apply for admission to graduate school;
6. Submit a current resume;
7. Submit a writing sample

Students may be required to take the GRE or the Miller Analogies Test. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis. Contact the Graduate Program Director for this program for additional information.

No courses in the academic major in which the student has made below a "B-" will be accepted for licensure requirements in the Darden College of Education.

Continuance

Students must:

1. maintain a grade point average of 3.00;
2. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
   For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions; and
3. have a criminal background check completed prior to placement in a field experience required or practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
4. Earn at least a B- in all licensure courses. No courses in which the student has made below a "B-" will be accepted for licensure requirements.
5. have an exit interview;
6. have completed all course requirements;
7. submit an application for graduation; and
8. have successfully completed a portfolio review.

Program Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602</td>
<td>Production of Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 608</td>
<td>Foundations in Library and Information Science</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 674</td>
<td>Management and Leadership in Library and Information Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 644</td>
<td>Literature and Media for Young Adults</td>
<td></td>
</tr>
<tr>
<td>LIBS 658</td>
<td>Knowledge Resources: Planning, Selecting &amp; Managing Collections</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 676</td>
<td>Library Media Services and the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 677</td>
<td>Technical Services in Libraries</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective: Choice of one: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 644</td>
<td>Literature and Media for Young Adults</td>
<td></td>
</tr>
<tr>
<td>LIBS 655</td>
<td>Methods and Strategies for the School Library</td>
<td></td>
</tr>
<tr>
<td>READ 620</td>
<td>Multicultural Children’s Literature and Literacy</td>
<td></td>
</tr>
<tr>
<td>READ 628</td>
<td>New Literacies, Digital Technologies, and Learning</td>
<td></td>
</tr>
<tr>
<td>LIBS 612</td>
<td>Research Methods in Library and Information Science *</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 668</td>
<td>Internship in School Libraries *</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

* Taken after the completion of all library courses.

Master of Science in Education, Elementary or Secondary Education, Library Science, K-12, with Initial Licensure for Non-Teachers

3101 Education Building
757-683-3284

Sue Kimmel, Graduate Program Director

This is an initial licensure program as a school librarian for people with a non-teaching B.S. or B.A. It is offered as part of the Master of Science in Education, Elementary or Secondary Education program. In this program, students who do not have teacher licensure but who are seeking licensure as a school librarian (K-12) and a master’s degree in education will complete professional studies courses in addition to a prescribed set of school library courses and a research core.

Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. achieve passing scores (as established by the Commonwealth of Virginia) on the Praxis Core Academic Skills for Educators Tests: Reading; Writing; and Mathematics or Board-approved SAT/ACT scores;
3. have a cumulative grade point average of 2.80;
4. submit an application for graduate studies;
5. submit a current resume;
Students may be required to take the GRE or the Miller Analogies Test (MAT). No courses in the academic major or professional education in which the student has made below a "B-" will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for school librarianship.

Continuance

Students must:

1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. receive a B or better in practicum to participate in teacher internship;
4. have a criminal background check completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
5. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions

Exit

Students must:

1. have a 3.00 grade point average;
2. have an exit interview;
3. have completed all course requirements;
4. submit an application for graduation; and
5. pass the Virginia Communication and Literacy Assessment (VCLA) prior to licensure; and
6. have successfully completed a portfolio review.

No courses in the academic major or professional education in which the student has made below a "B-" will be accepted for licensure requirements in the Darden College of Education.

Program of Study

Prerequisites. Individuals entering this graduate program must already possess a bachelor's degree and must pass the professional teacher's assessment requirement (currently the Praxis Core or equivalent SAT or ACT score) prescribed by the Virginia Board of Education. No courses in the academic major or professional education in which the student has made below a "B-" will be accepted toward licensure requirements in the College of Education.

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td>15</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
<td></td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>LIBS 655</td>
<td>Methods and Strategies for the School Library</td>
<td></td>
</tr>
</tbody>
</table>

Library Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602</td>
<td>Production of Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 608</td>
<td>Foundations in Library and Information Science</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 674</td>
<td>Management and Leadership in Library and Information Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one: 3

**Master of Science in Education, Reading Specialist, K-12, Licensed Teachers**

3101 Education Building
757-683-3284

For program information, please contact reading@odu.edu.

**General Description of Reading Education**

Reading Education offers two programs, 1) the Master of Science in Education, Reading Specialist, K-12, for licensed teachers, and 2) Literacy Coaching Certificate for teachers who already hold a valid teaching license. A Doctor of Philosophy in Education with an emphasis in Literacy Leadership within the Curriculum and Instruction program is offered for those seeking additional study in the field of literacy.

**Master of Science in Education, Reading with Reading Specialist Endorsement**

The program is designed to provide professional training for prospective reading specialists, literacy coaches, and elementary- and secondary-level reading teachers.

Extensive course offerings permit the graduate student to pursue an area of interest, such as elementary school reading, secondary school reading, college reading, literacy coaching, and reading in clinical settings. As a culminating experience, each student investigates a problem area and prepares a formal research paper or project on a topic of interest.

