Teaching & Learning

Web Site: http://www.odu.edu/teaching (http://www.odu.edu/teaching/)
KaaVonia Hinton, Chair

The Department of Teaching and Learning aims to promote the development of teacher candidates as professional educators, leaders, and critically engaged citizens. Through these efforts, teacher candidates become innovative and creative educators who make a difference for diverse learners. The Department offers three undergraduate programs: B.S. in Early Childhood Education, B.S. in Elementary Education, and MonarchTeach. The department also offers professional education courses to students who wish to teach in disciplines in secondary schools and are pursuing courses of study leading to baccalaureate degrees in either the College of Arts and Letters or the College of Sciences.

Bachelor of Science in Early Childhood Education

Kristine Sunday, Undergraduate Program Director

The BS in Early Childhood Education draws courses from across the University to prepare teacher candidates interested in teaching early childhood education. Course work spans the disciplines of English literature and composition; history; fine and performing arts; mathematics; natural sciences; social sciences; human growth and development; and educational foundations, technology, assessment, theory, and methods. The broad curriculum, along with the admittance, continuance, and graduation requirements described below, prepares teacher candidates to meet state license standards for the Commonwealth of Virginia, including passing scores on the Reading for Virginia Educators Assessment and the Virginia Communication and Literacy Assessment. Core coursework is available in both online and face-to-face formats. Additional information is posted on the department’s website or available in hard copy from the department.

Declaration of Major

To declare the major, teacher candidates must have a C or better in ENGL 110C and meet with an advisor in the Darden College of Education and Professional Studies.

Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program

Old Dominion University students seeking admission to an approved teacher education program must have submitted Praxis Core or approved alternative test of mathematics, reading, and writing (SAT or ACT).

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Office of Clinical Experiences website, http://www.odu.edu/occe (https://www.odu.edu/occe/) and review the Professional Education Handbook.

Admission to Undergraduate Teacher Education Program

All teacher candidates must be admitted to the Early Childhood Education program as a requirement of continuance and graduation. Admission to the early childhood education program requires that the teacher candidate:

1. Be a declared BS in early childhood education student.
2. Have a cumulative GPA of 2.75.
3. Have a 2.75 GPA in core and major courses.
4. Have no grade below a C- in any course required in the program.
5. Submit an application for admittance that is approved by the program and the Darden College of Education and Professional Studies.

Additionally, teacher candidates should be admitted to the early childhood education program by the end of their 60th credit hour. Transfer students with 60 or more credits should be admitted to the early childhood education program by the end of their second semester enrolled at the University.

Continuance

Teacher candidates must:

1. Maintain a cumulative grade point average of 2.75 and 2.75 core and major GPA.
2. Earn a grade no less than C- in all departmental requirements, major courses, and core courses.
3. Successfully complete a background clearance check.

Background Clearance Requirement: 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 background clearance must be successfully completed prior to a field experience placement. The process to complete the ODU clearance background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks (http://www.odu.edu/success/academic/teacher-education/placement/background-checks/).

The ODU clearance process includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. Candidates interested in professional education programs are advised to complete this clearance process immediately upon entry since the clearance process takes a minimum of eight weeks to complete. Please contact the Office of Clinical Experiences at 757-683-3348 with any questions.

Teacher candidates who fail to meet program requirements for two consecutive semesters will be encouraged to consider other academic and professional goals.

Additionally, passing scores on the Praxis Multiple Subject Assessment for Elementary Education, the Virginia Communication and Literacy Assessment and Reading for Virginia Educators are required in TLED 483 and prior to TLED 487. Test results will be submitted to the Office of Clinical Experiences. All teacher candidates must consult with an academic advisor every semester to review their academic progress.

Graduation

To graduate, teacher candidates must:

1. Complete all program requirements.
2. Earn a grade of no less than C- in all departmental requirements (C in ENGL 110C and ENGL 211C), major courses, and core courses.
3. Have a minimum cumulative grade point average of 2.75 and 2.75 core and major GPA.
4. Pass the writing intensive (W) course in the major with a grade of C or higher.
5. Complete the Senior Assessment Survey.
6. Submit a professional portfolio according to Darden College of Education and Professional Studies and program requirements.

