Teaching & Learning

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

Jamie Colwell, 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: BS in Early Childhood Education, BS 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.

Programs

Bachelor of Science Programs

- Early Childhood Education (BS) (http://catalog.odu.edu/undergraduate/education/teaching-learning/early-childhood-education-bs/)
- Elementary Education (BS) (http://catalog.odu.edu/undergraduate/education/teaching-learning/elementary-education-bs/)

Additional Teacher Education Information

Teacher Education, Undergraduate Secondary (6-12) Programs - Mathematics and Science and Middle School Science (6-8)

MonarchTeach Program

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 BS 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 middle school science or 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 undergraduate teacher education program after completion of the Step 2 course (STEM 102) and a passing score on the Virginia Communication and Literacy Assessment. When applying to the program, students must fill out the appropriate paperwork provided by the Office of Clinical Experiences. 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 the appropriate PRAXIS Content Test and the Virginia Communication and Literacy Assessment, and have passed the final teaching portfolio review.

Licensure requirements also include certificate of completion in First Aid/AED/CPR, Dyslexia Awareness Training, Child Abuse and Neglect Recognition and Intervention Training, and Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools, and Cultural Competence Training.

Background Clearance Requirement

Old Dominion University requires a background 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</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>STEM (field based)</td>
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</tr>
<tr>
<td>STEM 102</td>
<td>Step 2 - Inquiry Based STEM Lesson Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(field based)</td>
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</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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(field based)</td>
<td></td>
</tr>
<tr>
<td>STEM 401</td>
<td>Project Based Instruction in STEM Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Education (field based)</td>
<td></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 Credit Hours 26

Mathematics education students in the MonarchTeach program must also complete TLED 301.

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 middle school or 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 Virginia middle or high schools, students must complete requirements in the Darden College of Education and Professional Studies 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 classes;
2. Submit the undergraduate teacher education program application to the Office of Clinical Experiences. (The application forms may be obtained on the Office of Clinical Experiences web page);
3. Pass the Virginia Communication and Literacy Assessment (VCLA): Scaled passing score of 235 for the reading subtest and score of 235 for the writing subtest OR a composite score of 470 for the assessment;
4. Acceptance into the Darden College of Education and Professional Studies 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 Virginia Communication and Literacy Assessment (VCLA). 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; and
4. 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

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).

Students must:
1. Have an overall grade point average of 2.75 and 2.75 in the academic major and the professional education core.
2. Pass the Virginia Communication and Literacy Assessment (VCLA): Scaled passing score of 235 for the reading subtest and score of 235 for the writing subtest OR a composite score of 470 for the assessment.
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</th>
<th>Title</th>
<th>Credit Hours</th>
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</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 452</td>
<td>Developing Instructional Strategies for Teaching in Middle/High School: Math and Science</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>
</tbody>
</table>

Continuance

Students must:
1. Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core.
2. Successfully complete TLED 301 and a subsequent practicum.
3. Be approved for teacher internship by the faculty.
4. Pass the Praxis Subject Assessment in order to participate in the teacher internship. Passing scores must be attached to the teacher internship application.
5. 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. (https://www.odu.edu/oce/)

Exit

Students must:
1. Have minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core;
2. Successfully complete prescribed student teaching experiences.
3. Have an exit interview.
4. Have completed all course requirements. No courses in the academic major in which the student has made below a C (depending on the program) will be accepted toward meeting requirements in the Darden 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</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 301</td>
<td>Foundations of Art Education</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>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 Adolecence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 411</td>
<td>Curriculum and Instruction in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 480</td>
<td>Capstone in Art Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Dance Education

This program leads to Licensure, K-12.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
<td>3</td>
</tr>
<tr>
<td>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>
<td>TLED 485</td>
<td>Teacher Candidate Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

Teaching & Learning 2
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 400  Foundations of Special Education: Legal Aspects and Characteristics  3

Total Credit Hours  33

Music Education
This program leads to Licensure K-12.

TLED 301  Foundations and Introduction to Assessment of Education  3
TLED 360  Classroom Management and Discipline  2
TLED 408  Reading and Writing in Content Areas  3
TLED 485  Teacher Candidate Internship  12
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 400  Foundations of Special Education: Legal Aspects and Characteristics  3

Select one of the following concentrations:  6

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

Instrumental
MUSC 401  Music Education: Elementary Vocal and General Methods
MUSC 402  Music Education: Practicum (Elementary Vocal and General)
MUSC 404  Music Education: Secondary Instrumental Methods
MUSC 408  Music Education: Practicum (Secondary Instrumental)

Total Credit Hours  32

Theatre Education
This program leads to Licensure K-12.

TLED 301  Foundations and Introduction to Assessment of Education  3
TLED 360  Classroom Management and Discipline  2
TLED 408  Reading and Writing in Content Areas  3
TLED 430W  PK-12 Instructional Technology  3
TLED 485  Teacher Candidate Internship  12
SPED 313  Fundamentals of Human Growth and Development: Birth through Adolescence  3
SPED 400  Foundations of Special Education: Legal Aspects and Characteristics  3

Total Credit 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/)
Courses

Foundations of Education (FOUN)

FOUN 101 Learning to Learn (3 Credit Hours)
Learning is essential to human development and is a primary goal of formal schooling. Further, the nature of work is ever changing and the need to adapt to changing environments by learning new skills in new domains is essential for future success. In this educational psychology course, students will focus on the theoretical and empirical study of the science of learning. Students will gain insights into learning processes and achieve a deeper understanding of their own learning, including how to enhance their learning in various contexts.

Prerequisites: ENGL 110

FOUN 302 Assessment of Learning (3 Credit Hours)
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 (TLED)

TLED 195 Topics in Education (1-3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 110

TLED 328 Observation and Assessment in Early Childhood (3 Credit Hours)
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

TLED 330 The Arts in Early Childhood and Elementary Education (3 Credit Hours)
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 335 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K (4 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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, 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
Corequisites: TLED 483

TLED 452/552 Developing Instructional Strategies for Teaching in Middle/High School: Math and Science (3 Credit Hours)
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: TLED 301, TLED 430W and SPED 313
Corequisites: TLED 483

TLED 455/555 Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies (3 Credit Hours)
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.
Prerequisites: TLED 301, TLED 430W, SPED 313, 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
Corequisites: TLED 483

TLED 468/568 Language Acquisition and Reading for Students with Diverse Learning Needs (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.
Prerequisites: Junior standing

TLED 483/583 Seminar in Teacher Education (1 Credit Hour)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 488 Teacher Candidate Internship - Elementary Education (12 Credit Hours)
Five days per week for 14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.
Prerequisites: TLED 478 and TLED 479; completion of an approved program in teacher education PreK-6; passing scores on the appropriate PRAXIS multiple subject assessment content examination, Reading for Virginia Educators examination, and the Virginia Communication and Literacy Assessment; no grade less than C- in content area and professional education core; and minimum major and overall GPA of at least 2.75

TLED 490 The Child and the Family; PreK-3 (3 Credit Hours)
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 Credit Hours)
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.
Prerequisites: 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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.
Prerequisites: junior standing