Candidate study may include an intensive search of the professional literature on reading or selected field experiences in public, private, or governmental reading programs that provide reading services to clients. In addition, candidates tutor children and aid in the diagnosis and remediation of reading problems. Candidates who have three years of satisfactory experience in teaching reading, completed the entire degree program, and satisfactorily completed the Reading for Virginia Educators: Reading Specialists-coded 0304 or 5304 may obtain the reading specialist endorsement.

**Admission**

Students must:

1. Hold a bachelor's degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;
3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have two letters of recommendation from former professors or principals;
5. Submit an essay;
6. Have an interview with the graduate program director;
Course requirements for completion of the degree program are listed below.

**Continuance**
Students must

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: [http://www.odu.edu/education/resources/conduct-of-research-instructions](http://www.odu.edu/education/resources/conduct-of-research-instructions);
2. maintain a grade point average of 3.00 overall; and
3. maintain a grade point average of 3.00 in the major.

**Exit**
Students must

1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. complete an exit survey;
4. have completed all course requirements;
5. submit an application for graduation; and
6. pass the Reading for Virginia Educators: Reading Specialists Examination coded 0304 or 5304.

**Program Requirements**
A minimum of 30 semester credits is required for the Master’s Degree in Reading Education. The degree candidate must successfully pass the Virginia Reading Specialist Licensure examination, usually taken in the last semester of the program.

Course requirements for completion of the degree program are listed below.

<table>
<thead>
<tr>
<th>Area I: Required Core</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 612</td>
<td>Action Research in Reading</td>
</tr>
<tr>
<td>READ 614</td>
<td>Foundations of Literacy Learning</td>
</tr>
<tr>
<td>READ 619</td>
<td>Word Study, Phonics, and Linguistics</td>
</tr>
<tr>
<td>READ 622</td>
<td>Culturally Responsive Literacy for All Learners</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 685</td>
<td>Organizing and Supervising Reading Program Development</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
</tr>
<tr>
<td>READ 693</td>
<td>Practicum in Reading</td>
</tr>
<tr>
<td>READ 620</td>
<td>Multicultural Children’s Literature and Literacy</td>
</tr>
<tr>
<td>READ 625</td>
<td>Issues and Trends in Literacy Education</td>
</tr>
<tr>
<td>READ 628</td>
<td>New Literacies, Digital Technologies, and Learning</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>27</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Electives (select 1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 627</td>
<td>School-Wide Assessment and Professional Development</td>
</tr>
<tr>
<td>READ 628</td>
<td>New Literacies, Digital Technologies, and Learning</td>
</tr>
<tr>
<td>READ 685</td>
<td>Organizing and Supervising Reading Program Development</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Literacy Coaching Certificate**

**General Description of the Literacy Coaching Certificate**
The purpose of this certificate is to prepare literacy coaches in understanding literacy development among children using research-based theories in literacy methods and instructional design. Graduates of this program will be able to use such methods in coaching children who require enhanced instruction related to reading and writing. They will also be prepared to assess learning outcomes in literacy and to supervise classroom literacy programs.

**Admission**
Students must:

1. Hold a bachelor’s degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;
3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
5. Submit an online nondegree application [https://www.odu.edu/admission/graduate](https://www.odu.edu/admission/graduate).

**Course List**
This graduate certificate is comprised of four required courses that encompass the key areas of literacy coaching: foundations of literacy learning, assessment, new literacy forms, and supervision of literacy program. The four courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 614</td>
<td>Foundations of Literacy Learning</td>
</tr>
<tr>
<td>READ 627</td>
<td>School-Wide Assessment and Professional Development</td>
</tr>
<tr>
<td>READ 628</td>
<td>New Literacies, Digital Technologies, and Learning</td>
</tr>
<tr>
<td>READ 685</td>
<td>Organizing and Supervising Reading Program Development</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Doctor of Philosophy, Education - Curriculum and Instruction Concentration - Curriculum and Instruction Emphasis**

3101 Education Building
757-683-3284

Jamie Colwell, Graduate Program Director

The Doctor of Philosophy, Education, Curriculum and Instruction Concentration, with emphases in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities, and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses.

**Emphasis Areas**

**Curriculum and Instruction**
The Curriculum and Instruction Emphasis is the content area most often desired by classroom teachers and school librarians. The program of study includes core courses shared by all three concentrations plus the freedom
to choose courses that meet individual specialty area interests (e.g., library science, mathematics, social studies, instructional design etc.) Students are prepared to be scholarly leaders for academic positions in higher education or in K-12 schools. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

**Literacy Leadership**

The Literacy Leadership Emphasis provides a unique focus to prepare individuals as literacy professionals for leadership and supervisory roles, teaching literacy curriculum and instruction in higher education, and/or consulting for educational organizations or private industry. The program provides study of theories, methodologies, and research with opportunities to develop individual expertise in research, writing, and pedagogy. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

**Early Childhood Education**

The Early Childhood Education Emphasis, through its integral partnership with the Old Dominion University Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrative leadership.