Due to changing University requirements, national accreditation standards, and Commonwealth of Virginia 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 should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at https://www.odu.edu/eps (https://www.odu.edu/eps/).

Note for students in Washington State from the Student Achievement Council (SAC) concerning the teacher preparation with licensure in early childhood education: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though students may be residing in Washington while in this program, the application for educator certification in Washington will be processed...
as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate (http://pathway.pesb.wa.gov/outofstate/) for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

**Requirements**

### Lower-Division General Education

#### Written Communication

- ENGL 110C English Composition (C or better required) ** 3
- ENGL 211C Introduction to Academic Writing (C or better required) ** 3

**Oral Communication 3**

#### Language and Culture (See Requirements for Undergraduate Degrees section of this Catalog for requirement)

- Information Literacy and Research (met in the major with LIBS 110G)
- Human Creativity 3
- Literature 3
- Interpreting the Past (HIST 104H required) ** 3
- Human Behavior (PSYC 203S required) ** 3
- Impact of Technology (met in major)
- Philosophy and Ethics 3
- MATH 102M College Algebra ** 3
  or
- MATH 103M College Algebra with Supplemental Instruction ** 3

**Nature of Science ** 8

- BIOL 105N Biology for Nonscience Majors I (preferred)
  or BIOL 106N Biology for Nonscience Majors II
  or BIOL 110N/111N Environmental Sciences
  or BIOL 112N/113N Environment and Man
  or BIOL 117N/118N Introduction to Human Biology
  or BIOL 121N/122N General Biology I

and

- PHYS 101N Conceptual Physics (preferred)
  or CHEM 105N/106N Introductory Chemistry

#### Core Courses

- TLED 301 Foundations and Introduction to Assessment of Education *** 3
- SPED 400 Foundations of Special Education: Legal Aspects and Characteristics 3
- SPED 411 Classroom and Behavioral Management Techniques for Students with Diverse Needs 3
- FOUN 301 Learning and Development 3
- FOUN 302 Assessment of Learning 3
- TLED 326 Socio-Cultural Perspectives in Education 3
- TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom 3
- TLED 430W PK-12 Instructional Technology (C or better required; satisfies Impact of Technology requirement) 3

#### Major Courses

- GEOG 100S Cultural Geography 3
- LIBS 110G Information Literacy for the Digital Age 3
- STAT 130M Elementary Statistics 3
- HPE 327 Teaching of Health and Physical Education, Pre-K-8 3

- MATH 302 Geometry 3
- TLED 320 Perspectives on the Young Child and the Family 3
- TLED 328 Observation and Assessment in Early Childhood 3
- TLED 330 The Arts in Early Childhood and Elementary Education 3
- TLED 337 Literature for Young Children 3
- TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K 4
- TLED 483 Seminar in Teacher Education **** 1
- TLED 487 Teacher Candidate Internship for Early Childhood Education **** 12
- TLED 492 Integrating Instruction: Mathematics and Science Across the Early Childhood Curriculum 3
- TLED 493 Integrating Literacy and Social Studies Across the PreK - 3 Curriculum 3

**Total Hours 109-115**

* NOTE: ALL STUDENTS MUST EARN A MINIMUM OF 120 CREDIT HOURS FOR THE BACCALAUREATE DEGREE, WHICH MUST INCLUDE BOTH A MINIMUM OF 30 CREDIT HOURS OVERALL AND 12 CREDIT HOURS IN UPPER-LEVEL COURSES IN THE MAJOR PROGRAM FROM OLD DOMINION UNIVERSITY.

** Departmental requirements for all teacher candidates, not met by the associate degree.

*** LiveText is required for all Teacher Education majors and minors upon registration for TLED 301.

**** Passing scores on the Reading for Virginia Educators Assessment and Virginia Communication and Literacy Assessment are required in TLED 483 and prior to TLED 487.

