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, Language, Literacy & Culture, 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 advanced programs such as 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, 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
- Elementary Education, PreK-6, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure
- Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Licensed Teachers
- Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)
- 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
- 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, 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

**Mathematics and Science Education Programs**
- Master of Science in Education with Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure 6-12 - Mathematics
- Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure - Secondary - Science
- Master of Science in Education for Licensed Teachers - Elementary – Science
- Master of Science in Education for Licensed Teachers - Secondary – Science
- 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, Language, and Culture 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, Language, and Culture 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 and Professional Studies 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 and Professional Studies 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 and Professional Studies. 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 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 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 Department of Teaching & Learning
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 continuance and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This 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 or the Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

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

Prescribed Virginia Board of Education Professional Assessments for Licensure

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

1. Virginia Communication and Literacy Assessment (VCLA) passing composite score of 470;
2. Praxis 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

The Master of Science in Education, Early Childhood Research Concentration provides early childhood 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 early childhood teachers who wish to pursue a doctoral degree, but is also for early childhood teachers who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Teachers completing the program enhance their ability to...
Students must:

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 if already licensed in early childhood education.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

**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 a general undergraduate GPA of 2.8 or better;
3. submit an application of interest;
4. submit official copies of all transcripts;
5. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
6. have an interview with the graduate program director.

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 3.00 GPA;
2. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements; and
7. submit an application for graduation.

**Program Requirements**

Students enrolled in the 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 and Professional Studies. 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; or developing an enacting an internship proposal, and successfully defending comprehensive exams.

**Curriculum**

**Required Research Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 735</td>
<td>Researching with Children: Contemporary</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Perspectives on the Child in Research</td>
<td></td>
</tr>
<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary Grades</td>
<td></td>
</tr>
</tbody>
</table>

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 700</td>
<td>Social/Emotional Aspects of Child Development</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 736</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 740</td>
<td>Issues in Early Childhood Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>TLED 734</td>
<td>Problems of Teaching in the Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Experience - Choose 1 of 2 Options**

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Internship Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 699</td>
<td>Thesis</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</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 and Professional Studies.

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 may be accepted 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 grade point average. 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 and Professional Studies.

Curriculum

Prerequisite *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tbody>
</table>

5 Department of Teaching & Learning

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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 and Professional Studies 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section 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 toward licensure in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission.

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 and Professional Studies.

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

Prerequisite Courses

<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>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>
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</table>

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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 and Professional Studies 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 faculty preparation, policy, and administrative leadership.

Department of Teaching & Learning
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), and elementary generalist. 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 Pre-K-8.

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

3101 Education Building
757-683-3284

Abha Gupta, Graduate Program Director
Arminda Israel, 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) or Non-Interdisciplinary Studies (those with other non-teaching undergraduate degrees). 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, Pre-K-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. 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   g. SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   h. SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
   i. ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   j. 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 and Professional Studies.
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 and Professional Studies.
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.

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 and Professional Studies.

**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**

<table>
<thead>
<tr>
<th>Graduate Professional Education Courses</th>
<th>Total Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 500     Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>TLED 690     The Child and the Family</td>
<td>3</td>
</tr>
<tr>
<td>READ 680     Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 642     Children’s Literature Across the Curriculum, PK-8</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 641     Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677     Advanced Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>TLED 679     Advanced Classroom Management and Practicum in PreK-6</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583     Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 668     Internship/Student Teaching and Seminar</td>
<td>9</td>
</tr>
<tr>
<td>Total Hours                                                                                             31</td>
<td></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 want 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   g. SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   h. SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
   i. 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 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 and Professional Studies.

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 and Professional Studies.

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.

**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:
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 coursework, 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 and Professional Studies.