**Admission**

Admission to the Ph.D. programs in the Department of Teaching & Learning is competitive. Applicants should have a completed master’s degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S., will be considered. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. - Education - Curriculum and Instruction Concentration are as follows:

1. A completed master’s degree in an appropriate discipline from a regionally accredited university;
2. Three letters of reference from sources including employment supervisors and/or university faculty members capable of commenting on the applicant’s current readiness for advanced graduate study;
3. A 1500 word statement of the applicant’s academic and professional goals with an emphasis on how the Ph.D. degree in curriculum and instruction will contribute to the achievement of the stated goals;
4. Submission of a professional curriculum vitae. Three years of teaching experience are preferred;
5. A completed online application from the Office of Graduate Admissions;
6. Official transcripts of all undergraduate and graduate courses and degrees completed;
7. Official report scores from the Graduate Record Examination (verbal, quantitative, and analytical) taken within the last five years.
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications must be complete and submitted to the ODU Office of Graduate Admissions by October 15 for spring admissions, and March 1 for Summer and Fall admissions (dates subject to change). Note: If you wish to apply for Financial Aid, deadlines for application are as much as six months earlier. Contact the Financial Aid office at 757-683-3683. Financial aid is awarded only to regularly admitted graduate students.

Completed applications will be reviewed by the Ph.D. Curriculum and Instruction Admissions and Continuance Committee. Selected applicants will be invited to campus to participate in various activities including an on-campus interview, writing sample, and a class visit.

**Prerequisite Coursework**

Prospective students should also have prior course work in statistics, and curriculum and instruction. If this requirement is not met, then additional course work will be added to the student’s graduate program of study.

All students admitted into the Ph.D. program must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or expertise.

- Introduction to Research in Education (FOUN 611) or Applied Research Methods in Education (FOUN 612) or equivalent; FOUN 611 is recommended.
- Statistics Applied to Research in Education (FOUN 722 or equivalent).

**Degree Requirements**

The Ph.D. - Education - Curriculum and Instruction Concentration is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a 15 hour research/foundations block, a 15 hour “common core” taken by all Ph.D. students regardless of emphasis area, a 15 hour concentration core and a 15 hour dissertation block, which includes the dissertation seminar. The dissertation will often require more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete introductory research methods statistics courses (FOUN 611 [recommended], FOUN 612 or equivalent), and Statistics Applied to Research in Education (FOUN 722 or equivalent), if they have not had such courses or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to curriculum and instruction and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: https://www.odu.edu/education/resources/conduct-of-research-instructions.

**Program Continuance, Completion and Exit**

It is the expectation that Curriculum and Instruction faculty will prepare Ph.D. candidates to become competent professionals with the knowledge, skills, and dispositions necessary to assume positions as researchers, teacher leaders, advocates, and scholars. On an annual basis, the Curriculum & Instruction Ph.D. Admissions and Continuance Committee and each student’s advisor will formally convene to discuss the continuance of each student in the doctoral degree program.

In order to complete the program, students must fully comply with the curriculum below, and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and adhere to program requirements.

**Course List**

**Prerequisite Coursework**

Students must have taken ONE of the following research courses or equivalent:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 660</td>
<td>Program Evaluation, Research and Planning</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
</tbody>
</table>

Students must also have the following or equivalent:
Early Childhood Education students must also have the following two courses or equivalents as determined by the Program Director:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
</tbody>
</table>

Research Core (required) **

- **FOUN 812** Research Design and Analysis
- **FOUN 814** Qualitative Research Design in Education

Choose one course from EACH of the following bound pairs:

- **FOUN 822** Applied Linear Models in Educational Research
- **FOUN 823** Analysis of Variance Applied to Educational Research
- **FOUN 840** Educational Measurement and Assessment
- **FOUN 870** Formative Assessment of Student Learning for School Leaders and Curriculum Specialist
- **FOUN 815** Advanced Qualitative Research
- **FOUN 813** Program Evaluation in Education

Note: A research cognate can be earned by taking an additional four courses beyond the required 15 hours.

Common Core (Required by all C&I Concentrations) **

- **TLCI 802** Historical and Contemporary Perspectives on Education
- **TLCI 803** Perspectives and Inquiry in Curriculum and Instruction
- **TLCI 830** Theories of Learning and Instruction
- **TLCI 804** Instruction Theories and Models
- **TLCI 805** Critical Issues: Curriculum Research

Select one of the following concentrations 15

- Literacy Leadership Concentration (required) **
  - **TLCI 826** Advanced Supervision of Reading Programs
  - **TLCI 827** Advanced Practicum in Reading
  - **TLCI 828** Contemporary Issues in Literacy Research
  - **ELS 787** Pupil Personnel Services for Diverse Populations
  - **ELS 878** Leadership for Teaching and Learning

The literacy leadership concentration requires a minimum of 18 graduate credit hours in Literacy or closely related coursework.