### Upper-Division General Education

Satisfied in the major.

### Four-Year Plan - BS in Early Childhood Education

This is a suggested curriculum plan to complete this degree program in four years. Please consult information in this Catalog, Degree Works, and your academic advisor for more specific information on course requirements for this degree.

### Bachelor of Science in Elementary Education

Jody Sommerfeldt, Undergraduate Program Director

The BS in Elementary Education draws courses from across the University to prepare teacher candidates interested in teaching elementary education. Course work spans the disciplines of English literature and composition; history; fine and performing arts; mathematics; natural sciences; social sciences; human growth and development; and educational foundations, technology, assessment, theory, and methods. The broad curriculum, along with the admittance, continuance, and graduation requirements described below, prepares teacher candidates to meet state license standards for the Commonwealth of Virginia, including passing scores on the Reading for Virginia Educators Assessment, the Praxis Multiple Subject Assessment, and the Virginia Communication and Literacy Assessment.
Core coursework is available in both online and face-to-face formats. Additional information is posted on the department's website or available in hard copy from the department.

Declaration of Major
To declare the major, teacher candidates must have a C or better in ENGL 110C and meet with an advisor in the Darden College of Education and Professional Studies.

Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program
For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Office of Clinical Experiences website, http://www.odu.edu/orce [https://www.odu.edu/orce] and review the Professional Education Handbook.

Admission to Undergraduate Teacher Education Program
All teacher candidates must be admitted to the elementary education program as a requirement of continuance and graduation. Admittance to the elementary education program requires that the teacher candidate:

1. Be a declared BS in elementary education student.
2. Have a cumulative GPA of 2.75.
3. Have a 2.75 GPA in core and major courses.
4. Have no grade below a C- in any course required in the program.
5. Submit an application for admittance that is approved by the program and the Darden College of Education and Professional Studies.

Additionally, teacher candidates should be admitted to the elementary education program by the end of their 60th credit hour. Transfer students with 60 or more credits should be admitted to the elementary education program by the end of their second semester enrolled at the University.

Continuance
Teacher candidates must:

1. Maintain a cumulative grade point average of 2.75 and 2.75 core and major GPA.
2. Earn a grade no less than C- in all departmental requirements, major courses, and core courses.
3. Successfully complete a background clearance check.

Background Clearance Requirement: Old Dominion University requires a background 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 background clearance must be successfully completed prior to a field experience placement. The process to complete the ODU clearance background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks/.
The ODU clearance process includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. Candidates interested in professional education programs are advised to complete this clearance process immediately upon entry since the clearance process takes a minimum of eight weeks to complete. Please contact the Office of Clinical Experiences at 757-683-3348 with any questions.

Teacher candidates who fail to meet program requirements for two consecutive semesters will be encouraged to consider other academic and professional goals.

Additionally, passing scores on the Praxis Multiple Subject Assessment for Elementary Education, Virginia Communication and Literacy Assessment and Reading for Virginia Educators are required prior to TLED 485. Test results will be submitted to the Office of Clinical Experiences. All teacher candidates must consult with an academic advisor every semester to review their academic progress.

Graduation
To graduate, teacher candidates must:

1. Complete all program requirements.
2. Earn a grade of no less than C- in departmental requirements (C in ENGL 110C and ENGL 211C), major courses, and core courses.
3. Have a minimum cumulative grade point average of 2.75 and 2.75 core and major GPA.
4. Pass the writing intensive (W) course in the major with a grade of C or higher.
5. Complete the Senior Assessment Survey.
6. Submit a professional portfolio according to Darden College of Education and Professional Studies and meet all program requirements.

Due to changing University requirements, national accreditation standards, and Commonwealth of Virginia 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 should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at https://www.odu.edu/eps [https://www.odu.edu/eps/].