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

<table>
<thead>
<tr>
<th>Prerequisite Undergraduate Professional Education Classes</th>
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</tr>
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<tbody>
<tr>
<td>TLED 532 Developing Instructional Strategies PreK-6: Language Arts</td>
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<tr>
<td>TLED 535 Developing Instructional Strategies PreK-6: Social Studies</td>
<td></td>
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<tr>
<td>TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td></td>
</tr>
<tr>
<td>TLED 608 Foundations of Education and Instructional Assessment</td>
<td></td>
</tr>
<tr>
<td>SPED 613 Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>TLED 617 Digital Age Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>STEM 533 Developing Instructional Strategies PreK-6: Mathematics</td>
<td></td>
</tr>
<tr>
<td>STEM 534 Developing Instructional Strategies PreK-6: Science</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Professional Education Courses</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 579 Classroom Management and Practice PreK-3; PreK-6</td>
<td></td>
</tr>
<tr>
<td>SPED 506 Students with Diverse Learning Needs in the General Education Classroom</td>
<td></td>
</tr>
<tr>
<td>TLED 690 The Child and the Family</td>
<td></td>
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<tr>
<td>READ 680 Reading to Learn Across the Curriculum</td>
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| LIBS 642 | Children’s Literature Across the Curriculum, PK-8 |
| FOUN 641 | Assessment and Evaluation of Student Learning |
| TLED 677 | Advanced Child Development Theory and Research |
| TLED 679 | Advanced Classroom Management and Practicum in PreK-6 |
| TLED 583 | Seminar in Teacher Education |
| TLED 668 | Internship/Student Teaching and Seminar |

Total Hours 58

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 and Professional Studies 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.

Elementary Education, PreK-6, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Abha Gupta, Graduate Program Director
Arminda Israel, 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 and Professional Studies. 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
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 and Professional Studies.

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>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>12</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td></td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
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Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td></td>
</tr>
<tr>
<td>STEM 533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
<td></td>
</tr>
<tr>
<td>STEM 534</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
<td></td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td></td>
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<td>TLED 532</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
<td></td>
</tr>
<tr>
<td>TLED 535</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
<td></td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td></td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
<td></td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
<td></td>
</tr>
</tbody>
</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 and Professional Studies 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 a 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:

Department of Teaching & Learning 10
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. 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section 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 website.

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

3. 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 and Professional Studies.

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.

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 (https://www.odu.edu/education/resources/conduct-of-research-instructions/#Wj4dRUI1GLM) (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 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 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 and Professional Studies.

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.
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 undergraduate endorsement areas selected from the following:

Mathematics * 23-29
English * 21
Science * 21
Social Studies * 21
Education Courses taken at the graduate level 38

* Minimum hours to satisfy requirement.

Please note: 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 and Professional Studies.

**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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

1. A cumulative undergraduate GPA of 2.75 is required for admission.
2. 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 and Professional Studies.
3. 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.
4. 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.
5. 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.
6. A clearance background check must be completed prior to the start of the Teacher Candidate Internship Orientation session.
7. 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.

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 and Professional Studies.
5. Successful completion of the Teacher Candidate Internship.
6. Completion of all course requirements, and
7. Submission of an application for Virginia licensure.

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 college algebra, probability and statistics, pre-calculus I and II, calculus I, number systems & discrete math, geometry, linear algebra and computer programming to satisfy the requirements for the Algebra I endorsement; 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>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students</td>
<td>3</td>
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<tr>
<td></td>
<td>with Diverse Learning Needs</td>
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<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
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**Graduate Professional Education Courses**

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<th>Credits</th>
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<td>Students with Diverse Learning Needs in the General</td>
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<td></td>
<td>Education Classroom</td>
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</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
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</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
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</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
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<td></td>
<td>Select two from the following:</td>
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<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Middle/High School: English</td>
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</tr>
<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Middle/High School: Social Studies</td>
<td></td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Middle/High School: Mathematics</td>
<td></td>
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<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in</td>
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<tr>
<td></td>
<td>the Middle/High School: Science</td>
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<tr>
<td>TLED 666</td>
<td>Internship/Student Teaching and Seminar</td>
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**Total Hours**

38

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies 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.
The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish 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, 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master's degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the elementary grades.

