**Teaching & Learning**

**Web Site:** http://www.odu.edu/teaching

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, Elementary, Reading, and Secondary Education, and the Doctor of Philosophy in Education degree with concentrations in Early Childhood, Literacy Leadership, and Curriculum and Instruction. Programs leading to the Master of Science in Education degree include the linked 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's 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 and programs for licensed teachers in Reading, including the Reading Specialist endorsement and the Field-Based Master's Program.

**Teacher Education—Primary/Elementary Undergraduate/Graduate—Early Childhood, PreK-3 or Elementary Education, PreK-6, Initial Licensure Program Requirements**

Undergraduate students who plan to teach in primary (grades PreK-3) or elementary schools (grades PreK-6) are required to pursue the Bachelor of Science degree interdisciplinary studies major, teacher preparation concentration, primary/elementary emphasis through the College of Arts and Letters, as well as a fifth year graduate program leading to a Master of Science in Education degree with initial licensure in the Darden College of Education. Please see the College of Arts and Letters (http://catalog.odu.edu/previous/2016-2017/undergraduate/collegeofartsletters) section of this Catalog for full and specific requirements in any prospective teaching subject in secondary education. In addition, to be eligible for state licensure to teach in secondary schools, students must complete requirements (listed below by subject area) in the Darden College of Education.

**Admission, Continuance, and Exit Requirements Admission**

Students must:

1. Have an overall grade point average of 2.75 and a 2.75 in the academic major and the professional education core.
2. Achieve passing scores (as established by the Commonwealth of Virginia) on the PRAXIS I Academic Skills Assessment or PRAXIS Core or the SAT or ACT as follows:
   a. Passing PRAXIS I composite score of 532 by December 31, 2013; or
   b. Passing PRAXIS Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
   c. Approved substitute test scores:
      1. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      2. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
      3. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
      4. ACT composite score of 24 with ACT mathematics score of at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
      5. PRAXIS I Math test score of 178 by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
      6. PRAXIS Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
      7. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or

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<tr>
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<tbody>
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<td>3</td>
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<tr>
<td>TLED 430</td>
<td>PK:12 Instructional Technology</td>
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</tr>
<tr>
<td>TLED 432</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TLED 435</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<td>TLED 478</td>
<td>Integrating Instruction Across the Curriculum PreK-6</td>
<td>3</td>
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<tr>
<td>TLED 479</td>
<td>Classroom Management and Practice PreK-3; PreK-6</td>
<td>3</td>
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<tr>
<td>STEM 433</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
<td>3</td>
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<tr>
<td>STEM 434</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
<td>3</td>
</tr>
<tr>
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Total Hours: 33

Please refer to the Graduate Catalog (http://catalog.odu.edu/previous/2016-2017/graduate) for master's degree requirements for the graduate portion of the initial licensure programs in PreK-3 and PreK-6.
8. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite VCLA score of 470; or  
9. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or  
10. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470.  
   Note: ACT scores taken prior to 1989 are not valid.  

3. Submit to the director of Teacher Education Services an application form containing recommendations from two faculty members familiar with their work. (These forms may be obtained either in the Office of Teacher Education Services or in the appropriate chair's office in either the College of Arts and Letters or the College of Sciences.)  

No courses in the academic major or professional education in which the student has made below a C (depending on the program) will be accepted toward meeting requirements in the College of Education. Students should be formally admitted to teacher education before taking:

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<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
<td>3</td>
</tr>
<tr>
<td>TLED 455</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>STEM 453</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
<td>3</td>
</tr>
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<td>STEM 454</td>
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</tbody>
</table>

**Continuance**  
Students must:

1. Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core.  
2. Successfully complete TLED 301 and a subsequent practicum.  
3. Be approved for teacher internship by the faculty.  
4. Pass the VCLA.  
5. Pass PRAXIS II in order to participate in the teacher internship. Passing scores must be attached to the teacher internship application.  
6. A clearance background check must be completed prior to placement in a field experience required for any observation and practicum courses and for the teacher candidate internship. For more information please review the clearance background check policy on the Teacher Education Services website: http://www.odu.edu/tes  

**Exit**  
Students must:

1. Have minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core.  
2. Successfully complete prescribed student teaching experiences.  
3. Have an exit interview.  
4. Have completed all course requirements. No courses in the academic major in which the student has made below a C (depending on the program) will be accepted toward meeting requirements in the College of Education.

**Professional Education Course Requirements—Secondary**  

**Art Education**  
(This program leads to Licensure, K-12)  

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<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
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**Dance Education**  
(This program leads to Licensure, K-12)  

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<td>3</td>
</tr>
<tr>
<td>TLED 360</td>
<td>Classroom Management and Discipline</td>
<td>2</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
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<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
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<tr>
<td>ARTS 407</td>
<td>Art Education Practicum</td>
<td>2</td>
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<tr>
<td>ARTS 408</td>
<td>Student Teaching Seminar</td>
<td>1</td>
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**English Education**  

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</tr>
<tr>
<td>TLED 483</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
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**Foreign Language Education**  
This program leads to Licensure to teach French, German, and/or Spanish. Students wanting to be certified to teach a foreign language must have a grade point average of at least 2.75 in the language and are strongly encouraged to participate in a structured learning experience in a country where the language is spoken. No course in the language with lower than a C (2.00) grade will be counted toward the degree or toward the number of credits required for student teaching. In addition, students must receive passing scores on language proficiency exams before they are approved for a student teaching assignment.

