

Department of Teaching & Learning

3101 Education Building
757-683-3283, 757 683-3284

Jamie Colwell, Chair

The Department of Teaching and Learning offers programs leading to the Master of Science in Education Degree with majors in Early Childhood Education, Elementary Education, Reading, and Secondary Education; and the Doctor of Philosophy in Education Degree with a concentration in Curriculum and Instruction that includes emphases in Curriculum and Instruction, Early Childhood, Language, Literacy & Culture, and a variety of other curriculum areas. Programs leading to the Master of Science in Education Degree include the 5-year undergraduate/graduate program leading to the Bachelor of Science in Interdisciplinary Studies through the College of Arts and Letters with continuation into the Master of Science in Education Degree with initial teacher licensure in Early Childhood or Elementary Education. State-approved teacher preparation programs at the graduate level are also available for individuals with non-teaching bachelor degrees interested in licensure at the Elementary, Middle, or Secondary school grade levels. Additionally, the Department of Teaching & Learning offers advanced programs such as Reading Specialist and Mathematics Specialist. Licensed teachers may select from several master's degree or post-baccalaureate endorsement programs as listed below.

Early Childhood Education

- Master of Science in Education, Early Childhood, PreK-3, Initial Licensure
- Early Childhood, PreK-3, Post-Baccalaureate Endorsement

Elementary Education

- Master of Science in Education, Elementary Education, PreK-6, Initial Licensure
 - Interdisciplinary Studies (IDS)
 - Non-Interdisciplinary Studies
- Elementary Education, PreK-6, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure
- Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Licensed Teachers
- Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)
- Master of Science in Education, Elementary Education, Mathematics Specialist, Pre-K-8
- Elementary Education, Mathematics Specialist, Pre-K-8, Post-Baccalaureate Endorsement

Secondary Education

- Master of Science in Education, Secondary Education, 6-12, Initial Licensure
- Secondary Education, 6-12, Post-Baccalaureate Endorsement
- Master of Science in Education, Secondary Education, 6-12, Licensed Teachers
- Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Initial Licensure
- Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement
- Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

Mathematics and Science Education Programs

- Master of Science in Education with Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure 6-12 - Mathematics
- Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure - Secondary - Science
- Master of Science in Education for Licensed Teachers - Elementary - Science
- Master of Science in Education for Licensed Teachers - Secondary - Science
- Graduate Certificate in Secondary Education Professional Studies

Reading Education

- Master of Science in Education, Reading Specialist, K-12, for Licensed Teachers
- Literacy Coaching Certificate
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Literacy, Language, and Culture Emphasis

Doctor of Philosophy in Education - Curriculum and Instruction

- Doctor of Philosophy - Education - Curriculum and Instruction Concentration
- Graduate Certificate in Teacher Leadership

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at <https://www.odu.edu/eps> (<https://www.odu.edu/eps/>).

Post-Baccalaureate Endorsement Teacher Education Programs

The Post-Baccalaureate Endorsement program is an approved teacher education program for individuals who have completed a bachelor's degree from a regionally accredited institution and wish to qualify for a Virginia teaching license. Students applying for admission into this approved teacher education program are considered graduate non-degree status and must meet the college's requirements for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education and Professional Studies. Program sheets for the Post-Baccalaureate Endorsement programs are available in the Teacher Education Services office.

Admission, Continuance, and Exit Requirements for Post-Baccalaureate Teacher Education Programs

Admission

Students seeking admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
3. have earned a grade of C or C- (as determined by the specific academic department);

- interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
- submit the Post-Baccalaureate Endorsement Program Application (<http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf>);
- be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
- complete the professional dispositions self-survey;
- attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who do not meet regular admission requirements may meet provisional admission into the post-baccalaureate endorsement program. For provisional status, a student must:

- apply for admission to Old Dominion University as a graduate non-degree seeking student;
- have achieved an overall GPA of 2.5-2.74 in the baccalaureate degree official transcript;
- have earned a grade of C or C- (as determined by the specific academic department);
- interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
- submit the Post-Baccalaureate Endorsement Program Application (<http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf>);
- be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
- complete the professional dispositions self-survey;
- attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who wish to apply to a graduate program while in the post-baccalaureate endorsement program must meet all graduate program entry requirements. Only 12 credit hours of professional education course work from a post-baccalaureate endorsement program will transfer into a graduate program.

In order to student teach, all approved teacher education program requirements must be completed, to include all content and professional education course work with the appropriate grade and GPA as outlined in the respective curriculum and passing scores on Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (if required by the program).

Continuance

To continue in the respective post-baccalaureate teacher education program, the student must:

- For post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
- For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
- Continue to earn at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses for continuance in the teacher education program;

- Have achieved passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program; and
- Have achieved passing scores in the prescribed Virginia Board of Education professional assessments for licensure described in this section of the catalog, prior to the start of the teacher candidate internship orientation.

Score reports for all examinations must be on file in the Teacher Education Services & Advising Office in room 2345 of the Education Building. These score reports are to be provided by the candidate and will not be returned. For the most current information on prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office (<http://www.odu.edu/oce/>) website and review the *required assessments*.

Prior to placement in early field experiences, practica and/or internships, students are required to have a completed Clearance Background Check search, which consists of: *National Criminal Background Check for Employee or Volunteer Providing Care to Children, the Elderly and Disabled* (SP-24 Form), the Child Protective Service's *Central Registry Release of Information* (032-02-1515-11-eng, 02/14), a fingerprint check using the APPLICANT FD258 (REV 3-1-10) 1110-0046 fingerprinting card, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry search. Students are liable for all costs incurred.

