The Department of Teaching and Learning offers programs leading to the Master of Science in Education degree with majors in Early Childhood, Elementary, Reading, and Secondary Education, and the Doctor of Philosophy in Education degree with concentrations in Early Childhood, Literacy, Language, & Culture, and Curriculum and Instruction. Programs leading to the Master of Science in Education degree include the linked undergraduate/graduate program leading to the Bachelor of Science in Interdisciplinary Studies through the College of Arts and Letters with continuation into the Master of Science in Education degree with initial teacher licensure in Early Childhood or Elementary Education. State-approved teacher preparation programs at the graduate level are also available for individuals with non-teaching bachelor’s degrees interested in licensure at the Elementary, Middle, or Secondary school grade levels.

Additionally, the Department of Teaching & Learning offers programs for licensed teachers in Reading, including the Reading Specialist endorsement and master's degrees in Elementary and Secondary Education.

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

#### Program Requirements

Undergraduate students who plan to teach in primary (grades PreK-3) or elementary schools (grades PreK-6) are required to pursue the Bachelor of Science degree interdisciplinary studies major, teacher preparation concentration, primary/elementary emphasis through the College of Arts and Letters, as well as a fifth year graduate program leading to a Master of Science in Education degree with initial licensure in the Darden College of Education. Please see the College of Arts and Letters (http://catalog.odu.edu/undergraduate/collegeofartsletters) section of this Catalog for baccalaureate degree requirements in interdisciplinary studies, teacher preparation concentration, primary/elementary emphasis.

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

Professional Education Requirements of the Undergraduate Interdisciplinary Studies Program Leading to Primary/Elementary Initial Licensure. (Academic undergraduate requirements are listed under Interdisciplinary Studies in the College of Arts and Letters.) Undergraduate courses required include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 432</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TLED 435</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>TLED 478</td>
<td>Integrating Instruction Across the Curriculum PreK-6</td>
<td>3</td>
</tr>
<tr>
<td>TLED 479</td>
<td>Classroom Management and Practice PreK-3; PreK-6</td>
<td>3</td>
</tr>
</tbody>
</table>

STEM 433 Developing Instructional Strategies PreK-6: Mathematics 3

STEM 434 Developing Instructional Strategies PreK-6: Science 3

SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence 3

SPED 406 Students with Diverse Learning Needs in the General Education Classroom 3

Total Hours 33

Please refer to the Graduate Catalog (http://catalog.odu.edu/graduate) for master's degree requirements for the graduate portion of the initial licensure programs in PreK-3 and PreK-6.

### Teacher Education, K-12 and Secondary Undergraduate Programs

#### Program Requirements

Students who wish to teach any of the disciplines listed below in secondary schools must pursue courses of study leading to baccalaureate degrees in either the College of Arts and Letters or the College of Sciences. (See either the College of Arts and Letters (http://catalog.odu.edu/undergraduate/collegeofartsletters) or the College of Sciences (http://catalog.odu.edu/undergraduate/collegeofsciences) section of this Catalog for full and specific requirements in any prospective teaching subject in secondary education.)

In addition, to be eligible for state licensure to teach in secondary schools, students must complete requirements (listed below by subject area) in the Darden College of Education.

### Admission, Continuance, and Exit Requirements

#### Admission

Students must:

1. Have an overall grade point average of 2.75 and a 2.75 in the academic major and the professional education core.
2. Achieve passing scores (as established by the Commonwealth of Virginia) on the Praxis I Academic Skills Assessment or Praxis Core or the SAT or ACT as follows:
   a. Passing Praxis I composite score of 532 by December 31, 2013; or
   b. Passing Praxis Core Academic Skills Tests beginning January 1, 2014:
      - Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
   c. Approved substitute test scores:
      1. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      2. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995 and before March 2016; or
      3. SAT score of 1170 with at least 580 evidence-based reading and writing and 560 mathematics taken after March 1, 2016; or
      4. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
      5. ACT composite score of 24 with ACT mathematics score of at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
      6. Praxis I Math test score of 178 by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
      7. Praxis Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
Students must:

8. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
9. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite VCLA score of 470; or
10. SAT Mathematics test score of at least 560 taken after
March 1, 2016 and a composite VCLA score of 470; or
11. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or
12. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470.

*Note: ACT scores taken prior to 1989 are not valid.*

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

No courses in the academic major or professional education in which the student has made below a C (depending on the program) will be accepted toward meeting requirements in the College of Arts and Letters or the College of Sciences.