Note for students in Washington State from the Student Achievement Council (SAC) concerning the teacher preparation with licensure in elementary education: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though students may be residing in Washington while in this program, the application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate [http://pathway.pesb.wa.gov/outofstate] for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Requirements*
Lower-Division General Education

Written Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110C</td>
<td>English Composition (C or better required) **</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 211C</td>
<td>Introduction to Academic Writing (C or better required) **</td>
<td>3</td>
</tr>
</tbody>
</table>

Oral Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>**</td>
<td>3</td>
</tr>
</tbody>
</table>

Language and Culture (See Requirements for Undergraduate Degrees section of this Catalog for requirement)

Information Literacy and Research (met in the major with LIBS 110G)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Creativity</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Interpreting the Past (HIST 104H required) **</td>
<td>3</td>
</tr>
<tr>
<td>Human Behavior (PSYC 203S required) **</td>
<td>3</td>
</tr>
<tr>
<td>Impact of Technology (met in major)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102M College Algebra **</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH 103M College Algebra with Supplemental Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Nature of Science **</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 105N or BIOL 106N Biology for Nonscience Majors I (preferred)</td>
<td></td>
</tr>
<tr>
<td>or BIOL 110N/111N Environmental Sciences</td>
<td></td>
</tr>
</tbody>
</table>
Upper-Division General Education

Satisfied in the major.

Four-Year Plan - BS in Elementary Education (http://catalog.odu.edu/undergraduate/dardencollegeofeducation/teachinglearning/elementary-bsed-fouryearplan/)

This is a suggested curriculum plan to complete this degree program in four years. Please consult information in this Catalog, Degree Works, and your academic advisor for more specific information on course requirements for this degree.

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 Professional Studies 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 Professional Studies 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 clearance background check is located at: http://www.odu.edu/success/academic/teacher-education/placement/background-checks (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>Course Code</th>
<th>Course Title</th>
<th>Credits</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</td>
<td>Research Methods in Math and Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 468W</td>
<td>Research Methods in Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td>or CHEM 468</td>
<td>Research Methods in Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td>or OEAS 468W</td>
<td>Research Methods in Math and Sciences</td>
<td></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 and Professional Studies listed below.

**Admission**

Students must:

Old Dominion University students seeking admission to an approved teacher education program must have submitted Praxis Core or approved alternative test of mathematics, reading, and writing (SAT or ACT).

1. Have an overall grade point average of 2.75 and a 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 Darden College of Education and Professional Studies.

**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 and Professional Studies.

**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;
3. Submit to the Office of Clinical Experiences an application form containing recommendations from two faculty members familiar with their work. (These forms may be obtained either in the Office of Clinical Experiences 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 for admission in the Darden College of Education and Professional Studies. Students should be formally admitted to teacher education before taking:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 455</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>STEM 453</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>STEM 454</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Continuance**

Students must:

- Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core.
- Successfully complete TLED 301 and a subsequent practicum.
- Be approved for teacher internship by the faculty.
- Pass the VCLA.
- Pass the Praxis Subject Assessment in order to participate in the teacher internship. Passing scores must be attached to the teacher internship application.
- A clearance background check must be completed prior to placement in a field experience required for any observation and practicum courses and for the teacher candidate internship. For more information please review the clearance background check policy on the Office of Clinical Experiences website at https://www.odu.edu/oce.

**Exit**

Students must:

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

**Professional Education Course Requirements—Secondary**

**Art Education**

(This program leads to Licensure, K-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>ARTE 305</td>
<td>Elementary Art Education Methods and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 306</td>
<td>Secondary Art Education Methods and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 411</td>
<td>Curriculum and Pedagogy in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 480</td>
<td>Capstone in Art Education</td>
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</tr>
<tr>
<td>Total Hours</td>
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<td>36</td>
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</table>

**Dance Education**

(This program leads to Licensure, K-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<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 430W</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
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<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>EXSC 240</td>
<td>Prevention and Care of Injuries Related to Physical Activity</td>
<td>3</td>
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<tr>
<td>HPE 222</td>
<td>Teaching Individual Sports and Dance</td>
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<td>Total Hours</td>
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**English Education**