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SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 406  Students with Diverse Learning Needs in the General Education Classroom  3
FL 452  Methods for Teaching Foreign Languages in Pre-K through Grade 12  3
FL 456  Seminar in Foreign Language Teacher Education  1

Total Hours  33

History/Social Sciences Education
TLED 301  Foundations and Introduction to Assessment of Education  3
TLED 360  Classroom Management and Discipline  2
TLED 408  Reading and Writing in Content Areas  3
TLED 430  PK-12 Instructional Technology  3
TLED 455  Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies  3
TLED 483  Seminar in Teacher Education  1
TLED 485  Teacher Candidate Internship  12
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 406  Students with Diverse Learning Needs in the General Education Classroom  3

Total Hours  33

Music Education
(This program leads to Licensure K-12)
TLED 301  Foundations and Introduction to Assessment of Education  3
TLED 360  Classroom Management and Discipline  2
TLED 408  Reading and Writing in Content Areas  3
TLED 485  Teacher Candidate Internship  12
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 406  Students with Diverse Learning Needs in the General Education Classroom  3

Total Hours  33

Select one of the following concentrations:

Vocal
MUSC 401  Music Education: Elementary Vocal and General Methods
MUSC 402  Music Education: Practicum (Elementary Vocal and General)
MUSC 403  Music Education: Secondary Vocal Methods
MUSC 404  Music Education: Practicum (Secondary Vocal)

Instrumental
MUSC 401  Music Education: Elementary Vocal and General Methods
MUSC 402  Music Education: Practicum (Elementary Vocal and General)
MUSC 407  Music Education: Secondary Instrumental Methods
MUSC 408  Music Education: Practicum (Secondary Instrumental)

Total Hours  32

Theatre Education
(This program leads to Licensure K-12)
TLED 301  Foundations and Introduction to Assessment of Education  3

Total Hours  3

TEACHING AND LEARNING-EDUCATION Courses
TLED 290. Education for the 21st Century. 3 Credits.
This course is designed for use with dual enrollment classes that are approved by the Darden College of Education and are using the Teachers for Tomorrow curriculum. The course introduces the historical, philosophical, and sociological foundations and contemporary issues of American public education, and includes the use and analysis of assessment data and the construction and interpretation of assessments. Students are expected to independently register for and take the Praxis I examination while enrolled in this course. Students in PreK-6 programs will complete a 15 hour observation/participation experience in a primary setting (preK-3) and a 15 hour observation/participation experience in an upper elementary (4-6) setting; students in 6-12 or 6-8 programs will complete a 30 hour observation/participation experience in an appropriate 6-12 setting. (qualifies as a CAP experience).

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

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

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

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

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

Add-on Endorsements
Add-on endorsements are available in algebra I, computer science, English as a second language, journalism, and most other grade 6-12 areas. For information, please contact the Office of Teacher Education Services.
TLED 408. Reading and Writing in Content Areas. 3 Credits.
This course examines and promotes literacy development in all content areas, including the development and use of disciplinary comprehension and writing/production skills. Students will explore and consider a repertoire of questioning strategies, and strategies in literal, interpretive, critical, analytical, and evaluative comprehension across the curriculum, grades 6-12.
Prerequisites: SEPS 297, MUSC 300, or TLED 301, TLED 430, STEM 351 or MUSC 335T, SPED 313.

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

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

TLED 435/535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote 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 301 or TLED 290 and TLED 430.

TLED 451/551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Prerequisites: TLED 301 or TLED 290 or TLED 430 or SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 455/555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in social studies, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 483. Prerequisites: TLED 301 or TLED 290, TLED 430, SPED 313, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 468/568. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.
This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed. Prerequisites: junior standing.

TLED 474/574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.
This course addresses current issues related to children and families in early childhood settings. Contemporary research on educational and formative assessment practices related to the education of young children will be discussed through critical exploration. This course will also have an associated 40 hour practicum (20 hours in an infant or toddler classroom and 20 hours in a preschool age classroom). Prerequisites: junior standing required.

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

TLED 478/578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.
Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in 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 2.8 and at least two of the following courses: TLED 432/532, TLED 435/535, TLED 478/578; STEM 433/533, and STEM 434/534.

TLED 479/579. Classroom Management and Practice PreK-3; PreK-6. 3 Credits.
Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners founded in empirically based practice. The field based component (70 hours) includes participation in PreK-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the Prek-3 program are required to complete 35 hours in the Child Development Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or 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 and overall GPA of at least 2.8 and at least two of the following courses: TLED 432/532, 435/535, 478/578; STEM 433/533, 434/534.

TLED 483/583. Seminar in Teacher Education. 1 Credit.
Explores issues, problems, concerns, and processes related to teaching and to entering the profession of teaching. Passing 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. Pre- or corequisite: TLED 451/TLED 551 or STEM 453/STEM 553 or STEM 454/STEM 554 or TLED 455/TLED 555.
TLED 485. Teacher Candidate Internship. 12 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: completion of all course work in an approved program in teacher education, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate PRAXIS II content examination, passing score on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75 and a criminal background check. (qualifies as a CAP experience).

TLED 486/586. Student Teaching for Special Endorsement. 3-6 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on PRAXIS 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 490. The Child and the Family: PreK-3. 3 Credits.
This course examines the familial lives of young children (Birth through Grade 3) and supports understandings of working with parents and families in early childhood. Family systems theory provides the basis for study and guides understandings of contemporary family structures. The stages of the family life cycle are explored; principles of healthy family functioning are emphasized to promote healthy growth for children. Prerequisites: instructor approval required.

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

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

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

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

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