Early Childhood Education ** and ****

- **SPED 800** Social/Emotional Aspects of Child Development
- **TLCI 835** Researching with Children: Contemporary Perspectives on the Child in Research
- **TLCI 895** Topics in Education ((Internship))
- **TLCI 836** Working with At-Risk Children and Families: An Ecological Approach
- **TLCI 840** Issue in Early Language and Literacy

Curriculum and Instruction Concentration

- C&I emphasis students, working with an advisor, will complete a 15-hour concentration block according to individual areas of specialty.
- **C&I Approved Course 1**
- **C&I Approved Course 2**
- **C&I Approved Course 3**
- **C&I Approved Course 4**
- **C&I Approved Course 5**

Dissertation 15

- **FOUN 881** Dissertation Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 899</td>
<td>Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>
| *        | All students admitted into the Ph.D. program in curriculum and instruction must complete these prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.
| **       | Course substitutions must be approved by advisor
| ***      | If the doctoral seminar is waived by doctoral committee, the hours are added to the content area.
| ****     | Prerequisite coursework for the ECE Concentration is 12 credits. In addition to FOUN 611 and FOUN 612, the following are required for all students who did not have them as part of a Master's degree program: FOUN 641 and TLCI 677.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education website: http://www.odu.edu/education.

LIBRARY SCIENCE Courses

- **LIBS 602. Production of Instructional Materials. 3 Credits.** Develops skills in preparing, evaluating, and presenting instructional materials and the use of those materials to promote higher-level thinking and enhance the learning environment. Includes elements of design, multimedia materials, and development of in-service activities. Hands-on practice in media production and dissemination.

- **LIBS 603. Online Resources for Teaching. 3 Credits.** Students will gain experience locating, evaluating, collecting, arranging, and disseminating content resources available as open educational resources to support learning and teaching. Issues surrounding open educational resources including copyright, licensing, access, and quality will be addressed. A primary focus will be on developing digital textbooks that may include websites, databases, current awareness experts, and digital field trips to support the delivery of instruction.

- **LIBS 605. Selection and Utilization of Non-Book Media. 3 Credits.** Prerequisites: LIBS 675. Emphasizes selection, purchase and utilization of non-book materials (e.g., periodicals, computers, CD-ROM, DVD, LANs, wireless networks, PDAs, e-books, retrieval systems, video conferencing, DL, online services, telecommunications, presentation systems). Included are staff development, systems management, information policies, networks, and the impact of professional associations on non-book resources.

- **LIBS 608. Foundations in Library and Information Science. 3 Credits.** This course provides social, cultural, and historical perspectives on libraries and librarianship. The purpose, functions, and processes of information and library science are explored. Current types of libraries and information agencies are explored including certification and licensure for various specialties. Legal, ethical, advocacy, and economic policies, trends, and positions are addressed.

- **LIBS 612. Research Methods in Library and Information Science. 3 Credits.** This course will introduce students to theoretical and applied research design, methodologies and evaluation of research in library and information science (LIS). The course will include a review of existing research in the LIS field and the development of a research proposal through a qualitative, quantitative or action research design. Action research will be conducted at the student’s workplace. The basic research protocols will be learned through this class.
LIBS 642. Children’s Literature Across the Curriculum, PK-8. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Students examine, evaluate, discuss, and use literature and related nonprint materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Materials for adolescents and adults with limited reading abilities are also covered.

LIBS 644. Literature and Media for Young Adults. 3 Credits.
An exploration of the selection of literature and media for young adults (ages 12 – 18). Includes current trends and research in teens’ social, physical and cultural development, teen interests and needs, and multiple literacies. Focus is on multiple formats, diverse learners, and strategies to promote reading for information, pleasure and lifelong learning. Prerequisite: Graduate standing.

LIBS 655. Methods and Strategies for the School Library, 1-3 Credits.
Participants will draw from research-based theory of pedagogical best practice to discuss, model and apply practical applications to content topics. Content focuses on strategies to implement effective classroom management for the library learning environment, engage library learners and assess their performance, and build collaborative relationships that integrates library and content instruction into practice.

LIBS 658. Knowledge Resources: Planning, Selecting & Managing Collections. 3 Credits.
Examines the concepts and issues related to the lifecycle of recorded knowledge and information including emerging technologies. Addresses fundamentals of planning, selecting, analyzing, managing, and developing collections and technology resources for diverse communities.

LIBS 668. Internship in School Libraries. 1-9 Credits.
Students will work in a school library, participating fully in the administrative tasks, and collaborate with teachers to prepare instructional literacy lessons and teach lessons. Course is for students who are already licensed teachers or who are seeking initial licensure. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, LIBS 679.

LIBS 669. Practicum in School Libraries. 3-9 Credits.
Course can be repeated an unlimited number of times. Students will work in a school library, participating fully in the administrative tasks, and collaborate with teachers to prepare instructional literacy lessons and teach lessons. Course is for students who are already licensed teachers or who are seeking initial licensure. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, and LIBS 679.

LIBS 674. Management and Leadership in Library and Information Studies. 3 Credits.
An examination of the critical issues concerning the leadership and management of a library. Students will explore the issues involved in building library programs to include considerations of physical space, budgetary decisions, and personnel.

LIBS 675. Administration, Management, and Evaluation of Libraries. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Entry-level course dealing with the planning, organization, and management of the school library media center. Includes professionalism and ethics in librarianship, facilities planning to impact student learning, and management of human resources.

LIBS 676. Library Media Services and the Curriculum. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisites: graduate standing and LIBS 675. Emphasis is on library services/ programs and the curriculum of the school. Includes techniques for curriculum design and development, information skills instruction, instructional partnerships, advocacy, implementation of an integrated library-media instructional program and public relations programs.