Professional Education Course Requirements—Secondary

**Art Education**

(This program leads to Licensure, K-12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
<td>12</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 305</td>
<td>Elementary Art Education Methods and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 406</td>
<td>Secondary Art Education Methods and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 407</td>
<td>Art Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ARTS 408</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours 33

**Dance Education**

(This program leads to Licensure, K-12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
<tr>
<td>TLED 360</td>
<td>Classroom Management and Discipline</td>
<td>2</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
<td>12</td>
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<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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</tr>
<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 240</td>
<td>Prevention and Care of Injuries Related to Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>HPE 222</td>
<td>Teaching Individual Sports and Dance</td>
<td>3</td>
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</table>

Total Hours 35

**English Education**

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
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<td>TLED 360</td>
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</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 451</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
<td>3</td>
</tr>
<tr>
<td>TLED 483</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
<td>12</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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</tr>
<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 33

**Foreign Language Education**

This program leads to Licensure to teach French, German, and/or Spanish. Students wanting to be certified to teach a foreign language must have a grade point average of at least 2.75 in the language and are strongly encouraged to participate in a structured learning experience in a country.

Teaching & Learning 2
where the language is spoken. No course in the language with lower than a C (2.00) grade will be counted toward the degree or toward the number of credits required for student teaching. In addition, students must receive passing scores on language proficiency exams before they are approved for a student teaching assignment.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>TLED 301</td>
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<td>Classroom Management and Discipline</td>
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<td>PK-12 Instructional Technology</td>
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<tr>
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<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>FL 452</td>
<td>Methods for Teaching Foreign Languages in Pre-K through Grade 12</td>
<td>3</td>
</tr>
<tr>
<td>FL 456</td>
<td>Seminar in Foreign Language Teacher Education</td>
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</table>

Total Hours 33

**History/Social Sciences Education**

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<th>Hours</th>
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<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
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<td>TLED 360</td>
<td>Classroom Management and Discipline</td>
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<tr>
<td>TLED 408</td>
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</tr>
<tr>
<td>TLED 430</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TLED 455</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>TLED 483</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
<td>12</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
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</tr>
</tbody>
</table>

Total Hours 33

**Music Education**

(This program leads to Licensure K-12)

<table>
<thead>
<tr>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
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<td>Classroom Management and Discipline</td>
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<tr>
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<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
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<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following concentrations: 6

**Vocal**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSC 401</td>
<td>Music Education: Elementary Vocal and General Methods</td>
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</tr>
<tr>
<td>MUSC 402</td>
<td>Music Education: Practicum (Elementary Vocal and General)</td>
<td></td>
</tr>
<tr>
<td>MUSC 403</td>
<td>Music Education: Secondary Vocal Methods</td>
<td></td>
</tr>
<tr>
<td>MUSC 404</td>
<td>Music Education: Practicum (Secondary Vocal)</td>
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</table>

**Instrumental**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MUSC 401</td>
<td>Music Education: Elementary Vocal and General Methods</td>
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</tr>
<tr>
<td>MUSC 402</td>
<td>Music Education: Practicum (Elementary Vocal and General)</td>
<td></td>
</tr>
<tr>
<td>MUSC 407</td>
<td>Music Education: Secondary Instrumental Methods</td>
<td></td>
</tr>
<tr>
<td>MUSC 408</td>
<td>Music Education: Practicum (Secondary Instrumental)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 32

**Theatre Education**

(This program leads to Licensure K-12)

<table>
<thead>
<tr>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>TLED 430</td>
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<tr>
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</tr>
</tbody>
</table>

Total Hours 29

**Add-on Endorsements**

Add-on endorsements are available in algebra I, computer science, English as a second language, journalism, and most other grade 6-12 areas. For information, please contact the Office of Teacher Education Services.

**Teacher Education, Secondary Undergraduate Programs - Mathematics and Science**

**MonarchTeach Program**

The following program is for students graduating in spring 2017 and beyond.

The MonarchTeach program is an innovative teacher preparation program that introduces mathematics and science majors to the teaching profession through early field experiences. MonarchTeach, a collaboration between the Darden College of Education and the College of Sciences, allows students to pursue secondary teacher licensure while at the same time completing their four-year mathematics or science degree program. Following completion, students are awarded a Virginia teaching license along with a B.S. degree in their content area.

MonarchTeach allows students to “Explore Teaching” through Step 1 and Step 2, both one-credit, field-based courses. Through these courses, students gain early teaching experience as they prepare and teach lessons in local elementary and middle school classrooms. These courses meet weekly on the ODU campus and experienced master teachers assist students in preparing inquiry-based lessons. Additional courses required in the MonarchTeach program, drawn from both the Darden College of Education and the College of Sciences, emphasize the relationships between mathematics and science, while integrating teaching content and skills throughout the field-intensive curriculum. Coursework in the MonarchTeach program prepares teacher candidates interested in teaching secondary mathematics or science to complete content and pedagogical competency requirements for teacher licensure in the Commonwealth of Virginia.