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.

Curricula for the program include specific courses that emphasize the interdisciplinary nature of teaching in diverse settings. Topics addressed in courses include curricular and pedagogical principles, assessment, English language learners, teaching in the digital age, and culturally responsive teaching. Students also learn to engage in reflective inquiry and how to conduct practitioner inquiry that directly transforms instructional practice and beliefs about teaching. The program has four component areas:

1. General core;
2. Research core;
3. Elementary emphasis area; and
4. Capstone experience.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

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 for elementary or middle school education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. 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. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements;
7. submit an application 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 and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Common Core</th>
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</thead>
<tbody>
<tr>
<td>TLCI 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction 3</td>
</tr>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools 3</td>
</tr>
<tr>
<td>TLED 775</td>
<td>English Language Learners in the PK-12 Classroom 3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader 3</td>
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<tr>
<th>Research Core</th>
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<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning 3</td>
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<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades 3</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>TLED 724</td>
<td>Curriculum Development Principles and Practices in Elementary Schools 3</td>
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<td>Problems of Teaching in the Elementary Grades 3</td>
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<td>Diversity and Equity in Elementary Education 3</td>
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Capstone Experience - Choose 1 of 2 Options

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<tr>
<td>TLED 699</td>
<td>Thesis</td>
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<tbody>
<tr>
<td>TLCI 668</td>
<td>Internship in Curriculum and Instruction 3</td>
</tr>
</tbody>
</table>

Total Hours 33

Brandon Butler, Graduate Program Director

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

3101 Education Building
757-683-3264

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. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements;
7. submit an application 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 and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

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<td>Internship in Curriculum and Instruction 3</td>
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</tbody>
</table>

Total Hours 33

Brandon Butler, Graduate Program Director
**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.

**Admission**

All students must apply for and be admitted into the approved M.S.Ed in Secondary Education, 6-12, with initial licensure program. 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
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- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section 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. 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 and Professional Studies.
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

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<td>Foundations of Education and Instructional Assessment</td>
<td>34</td>
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<td>Digital Age Teaching and Learning</td>
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<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
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<td>READ 680</td>
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<td></td>
</tr>
<tr>
<td>SPED 517</td>
<td>Collaboration and Transitions</td>
<td></td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (co-requisite with Instructional Strategies)</td>
<td></td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td></td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following four that corresponds to subject (content) area:

<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 37

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies 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, Secondary Education program for licensed teachers is designed for those who wish 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 conduct powerful educational research that has a direct impact upon their individual practice and school settings. 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, with 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master’s degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the secondary grades.

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.

Curricula for the program include specific courses that emphasize the interdisciplinary nature of teaching in diverse settings. Topics addressed in courses include curricular and pedagogical principles, assessment, English language learners, teaching in the digital age, and culturally responsive teaching. Students also learn to engage in reflective inquiry and how to conduct practitioner inquiry that directly transforms instructional practice and beliefs about teaching. The program has four component areas:

1. General core;
2. Research core;
3. Elementary emphasis area; and
4. Capstone experience.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

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 for middle school or secondary education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;

Department of Teaching & Learning
7. submit two letters of professional reference for this program of study; and
8. 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. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
2. successfully complete the thesis/internship requirement;
3. have an exit interview (online);
4. have completed all course requirements; and
5. submit an application 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 and Professional Studies. It is the responsibility of the student to confer with the assigned director for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

**Curriculum**

**Common Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLED 775</td>
<td>English Language Learners in the PK-12 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 735</td>
<td>Problems of Teaching in the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 745</td>
<td>Diversity and Equity in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Experience - Choose 1 of 2 Options**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLED 699</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Internship Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLCI 668</td>
<td>Internship in Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**

33

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**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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 or

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 and Professional Studies.

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.

**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 Seminar 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 and Professional Studies.

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 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>Credits</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 Instructional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

*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.