LIBS 677. Technical Services in Libraries. 3 Credits.
Describes the fundamentals of description, cataloging, processing, organizing, and accessing of materials. This includes on-line circulation systems, descriptive cataloging using AACR2R and MARC, Dewey Decimal Classification, and Sears Subject Headings. Also discusses bibliographic networks and utilities in technical services and the relationship of technical services procedures to the overall mission of the SLMC. Prerequisites: graduate standing.

LIBS 678. Selection, Evaluation and Utilization of Materials NK-12. 4 Credits.
Emphasis is on reading and evaluating current materials for children and young adults, researching reading/viewing/ listening preferences, analyzing studies dealing with literature/media, and selecting materials. Also includes collection analysis and development. Prerequisites: graduate standing, LIBS 642, and LIBS 675.

LIBS 679. Theory and Management of Reference and Information Retrieval. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisites: graduate standing and LIBS 675. Students evaluate, select, and use reference sources; explore strategies for teaching reference skills across the curriculum; use curriculum information to evaluate reference collections and prepare bibliographies; and explore issues related to reference services. Utilizes print as well as existing and emerging technologies.

LIBS 697. Independent Study in Library Science. 1-3 Credits.
This course is an independent study of special topics in Library Science. Prerequisites: Instructor approval required.

LIBS 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.

READING Courses
READ 612. Action Research in Reading, 3 Credits.
This course will introduce students to action research, a form of self-reflective, systematic inquiry by educators of their own practice. Students will learn about research methods, design, and implementation, and they will develop action research proposals based on a line of structured inquiry emanating from events occurring within their own classrooms. Teachers will study student learning related to their own teaching, a process which allows them to learn about their own instructional practices and to continue monitoring improved student learning. Conducting action research provides educators with an avenue to reflect on their own teaching practices with the aid of empirical data and engage in self-directed learning with the ultimate goal of improving student learning. Must have completed 15 Graduate credit hours in reading coursework.

READ 614. Foundations of Literacy Learning, 3 Credits.
Surveys theories and historical trends leading up to present day literacy instruction. Participants will learn how to incorporate application of current research to the methods and philosophies of teaching reading and writing. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support literacy and engaging learners.

READ 618. Approaches to Teaching Literature and Writing K-12. 3 Credits.
Lecture 3 hours, 3 credits. Explores the theory and practice of teaching literature, including young adult and children’s literature, and writing. Considers some of the characteristics of writing processes, the role of the teacher in structuring and responding to student writing, the role of the teacher in literary text selection, the relationships between writing and literacy understanding, and the authentic assessment of K-12 students’ reading, writing and learning.
READ 619. Word Study, Phonics, and Linguistics. 3 Credits.
Provides an overview of the field of linguistics, the scientific study of language and word study, an approach to spelling instruction that relies on an understanding of English orthography that incorporates instruction in phonics, spelling and vocabulary. Students will learn to recognize characteristics of readers and writers at different levels of development. The course provides multiple opportunities for hands-on practice and application.

READ 620. Multicultural Children's Literature and Literacy, 3 Credits.
Provides for the examination, evaluation, and use of multicultural library materials and resources for elementary and middle school children.

READ 622. Culturally Responsive Literacy for All Learners. 3 Credits.
Explores curriculum, instructions, materials and issues related to teaching literacy and language to diverse learners regardless of their ethnic, cultural, linguistic, cognitive, religious, gender, backgrounds, etc.

READ 625. Issues and Trends in Literacy Education. 3 Credits.
This course provides an opportunity for students to explore the critical trends and issues being debated within the field of Literacy Education. This course will provide students with an in-depth understanding of significant issues, trends, and practices in reading instruction at the K-12 level. The course is designed to deal with questions and problems of the type facing teachers, supervisors, and administrators. In addition to providing students with a deeper understanding of current trends and the latest literacy research, this course will also help students to critique issues and ideas surrounding informed instruction within literacy education.

READ 627. School-Wide Assessment and Professional Development, 3 Credits.
This course focuses on the literacy coach’s roles and responsibilities in conducting school-wide, needs-based assessments and planning professional development to align with assessments. Multiple perspectives and approaches to considering, piloting, and administering needs-based surveys and analyzing data for schools and school divisions are explored and practiced. Using results, data-based professional development planning is studied and practiced. Through interactive online instruction, lecture, projects, and reflective participation based upon the International Reading Association’s Standards and The Virginia Standards of Learning, a professional knowledge base will be developed. This course provides experiences on a variety of levels to further the development of the literacy coach within ODU’s Educator as Professional Framework.

READ 628. New Literacies, Digital Technologies, and Learning. 3 Credits.
This course is designed to provide a context in which in-service teachers can explore a range of “new” literacies and consider their relationships to school-based literacy education. Participants will explore these new literacies, specifically the socially immersive experiences of youth and their new media practices. These participating educators will examine the role of multimodality in literacy learning across the curriculum with an emphasis on how to bridge the digital literacies of students’ private lives with the traditional print practices valued in school. Teachers will gain insight into and understanding of how young people’s participation in a shifting media landscape can help shape and form learning and literacy in the 21st Century classroom.