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<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>
</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 430W</td>
<td>PK-12 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
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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>
<tr>
<td>TLED 483</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
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<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>Total Hours</td>
<td></td>
<td>33</td>
</tr>
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</table>

**Foreign Language Education**

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

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<tr>
<td>SPED 406</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>WLC 452</td>
<td>Methods for Teaching World Languages in Pre-K through Grade 12</td>
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</tr>
<tr>
<td>WLC 456</td>
<td>Seminar in World Languages Teacher Education</td>
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**History/Social Sciences Education**

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<tr>
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### Music Education

(This program leads to Licensure K-12)

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<td>SPED 406</td>
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<td>3</td>
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</tbody>
</table>

**Total Hours:** 33

### Vocal

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUSC 401</td>
<td>Music Education: Elementary Vocal and General Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 402</td>
<td>Music Education: Practicum (Elementary Vocal and General)</td>
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</tr>
<tr>
<td>MUSC 403</td>
<td>Music Education: Secondary Vocal Methods</td>
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</tr>
<tr>
<td>MUSC 404</td>
<td>Music Education: Practicum (Secondary Vocal)</td>
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### Instrumental

<table>
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<tbody>
<tr>
<td>MUSC 401</td>
<td>Music Education: Elementary Vocal and General Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 402</td>
<td>Music Education: Practicum (Elementary Vocal and General)</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 407</td>
<td>Music Education: Secondary Instrumental Methods</td>
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</tr>
<tr>
<td>MUSC 408</td>
<td>Music Education: Practicum (Secondary Instrumental)</td>
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</table>

**Total Hours:** 32

### Theatre Education

(This program leads to Licensure K-12)

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<td>3</td>
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</tbody>
</table>

**Total Hours:** 29

### Add-on Endorsements

Add-on endorsements are available in Algebra I, English as a second language, journalism, and most other grade 6-12 areas. For information, please contact the Office of Clinical Experiences, website at [https://www.odu.edu/oce](https://www.odu.edu/oce).

### FOUNDATIONS OF EDUCATION Courses

#### FOUN 301. Learning and Development. 3 Credits.

This course focuses on educational psychology theory and research related to student learning and development. There will be an emphasis on how to incorporate research-based principles in designing instruction, motivating students, and promoting a positive classroom climate based on how students learn and develop. Prerequisite: ENGL 110C.

#### FOUN 302. Assessment of Learning. 3 Credits.

This course focuses on exploring and implementing ethical assessment principles in a K-12 setting in order to ensure equity amongst a diverse population of students. Students will discuss and develop assessments for formative and summative purposes. They will analyze and interpret assessment data to measure and promote student success. State assessment programs will be discussed including social justice implications. The purpose of this course is to prepare future educators to analyze instructional situations, identify instructional targets, and determine appropriate assessment tools to monitor and support student learning. Prerequisites: FOUN 301.

### TEACHING AND LEARNING-EDUCATION Courses

#### TLED 195. 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.

#### 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 320. Perspectives on the Young Child and the Family. 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 settings. 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: FOUN 301 and TLED 301.

#### TLED 326. Socio-Cultural Perspectives in Education. 3 Credits.

This course will utilize a framework of sociocultural theory situated within culturally sustaining pedagogical practices to explore issues related to race, ethnicity, class, gender, sexuality, religion, and language use. Students will learn to create an educational environment that values diversity and employs research-based strategies. The course also examines and evaluates multicultural and global literature that explores issues of diversity. Prerequisites: ENGL 110C.

#### TLED 328. Observation and Assessment in Early Childhood. 3 Credits.

This course examines the observation/assessment techniques used in early childhood classrooms as part of a coordinated approach to implement a reflective, high quality early childhood classroom. The purpose of this course is to introduce and support students’ development of skills related to the observation and interpretation of children’s daily activities and behaviors. Prerequisites: TLED 320.