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 Core sections 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section 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 and Professional Studies.

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.

Continuance

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRUI1TGLM) (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 and Professional Studies.

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

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440/540</td>
<td>General Linguistics (fall only)</td>
</tr>
</tbody>
</table>

Select one from the following:

- Foreign Language
- English for foreign speakers

Academic Content courses in English

<table>
<thead>
<tr>
<th>ENGL 677</th>
<th>Language and Communication Across Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 679</td>
<td>First and Second Language Acquisition</td>
</tr>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL (spring only)</td>
</tr>
</tbody>
</table>

Select one from the following:

- ENGL 542 | English Grammar |
- ENGL 550 | American English |
- ENGL 672 | Syntax |
- ENGL 678 | Sociolinguistics |

Graduate Professional Education

<table>
<thead>
<tr>
<th>TLED 608</th>
<th>Foundations of Education and Instructional Assessment</th>
</tr>
</thead>
<tbody>
<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 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>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 636</td>
<td>Problems in Education</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar (student teaching)</td>
</tr>
</tbody>
</table>

Total Hours | 51

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies 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
• 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 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section 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 and Professional Studies.

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.

Continuance
1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGJL) (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 professional assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit
Requirements for completion are as follows:
1. a minimum cumulative 3.00 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 and Professional Studies.

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 6
ENGL 440/540 General Linguistics

Select one from the following:

Foreign Language
English for foreign speakers

Academic Content courses in English 12
ENGL 677 Language and Communication Across Cultures
ENGL 679 First and Second Language Acquisition
ENGL 670 Methods and Materials in TESOL

Select one from the following:
ENGL 542 English Grammar
ENGL 550 American English
ENGL 672 Syntax
ENGL 678 Sociolinguistics

Professional Education 33
TLED 608 Foundations of Education and Instructional Assessment
SPED 613 Human Growth and Development
Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies 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, 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; 
7. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and 
8. Submit an online application (https://www.odu.edu/admission/graduate) which includes an essay and recommendations, an official transcripts to the MSED in Reading Education program.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. 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 reading education.

**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; 
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.

**Area I: Required Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 612</td>
<td>Action Research in Reading</td>
<td>3</td>
</tr>
<tr>
<td>READ 614</td>
<td>Foundations of Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>READ 619</td>
<td>Word Study, Phonics, and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>READ 622</td>
<td>Culturally Responsive Literacy for All Learners</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</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 685</td>
<td>Organizing and Supervising Reading Program</td>
<td>3</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
<td>3</td>
</tr>
<tr>
<td>READ 693</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area II: Electives (select 1)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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>
</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).

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:

- READ 614 Foundations of Literacy Learning
- READ 627 School-Wide Assessment and Professional Development
- READ 628 New Literacies, Digital Technologies, and Learning
- READ 685 Organizing and Supervising Reading Program Development

Total Hours 12

Doctor of Philosophy, Education

- Curriculum and Instruction Concentration

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, Language, & Culture 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, Language, & Culture

The Literacy, Language, & Culture Emphasis provides a unique focus to prepare individuals as literacy scholars and researchers in higher education, literacy professionals for leadership and supervisory roles in K-12 school divisions, 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>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

Students must also have the following or equivalent:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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) ** 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
</tbody>
</table>

Choose one course from EACH of the following block pairs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
</tr>
<tr>
<td>or FOUN 870</td>
<td>Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
</tr>
<tr>
<td>FOUN 815</td>
<td>Advanced Qualitative Research</td>
</tr>
<tr>
<td>or FOUN 813</td>
<td>Program Evaluation in Education</td>
</tr>
</tbody>
</table>

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) ** 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 802</td>
<td>Historical and Contemporary Perspectives on Education</td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
</tr>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
</tr>
<tr>
<td>TLCI 805</td>
<td>Critical Issues: Curriculum Research</td>
</tr>
</tbody>
</table>