READ 637. Problems in Reading Education. 3 Credits.
Lecture, 3 hours. 3 credits. Prerequisite: FOUN 612 and 15 hours in Reading Education. Presents an overview of current reading research and its application to instruction. Provides study and practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in reading education.

READ 680. Reading to Learn Across the Curriculum. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: Graduate standing. This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

READ 683. Diagnostic Teaching of Reading in the Classroom. 3 Credits.
Lecture 3 hours, 3 credits. Provides classroom teachers with strategies/techniques to employ to ongoing diagnosis and remediation through the use of informal and standardized tests to select appropriate instructional strategies for pupils’ existing reading capabilities.

READ 685. Organizing and Supervising Reading Program Development. 3 Credits.
Presents an overview of the total school reading program (K-12), and not only prepares the prospective reading supervisor to make decisions pertaining to the procurement of materials for the program but also explores modes for integrating reading into the general curriculum. Prerequisites: 9 graduate hours in reading.

READ 686. Advanced Language Development and Reading. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: Graduate standing. Explores current theories of cognitive development and their relationship to language development and reading as bases for evaluating methods and materials of teaching reading and the related communicative arts: spelling, writing, and speaking.

READ 689. Survey of Reading Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Surveys the linguistic, psychological, sociological, philosophical, and historical foundations of current reading pedagogy.

READ 693. Practicum in Reading. 3 Credits.
Hours to be arranged. Prerequisite: 15 hours in graduate reading to include READ 683 and permission of the instructor. This course provides graduate teachers with opportunities to practice and further refine their understandings of the reading process in clinical and classroom settings. Teachers provide both individual and group reading lessons with students from the local community. Advanced diagnostic tests of learning processes and intellectual capacity are covered. These advanced diagnostic techniques are in addition to those covered in the initial diagnostic reading course.

READ 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.

TCHNG LRNG - CURRIC INSTR Courses
TLCI 702. Historical and Contemporary Perspectives on Education. 3 Credits.
Lecture, 3 hours; 3 credits. The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 703. Perspectives and Inquiry in Curriculum and Instruction. 3 Credits.
Lecture, 3 hours; 3 credits. This course introduces a range of methodologies, theoretical perspectives, and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 704. Instruction Theories and Models. 3 Credits.
Lecture, 3 hours; 3 credits. Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 705. Critical Issues: Curriculum Research. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed.
TLCI 710. Models of Parent, Child, Social Interaction. 3 Credits.
Lecture, 3 hours. 3 credits. This course will examine the family with an emphasis on parent/child interactions. In addition, a model for ecological intervention will be discussed.

TLCI 721. Advanced Curriculum Design and Development. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Focuses on the process of building a curriculum, historical developments in curriculum design, alternative curricula, current and future trends in curricular innovations, and research in curriculum development.

TLCI 722. Curriculum Seminar in Content Areas. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Investigates the role and nature of the curriculum for particular subject-matter specialties — e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas.

TLCI 724. Readings in Contemporary Society. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Seeks the literature related to the issues and trends in contemporary society and provides educators with a substantive base in the philosophy, history, theory, strategies and multicultural perspectives relevant to curriculum development.

TLCI 726. Advanced Supervision of Reading Programs. 3 Credits.
Lecture 3 hours; 3 credits. Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 727. Advanced Practicum in Reading. 3 Credits.
3 credits. This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 728. Contemporary Issues in Literacy Research. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: M.S.Ed. in Reading Education. Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication.

TLCI 731. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 732. Visual Communication and Design for Instructional Environments. 3 Credits.
Lecture 3 hours; 3 credits. Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 735. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children’s voices; and consider implications for policy and practice.

TLCI 736. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
Lecture 3 hours; 3 credits. The influence of the home, the community and classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.

TLCI 737. Schools and Families: Enriching the Partnership. 3 Credits.
Lecture 3 hours; 3 credits. A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child’s education.

TLCI 739. Cross Cultural Perspectives in Early Childhood Education. 3 Credits.
Lecture 3 hours; 3 credits. This course will address the socialization process as a component of the broad perspective of a child’s life. Curriculum development and how it is affected by the cultural context of an educational system will be discussed, as well as the impact of current trends on research and pedagogy in early childhood education.

TLCI 740. Issues in Early Childhood Language and Literacy. 3 Credits.
Lecture, 3 hours; 3 credits. This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.

TLCI 741. Change Issues in Curriculum and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change.

TLCI 752. Curriculum Problems in Urban Schools and Society. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making.

TLCI 772. Advanced Developmental Process. 3 Credits.
Lecture 3 hours; 3 credits. This course is designed to examine the theoretical basis for alternative views of the nature of human development. Students’ understanding of topical areas in child development will be enhanced through an examination of current research in child development and relevant findings from cross-cultural study.

TLCI 774. Constructivist Teaching. 3 Credits.
Lecture 3 hours; 3 credits. This course addresses Piaget’s theory of cognitive and moral developments. Students will learn techniques for studying the behavior and development of young children. Analysis of constructivist research, replicated empirical work, and implications for planning learning environments and education programs for young children will be emphasized.