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*7 Teaching & Learning*
TLED 330. The Arts in Early Childhood and Elementary Education. 3 Credits.
An exploration of principles, methods, and materials for teaching the arts to young children. Emphasis is on making, interpreting, and designing meaningful art experiences for young children Pre-K-grade 3. Students will be asked to participate in activities associated with making and viewing art, as well as design comprehensive learning experiences that encourage children to make and respond to art through conversation, storytelling, play, dramatics, movement, music, and art making. Prerequisites: TLED 301.

TLED 337. Literature for Young Children. 3 Credits.
This course is designed to provide students with approaches for introducing young children to literature and reading. The course will examine a variety of children's literature genres and explore relationships between language, theory, politics, ideology and print material. Students will design activities that extend children's literacy experiences, reading enjoyment, writing capabilities, and incorporate cultural and linguistic diversity in social studies, math, science, and the arts. Prerequisites: TLED 320.

TLED 338. Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K. 4 Credits.
This course examines the development of curriculum and instructional practices for children in infant, toddler, and preschool settings. The course will focus on the principles and methods of understanding and working with the young child across the content areas of early mathematics, science, literacy, social studies, and the arts. Course includes a 40 hour practicum placement in an early care classroom. Prerequisites: TLED 330.

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 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 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 430W 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 426. Introduction to Literacy Research, Theory and Practice in the Classroom. 3 Credits.
This course will provide students with an overview of the foundations of research, theory, and best practices in literacy instruction. Emphasis is placed on providing candidates with approaches rooted in culturally sustaining pedagogy to foster equity and engagement for all learners. The course will assist in facilitating the student's professional preparation as a teacher who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of excellent literacy instruction. Prerequisites: FOUN 301.

TLED 430W. PK-12 Instructional Technology. 3 Credits.
Classroom technology and learning strategies are explored through authentic technology and writing activities. This writing intensive (W) course uses contemporary productivity tools and Internet resources to develop and evaluate progressive instructional techniques and K-12 standards-based curriculum materials, which have changed as a result of the development and integration of technology in the classroom. Prerequisites: ENGL 110C and ENGL 211C or ENGL 221C or ENGL 231C with a grade of C or better and 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: ENGL 110C, ENGL 211C or ENGL 221C or ENGL 231C. TLED 326, and Junior standing. Pre-or corequisite: TLED 426.

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: HIST 100H, HIST 104H, GEOG 100S, TLED 326, and Junior standing.

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 430W 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 452/552. Developing Instructional Strategies for Teaching in Middle/High School: Math and Science. 3 Credits.
This science and mathematics course will provide methods for teaching diverse learners through culturally sustaining pedagogy, inquiry-oriented, and problem solving strategies using technology and engineering design principles. Students in this course take a required practicum (35 hours) in a secondary science or mathematics classroom to complete assigned content-focused activities. Corequisite: TLED 483. Prerequisites: TLED 301, TLED 430W and SPED 313.

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, TLED 430W, 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: Admission to an approved teacher education program and any two of the following courses: TLED 432, TLED 435, STEM 433, or STEM 434.

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: Admission to an approved teacher education program and any two of the following courses: TLED 432, TLED 435, STEM 433, or STEM 434.

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. Prerequisites: Admission to an approved teacher education program and Senior standing.

TLED 485. Teacher Candidate Internship. 12 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: completion of all program requirements and admission into an approved program in teacher education.

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 487. Teacher Candidate Internship for Early Childhood Education. 12 Credits.
Field-based 14-week experiences in the early childhood setting that include a minimum of 150 hours of direct instruction. The teacher candidate internship is the culminating experience of all teacher education programs. This experience is a crucial part of a teacher candidate’s preparation to becoming a professional educator. Prerequisites: TLED 493 and admission to an approved teacher education program.

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. Prerequisite: MATH 302. TLED 328, and admission to an approved teacher education program.

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: TLED 492. HIST 104H, GEOG 100S, TLED 337, and admission to Teacher Education. Pre- or corequisite: TLED 426.

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.