Select one of the following concentrations 15

** Literacy Leadership Concentration (required) **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 826</td>
<td>Advanced Supervision of Reading Programs</td>
</tr>
<tr>
<td>TLCI 827</td>
<td>Advanced Practicum in Reading</td>
</tr>
<tr>
<td>TLCI 828</td>
<td>Contemporary Issues in Literacy Research</td>
</tr>
<tr>
<td>ELS 787</td>
<td>Pupil Personnel Services for Diverse Populations</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
</tr>
</tbody>
</table>

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

Early Childhood Education ** and ****

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 800</td>
<td>Social/Emotional Aspects of Child Development</td>
</tr>
<tr>
<td>TLCI 835</td>
<td>Researching with Children: Contemporary Perspectives on the Child in Research</td>
</tr>
<tr>
<td>TLCI 895</td>
<td>Topics in Education ((Internship))</td>
</tr>
<tr>
<td>TLCI 836</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
</tr>
<tr>
<td>TLCI 840</td>
<td>Issues in Early Language and Literacy</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I Approved Course 1</td>
<td></td>
</tr>
<tr>
<td>C&amp;I Approved Course 2</td>
<td></td>
</tr>
</tbody>
</table>
Candidates must:

Exit

Candidates must maintain a grade point average of 3.00.

Continuance

Candidates must maintain a grade point average of 3.00.

Curriculum

A minimum of 33 semester credits are required. The courses for completion of the degree program are listed below.

Education Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 651</td>
<td>Differentiation of Mathematics Instruction for Diverse Student Populations</td>
<td>3</td>
</tr>
<tr>
<td>STEM 660</td>
<td>Action Research for Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>STEM 661</td>
<td>Mathematics Specialists as Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>STEM 662</td>
<td>Mathematical Assessment for Data Driven Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPD 601</td>
<td>Number and Operations for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 602</td>
<td>Geometry and Measurement for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 603</td>
<td>Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 604</td>
<td>Probability and Statistics for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 605</td>
<td>Algebra and Functions for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 33

Master of Science in Education with Initial Licensure 6-12 - Mathematics

There are a number of individuals who have earned B.S. or B.A. degrees who now want to obtain a master’s degree leading to licensure as a secondary school teacher. In the program, students complete (or have completed) a minimum of 32 credits of undergraduate courses in one endorsement area (mathematics) and an additional 31-34 credits of education courses at the graduate level.

Students seeking this degree need to apply through the Department of Teaching and Learning.

Mathematics Education Specialist Endorsement (PK-8)

This endorsement program leads to a Mathematics Specialist (PK-8) endorsement for individuals with a current Virginia license and a master's degree related to teaching elementary or middle school mathematics. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences.

Admission

Candidates must:

- Have 3 years of successful classroom experience in teaching mathematics;
- Hold a bachelor's degree from a regionally accredited college/university;
- Hold the Virginia Collegiate Professional License or an equivalent license from another state.
- Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
- Achieve a satisfactory score (as established by the Department of Educational Curriculum and Instruction) on the Graduate Record Examination or the Miller Analogies Test; and
- Submit an application for graduation.

Master of Science in Education - Elementary Education - with Mathematics Education Specialist Endorsement (PK-8)

This graduate program leads to a Master’s of Science in Education degree. Elementary major, with the Mathematics Specialist (PK-8) endorsement. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences.

Admission

Candidates must:

- Have 3 years of successful classroom experience in teaching mathematics;
- Hold a bachelor's degree from a regionally accredited college/university;
- Hold the Virginia Collegiate Professional License or an equivalent license from another state;
- Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
- Achieve a satisfactory score (as established by the Department of Educational Curriculum and Instruction) on the Graduate Record Examination or the Miller Analogies Test; and
- Submit an application for graduation.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. 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 director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:
• Hold the Virginia Collegiate Professional License or an equivalent license from another state.
• Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
• Achieve a satisfactory score (as established by the Department of Teaching and Learning) on the Graduate Record Examination or the Miller Analogies Test; and
• Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. 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 director for the program.