All students seeking Virginia Department of Education licensure to teach in secondary schools must complete all admission, continuation, and exit requirements for approved Teacher Education Programs (see the Darden College of Education Teacher Education Program section of this catalog). Students can officially apply to the MonarchTeach program after completion of the Step 2 course (STEM 102). When applying to the program, students
must fill out the appropriate paperwork provided by the MonarchTeach program and go through the interview process in the Office of Teacher Education Services. To graduate and be recommended for licensure, students must complete the required coursework in an approved College of Sciences degree program and in the MonarchTeach program. Students must have a minimum major and overall GPA of at least 2.75, have earned a grade of at least C- in all of the professional development and supporting courses listed below with the exception of Apprentice Teaching, which is a pass/fail course, have passing scores on Praxis Core Academic Skills Test or equivalent SAT or ACT scores as established by the Virginia Board of Education, as well as passing scores on the appropriate Praxis Content Test and the Virginia Communication and Literacy Assessment, and have passed the final teaching portfolio review.

**Background Clearance Requirement**

Old Dominion University requires a background clearance check of candidates interested in any field-based professional education course. The background clearance must be successfully completed prior to any field experience placement. Candidates will be provided a field experience placement when the background check process is completed with resolution of any issues. The process to complete the ODU background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks. The ODU clearance process includes: an FBI fingerprint, a child protective service/social service review, and a Virginia State Police sex offender registry review. Candidates must complete this clearance process immediately in the first field-based course since the clearance process takes a minimum of eight weeks to complete.

**Course Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 101</td>
<td>Step 1 – Inquiry Approaches to Teaching STEM (field based)</td>
<td>1</td>
</tr>
<tr>
<td>STEM 102</td>
<td>Step 2 - Inquiry Based STEM Lesson Design (field based)</td>
<td>1</td>
</tr>
<tr>
<td>STEM 201</td>
<td>Knowing and Learning in STEM Education</td>
<td>3</td>
</tr>
<tr>
<td>STEM 202</td>
<td>Classroom Interactions in STEM Education (field based)</td>
<td>3</td>
</tr>
<tr>
<td>STEM 401</td>
<td>Project Based Instruction in STEM Education (field based)</td>
<td>3</td>
</tr>
<tr>
<td>STEM 402</td>
<td>Perspectives on STEM</td>
<td>3</td>
</tr>
<tr>
<td>SCI 468 or BIOL 468W or CHEM 468 or OES 468W</td>
<td>Research Methods in Math and Sciences</td>
<td>3</td>
</tr>
<tr>
<td>STEM 485</td>
<td>Apprentice Teaching (field based)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours 26

Mathematics education students in the MonarchTeach program must also complete MATH 375 Advanced Concepts for Secondary Educators: Function and Modeling.

**Program Requirements**

Upon completion of Step 2 (STEM 102) students are encouraged to apply to the teacher preparation program MonarchTeach. Students who wish to teach science or mathematics at the secondary level must pursue courses of study leading to baccalaureate degrees in the College of Sciences. (See the College of Sciences section of this Catalog for full and specific requirements for science and mathematics secondary education.) In addition, to be eligible for state licensure to teach in secondary schools, students must complete requirements in the Darden College of Education listed below.

**Admission**

Students must:

1. Have an overall grade point average of 2.75 and a 2.75 in the academic major and the professional education core with no individual grade in content courses below C (except C+ for MATH 211 and MATH 212 for mathematics majors), C- (physics majors), C (earth science majors), C (chemistry majors with all other science courses a C- or better), and C (biology majors with other science courses a C- or better);
2. Achieve passing scores (as established by the Commonwealth of Virginia) on the Praxis Academic Skills Assessment or the SAT/ACT substitute scores as follows:
   a. Passing Praxis I composite score of 532 by December 31, 2013; or
   b. Passing Praxis Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
   c. Approved substitute test scores:
      1. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      2. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995 and before March 2016; or
      3. SAT score of 1170 with at least 580 evidence-based reading and writing and 560 mathematics taken after March 1, 2016; or
      4. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
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      6. Praxis I Math test score of 178 by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
      7. Praxis Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
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      12. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470.
   
   Note: ACT scores taken prior to 1989 are not valid.

3. Meet with the MonarchTeach program advisor to submit the program application to the director of Teacher Education Services. (The application forms may be obtained on the MonarchTeach web page under Resources for Students.)
4. Acceptance into the Darden College of Education teacher preparation program requires students to have no course grades in the academic major or professional education core below a C-, an overall GPA of 2.75 or higher, and passing scores on the Praxis Academic Skills Test or SAT/ACT equivalent scores. Students should be formally admitted to teacher education before completing STEM 202 Classroom Interactions.

**Continuance**

Students must:

1. Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core;
2. Successfully complete all professional education courses and field experiences;
3. Be approved for Apprentice Teaching by the faculty;
4. Pass the VCLA; and
5. Pass Praxis Content Test in order to participate in Apprentice Teaching. Passing scores must be attached to the Apprentice Teaching application.
Exit
Students must:
1. Have minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core;
2. Successfully complete prescribed Apprentice Teaching and Seminar;
3. Have an exit interview; and
4. Have completed all course requirements. No courses in the academic major in which the student has made below a C- will be accepted toward meeting requirements in the College of Education.

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

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

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

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

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

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

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

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

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

TLED 435/535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCSS national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C- or higher in TLED 301 or TLED 290 and TLED 430.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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