TLCI 788. Seminar in the Multicultural Environment. 3 Credits.
Lecture 3 hours; 3 credits. Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 795. Topics in Education. 1-3 Credits.
Lecture 1-3 hours; 1-3 credits. Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 797. Independent Study. 1-3 Credits.
Hours to be arranged; 1-3 credits. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 802. Historical and Contemporary Perspectives on Education. 3 Credits.
Lecture, 3 hours; 3 credits. The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

Department of Teaching & Learning 30
TLCI 803. Perspectives and Inquiry in Curriculum and Instruction. 3 Credits.
Lecture, 3 hours; 3 credits. This course introduces a range of methodologies, theoretical perspectives, and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 804. Instruction Theories and Models. 3 Credits.
Lecture 3 hours; 3 credits. Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 805. Critical Issues: Curriculum Research. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed.

TLCI 810. Models of Parent, Child, Social Interaction. 3 Credits.
Lecture, 3 hours. 3 credits. This course will examine the family with an emphasis on parent/child interactions. In addition, a model for ecological intervention will be discussed.

TLCI 821. Advanced Curriculum Design and Development. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Focuses on the process of building a curriculum, historical developments in curriculum design, alternative curricula, current and future trends in curriculum innovations, and research in curriculum development.

TLCI 822. Curriculum Seminar in Content Areas. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Investigates the role and nature of the curriculum for particular subject-matter specialties — e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas.

TLCI 824. Readings in Contemporary Society. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Surveys the literature related to the issues and trends in contemporary society and provides educators with a substantive base in the philosophy, history, theory, strategies, and multicultural perspectives relevant to curriculum development.

TLCI 826. Advanced Supervision of Reading Programs. 3 Credits.
Lecture 3 hours; 3 credits. Explores various models of supervision and relates them to the administration and supervision of reading programs. Students prepare the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 827. Advanced Practicum in Reading. 3 Credits.
3 credits. This course is designed for teachers who have completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 828. Contemporary Issues in Literacy Research. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: M.S.Ed. in Reading Education. Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication.

TLCI 831. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 832. Visual Communication and Design for Instructional Environments. 3 Credits.
Lecture 3 hours; 3 credits. Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 835. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children’s voices; and consider implications for policy and practice.

TLCI 836. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
Lecture 3 hours; 3 credits. The influence of the home, the community and classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.

TLCI 837. Schools and Families: Enriching the Partnership. 3 Credits.
Lecture 3 hours; 3 credits. A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child’s education.

TLCI 839. Cross Cultural Perspectives in Early Childhood Education. 3 Credits.
Lecture 3 hours; 3 credits. This course will address the socialization process as a component of the broad perspective of a child’s life. Curriculum development and how it is affected by the cultural context of an educational system will be discussed, as well as the impact of current trends on research and pedagogy in early childhood education.

TLCI 840. Issues in Early Language and Literacy. 3 Credits.
Lecture, 3 hours; 3 credits. This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.

TLCI 841. Change Issues in Curriculum and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change.

TLCI 845. Concepts and Contexts in School Librarianship. 3 Credits.
Will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. Includes a critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation.

TLCI 846. Frameworks for Best Practice in School Libraries. 3 Credits.
This course will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration. Emphasis will be placed on extensive reading in each area. In preparation for a future article submission, students will conduct a thorough literature review in a specific area of interest.
TLCI 847. Strategic Leadership for School Libraries. 3 Credits.
This course will focus on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities will include the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.

TLCI 848. Inquiry and Research in School Librarianship. 3 Credits.
This course will examine current research in the school library field and provide students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying their interpretations to solving problems for program improvement. A research proposal for an action research project will be prepared that meets the requirements of the Institutional Review Board (IRB) process. Prerequisites: TLCI 845, TLCI 846 and TLCI 847.

TLCI 852. Curriculum Problems in Urban Schools and Society. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making.

TLCI 868. Internship: Early Childhood. 3 Credits.
Independent research study allows the student to explore a topic of interest under the close supervision of a faculty member. The coursework may include directed readings, applied independent investigations – collaboration with a faculty member with a research project or carrying out an independent research project – and other activities deemed appropriate including grant proposal writing or programmatic evaluation work. Regardless of the nature of the experience, the work must culminate in a formal paper suitable for inclusion in a published research manuscript.

TLCI 872. Advanced Developmental Process. 3 Credits.
Lecture 3 hours; 3 credits. This course is designed to examine the theoretical basis for alternative views of the nature of human development. Students' understanding of topical areas in child development will be enhanced through an examination of current research in child development and relevant findings from cross-cultural study.

TLCI 874. Constructivist Teaching. 3 Credits.
Lecture 3 hours; 3 credits. This course addresses Piaget’s theory of cognitive and moral developments. Students will learn techniques for studying the behavior and development of young children. Analysis of constructivist research, replicated empirical work, and implications for planning learning environments and education programs for young children will be emphasized.

TLCI 875. Pedagogy of Teacher Education. 3 Credits.
An examination of the theoretical and practical foundations of an effective pedagogy of teacher education. The course will emphasize practitioner inquiry, such as self-study, action research, and teacher research, as a methodological approach to understanding and developing a pedagogy of teacher education.