**Continuance**
Candidates must maintain a grade point average of 3.00.

**Exit**
Candidates must:
• Have a 3.00 grade point average;
• Have completed all course requirements;
• Have completed a professional learning portfolio; and
• Submit an application for graduation.

**Curriculum**
A minimum of 21 semester credits are required. The courses for completion of the endorsement program are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPD 601</td>
<td>Number and Operations for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 602</td>
<td>Geometry and Measurement for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 603</td>
<td>Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 604</td>
<td>Probability and Statistics for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 605</td>
<td>Algebra and Functions for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>STEM 661</td>
<td>Mathematics Specialists as Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>STEM 668</td>
<td>Internship for Mathematics Specialist</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

**Master of Science in Education with Initial Licensure 6-12 - Science**
There are a number of individuals who have earned B.S. or B.A. degrees who now want to obtain a master’s degree leading to licensure as a secondary school teacher. In the program, students complete (or have completed) a minimum of 32 credits of undergraduate courses in one endorsement area (earth science, chemistry, biology, or physics) and an additional 31-34 credits of education courses at the graduate level.

**Students seeking this degree need to apply through the Department of Teaching and Learning.**

**Master of Science in Education, Elementary Education, for Licensed Teachers**
The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish 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.

**Students seeking this degree need to apply through the Department of Teaching and Learning.**

**Master of Science in Education for Licensed Teachers, 6-12 - Science**
The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish 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 conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level.

**Students seeking this degree need to apply through the Department of Teaching and Learning.**

**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.**
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. Prerequisites: LIBS 675.

**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.**
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. Prerequisites: graduate standing.
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 656. User Services and Programming. 3 Credits.
An overview of the planning, evaluation, and administration of programs and services designed to meet the needs and interests of individuals and groups in libraries and other information spaces.

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 660. 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, instruction, and/or other programming and services. Students taking this course for school library endorsement may have additional requirements/prerequisites. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, LIBS 679.

LIBS 668. Internship in Libraries and Information Workplaces. 1-9 Credits.
Students will work in a library or related workplace, fully participating in the day-to-day operations including administrative tasks, instruction, and/or other programming and services. Students taking this course for school library endorsement may have additional requirements/prerequisites. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, LIBS 679.

LIBS 669. 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.
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. Prerequisites: graduate standing.

LIBS 676. Library Media Services and the Curriculum. 3 Credits.
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. Prerequisites: graduate standing.

LIBS 677. Knowledge Organization and Access. 3 Credits.
Describes the fundamentals whereby library materials are uniformly described and made available through recognized cataloging, processing, organizing and accessing of materials. In this course, students will develop the ability to apply and adapt the principles of classifying and cataloging, and will understand how these fundamental skills fit into the broader area of technical processing and how they support the principles of services in the library. Prerequisite: 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.
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. Prerequisites: graduate standing and LIBS 675.

LIBS 681. Assessment and Evaluation in Library and Information Science. 3 Credits.
Students will explore assessment and evaluation related to library and information contexts with particular attention to historical and current theories and values, relevant standards, and current initiatives and measures. Students will design an evaluation of a current library service or resource that is connected to library goals and objectives with a presentation to effectively communicate data to various stakeholders. Prerequisite: LIBS 608.

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.
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 ideas and issues 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.
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. Prerequisite: FOUN 612 and 15 hours in Reading Education.

READ 680. Reading to Learn Across the Curriculum. 3 Credits.
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. Prerequisite: Graduate standing.

READ 683. Diagnostic Teaching of Reading in the Classroom. 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.
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. Prerequisite: Graduate standing.

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

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 668. Internship in Curriculum and Instruction. 3 Credits.
Designed in consultation with advisor to provide in-depth experience in a school or community setting in which to enact a guided project on a topic of interest.

TLCI 700. Social/Emotional Aspects of Child Development. 3 Credits.
The emphasis of this course is on the theoretical approaches to the social/ emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 702. Historical and Contemporary Perspectives on Education. 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.
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.
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.
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. Prerequisite: graduate standing.

TLCI 710. Models of Parent, Child, Social Interaction. 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.
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. Prerequisite: graduate standing.

TLCI 722. Curriculum Seminar in Content Areas. 3 Credits.
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. Prerequisite: graduate standing.

TLCI 724. Readings in Contemporary Society. 3 Credits.
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. Prerequisite: graduate standing.

TLCI 726. Advanced Supervision of Reading Programs. 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.
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.
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. Prerequisite: M.S.Ed. in Reading Education.

TLCI 731. Instructional Technology Trends in Curriculum and Instruction. 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.
Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. Theoretical underpinnings of various communication 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.
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.
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.
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.
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.
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. Prerequisite: graduate standing.

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

TLCI 772. Advanced Developmental Process. 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.
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.
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.
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. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.
TLCI 800. Social/Emotional Aspects of Child Development. 3 Credits. The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 802. Historical and Contemporary Perspectives on Education. 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 803. Perspectives and Inquiry in Curriculum and Instruction. 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. 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. 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. Prerequisite: Graduate standing.

TLCI 808. Critical Sociocultural Theories of Learning. 3 Credits. This course will establish a theoretical lens by which students will understand learning as socially and culturally constituted and apply this foundation to literacy acquisition and learning. Prerequisite: Admission to the Curriculum and Instruction doctoral program.

TLCI 810. Models of Parent, Child, Social Interaction. 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. 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. Prerequisite: Graduate standing.

TLCI 822. Curriculum Seminar in Content Areas. 3 Credits. 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. Prerequisite: Graduate standing.

TLCI 824. Readings in Contemorary Society. 3 Credits. 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. Prerequisite: Graduate standing.

TLCI 826. Advanced Supervision of Reading Programs. 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 827. Advanced Practicum in Reading. 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 828. Contemporary Issues in Literacy Research. 3 Credits. 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. Prerequisite: M.S.Ed. in Reading Education.

TLCI 831. Instructional Technology Trends in Curriculum and Instruction. 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. 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. 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. 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. 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. 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. 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. Prerequisite: Graduate standing.
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.
Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making. Prerequisite: graduate standing.

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

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

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

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

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

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

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

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

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

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

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

TLED 608. Foundations of Education and Instructional Assessment. 3 Credits. Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate prek-6, 6-8, or 6-12 grade level. Prerequisites: graduate standing.
TLED 615. Teaching in the Middle School. 4 Credits.
Focusing on middle school teaching, this course examines the organization, curriculum, instructional strategies, classroom management techniques, and teaching methods for working with young adolescents. Also covered are middle school guidance, exploratories, scheduling, and parent-school relations. A 30-hour practicum in a middle school is required. Prerequisite: Graduate standing.

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

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

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

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

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

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

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

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

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

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

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

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

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

TLED 668. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: completion of an approved program in teacher education, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 669. Internship/Student Teaching and Seminar. 3-9 Credits.
Five days per week for 6-14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades 6-8 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, 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.
Students will design a three-chapter research proposal and study the appropriate statistical references. Evaluation methodologies leading to this research are explored (portfolio/rubrics). Instructional technology and its classroom applications are interwoven into research and evaluation.
TLED 671. Practitioner Inquiry in Elementary and Secondary Grades. 3 Credits.
In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

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

TLED 677. Advanced Child Development Theory and Research. 3 Credits.
This course focuses on developing an in-depth understanding of major theories of children's learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use 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.
Supervised involvement of the student in a practicum setting where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

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

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

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

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

TLED 701. Teacher as Leader. 3 Credits.
This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leadership 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 724. Curriculum Development Principles and Practices in Elementary Schools. 3 Credits.
This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in elementary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 725. Curriculum Development Principles and Practices in Secondary Schools. 3 Credits.
This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in secondary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

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

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

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

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

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

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