TLCI 876. Grant Writing. 3 Credits.
This course provides students with an applied introduction to proposal and grant writing. Doctoral students who successfully complete the course will be prepared to seek external funding to support their continuing graduate studies and to support their future success as academics.

TLCI 877. Program Evaluation in Education. 3 Credits.
Lecture 3 hours; 3 credits. Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes but is not limited to design considerations, data utilization, and teacher evaluation. Both quantitative and qualitative strategies will be covered.

TLCI 888. Seminar in the Multicultural Environment. 3 Credits.
Lecture 3 hours; 3 credits. Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 891. Dissertation Seminar. 3 Credits.
Lecture 3 hours; 3 credits. This seminar helps ECI doctoral students develop their skills and knowledge about the research process and assists them in developing a dissertation proposal. Students engage in debate and critique their oral and written dissertation proposals. Successful completion of the class does not guarantee a successful dissertation proposal. Dissertation proposals are approved by the student’s dissertation committee.

TLCI 895. Topics in Education. 1-3 Credits.
Lecture 1-3 hours; 1-3 credits. Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 897. Independent Study. 1-3 Credits.
Hours to be arranged; 1-3 credits. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 899. Dissertation. 1-12 Credits.
1-12 credits. Prerequisites: graduate standing, successful completion of candidacy exam and permission of the instructor.

TLCI 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

TEACHING AND LEARNING-EDUCATION Courses
TLED 506. Teaching in the Multicultural Classroom. 3 Credits.
Lecture 3 hours; 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 468/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 301 or TLED 290 or TLED 608, TLED 430 or TLED 617, 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 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 301 or TLED 290 or TLED 608, TLED 430 or TLED 617, 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 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 I 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; 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 Child Development Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS I 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 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 PRAXIS II in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on the Virginia Reading Assessment (VRA) 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 PRAXIS I 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 2.75, and a criminal background check. (qualifies as a CAP experience).

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

TLED 596. Topics in Education, 1-3 Credits.
Lecture 1-3 hours; 1-3 credits. Prerequisite: graduate standing. Cannot be applied to a Master of Science in Education degree in the Department of Educational Curriculum and Instruction. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation.

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.
Prerequisites: graduate standing. 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 prek-6, 6-8, or 6-12 grade level.

TLED 615. Teaching in the Middle School, 4 Credits.
Lecture 4 hours; 4 credits. Prerequisite: Graduate standing. 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.

TLED 616. Design for Effective Instruction, 3 Credits.
Lecture 3 hours; 3 credits. Assists students in the organization of research on effective teaching for application in diversified classroom settings. Decision-making in the areas of content, learner behavior, and teacher behavior is stressed. Students learn the fundamentals of lesson design and basic instruction through a unit plan project and teaching vignettes.
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.
1 hour on-line module. 1 credit. Prerequisite: Licensed teacher, 3 years of experience, recommendation from school division. 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.

TLED 624. Curriculum Development Principles & Practices in Elementary Schools. 3 Credits.
This course will engage students in the ongoing 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 and understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 630. Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas. 3 Credits.
Lecture 3 hours, 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 634. Problems of Teaching in 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 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 635. Problems of Teaching in 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 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. 3 credits. Prerequisite: 15 graduate hours in education, including all core courses. Explores in depth a variety of current topics, trends and concerns in K-12 education.

TLED 640. The Management of Learning and Instruction. 3 Credits.
Lecture 3 hours; 3 credits. Explores problems and develops individual projects in many aspects of education and describes learners—how they learn and how teachers can facilitate their learning.

TLED 644. Diversity and Equity in Elementary Education. 3 Credits.
This course focuses on factors of diversity and social justice that affect 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 645. Diversity and Equity in Secondary Education. 3 Credits.
This course exposes secondary teachers to a variety of diversity and social justice issues associated with secondary teaching at the school, local, state, and national levels. The course will help teachers learn how to critique and challenge problems of diversity, equity, and social justice often present in their teaching and school contexts, and it will provide opportunities for them to contemplate ideas/problems for investigation in the practitioner inquiry project required for the degree.

TLED 652. Language Arts in the Elementary/Middle School. 3 Credits.
Lecture 3 hours; 3 credits. Prerequisite: graduate standing. 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.

TLED 655. Social Studies in the Elementary/Middle School. 3 Credits.
Lecture 3 hours; 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; 9 credits. 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. 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.

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 668. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks; 9 credits. Prerequisites: completion of an approved program in teacher education PreK-6, 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. Available for pass/fail grading only. Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.

TLED 669. Internship/Student Teaching and Seminar. 3-9 Credits.
Five days per week for 6-14 weeks; 3-9 credits. 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 at least 2.75. GPA of 3.0 required for graduate programs.

TLED 670. Assessment and Evaluation. 3 Credits.
Lecture 3 hours; 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 675. 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.

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.
Lecture. 3 cr. 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 these 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.
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.
Lecture 3 hours; 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.
Lecture 1-3 hours; 1-3 credits. Prerequisite: Graduate standing. Provides opportunities for graduate students to explore current topics, trends and issues related to curriculum, instructional strategies, and evaluation.

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

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 exemplary and critically minded
practitioner, curriculum decision-maker, researcher, advocate, and facilitator
of job-embedded professional development.

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.