Exit

Students must have:

- For post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
- For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
- Achieved grades of C or C- (as determined by the specific academic department) in all courses specified in the major curriculum to include content and professional education core courses; and
- Earned a passing grade in student teaching.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training on the recognition of child abuse and neglect. This training is verified through specific courses in the approved professional education programs. Students who transfer courses into the approved programs in place of the courses that meet the child abuse and neglect requirements must provide documentation that they have met the recognition of child abuse and neglect standards. Initial licensure students must also complete training 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. For more information review the initial licensure required assessments on the Teacher Education Services and Advising Office (<http://www.odu.edu/success/academic/teacher-education/val/#tab74=2>) website or visit the office in the Education Building Room 2345.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of technology. This training is received through specific courses in the approved professional education programs.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden 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/>).

For more information on requirements in specific programs, students should refer to the individual program listings in this Catalog or contact the Office of Teacher Education Services & Advising or the appropriate academic department in the College of Arts and Letters (<http://catalog.odu.edu/undergraduate/collegeofartsletters/>), the College of Sciences (<http://www.odu.edu/sci/>), or the Darden College of Education and Professional Studies (<http://www.odu.edu/education/departments/>).

Clearance Background Check Process For All Licensure Programs

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The clearance background check (<http://www.odu.edu/success/academic/teacher-education/placement/background-checks/>) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. *Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This clearance process takes a minimum of eight weeks to complete.*

This clearance background check process (<http://www.odu.edu/success/academic/teacher-education/placement/background-checks/>) includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry

Candidates are liable for all fees incurred when completing the clearance background check process (<http://www.odu.edu/success/academic/teacher-education/placement/background-checks/>). ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school. The completed clearance check will be posted to the student's Leo Online secure page under Test Scores. *A score of 1 means the student is cleared for placement*

Early Field Experiences

The college is committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds and with diverse learning needs in a fair and equitable manner. Thus, candidates must complete their early field experiences in a public or private school accredited by the Virginia Department of Education. Teacher candidates may request specific schools and districts. However, these requests are informal and ARE NOT guaranteed. Candidates may not contact school district personnel in order to request or obtain placement. Candidates may not complete their field experience at a school where an immediate relative is attending or working. Candidates are required to disclose this information on the on-line placement request.

Prior to placement, students are required to have a completed Clearance Background Check search, which consists of: the Virginia State Police Criminal History Check (State Police Form 230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), a fingerprint check, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry. Students are liable for all costs incurred.

A candidate may participate in a course with a field experience through one of two tracks:

Option A

A candidate may be eligible to participate in the early field experience course if s/he has been admitted into an approved teacher education program. This requires that candidates achieve a passing Praxis Core score or the Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program. In addition, candidates must meet

the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

Option B

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

Prescribed Virginia Board of Education Professional Assessments for Licensure

Old Dominion University teacher candidates seeking initial licensure through the completion of an approved teacher education program must successfully pass the Prescribed Virginia Board of Education Professional Assessments for Licensure prior to the start of the teacher candidate internship.

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/oce> (<http://www.odu.edu/oce/>) and review the Teacher Education Handbook.

Master of Science in Education, Early Childhood, PreK-3, Initial Licensure

3101 Education Building
757-683-3284

Angela Eckhoff, Graduate Program Director

This program is designed for prospective teachers who have completed the undergraduate program in teacher education primary/elementary offered by the Department of Interdisciplinary Studies in the College of Arts and Letters at Old Dominion University.

Admission

All students must apply for and be admitted into the approved M.S.Ed. with initial licensure program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. The Bachelor of Science Degree in Interdisciplinary Studies with a concentration in teacher education, primary/elementary from the College of Arts and Letters at Old Dominion University is required.
2. Students must meet the criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). Virginia Board of Education prescribed assessments are outlined in the Teacher Education Services and Advising section of this catalog. To review more information on the Virginia Board of Education prescribed assessments, visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>).
3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education and Professional Studies.
5. Satisfactory scores must be submitted on either the Graduate Record Examination or Miller Analogies Test. A combined verbal and quantitative score of 290 is required on the GRE, with at least a minimum score of 146 on the verbal section. A minimum score of 399 is required on the MAT.
6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for early childhood, PreK--3, education.

Continuance

1. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major.
2. A grade of “B” or higher is required in all practicum coursework.
3. Complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training>. (<https://www.odu.edu/impact/responsible-conduct-of-training/>)
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All course work in the program must be completed with at least a 3.00 graduate GPA, a grade of B in the advanced graduate practicum, and all assessments must be passed prior to attending the Teacher Candidate Internship Orientation session.
6. A grade of B- or higher is required in all professional education courses in the master's degree.
7. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website <http://www.odu.edu/tes> (<http://www.odu.edu/tes>).

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/tes>).

Exit

Requirements for graduation include:

1. Passage of the written comprehensive exam;
2. Completion of the Graduate Assessment;
3. A minimum cumulative 3.00 GPA, successful completion of the Teacher Candidate Internship, an completion of an exit interview, and submission of an application for graduation. No courses in the academic major in which the student earned below a C and no courses in professional education in which the student earned below a B- will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Curriculum

Prerequisite *

TLED 474/574	Foundations and Contemporary Issues in Early Childhood Education (if not completed in BS program)	3
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Required Courses

READ 683	Diagnostic Teaching of Reading in the Classroom	3
SPED 500	Foundations of Special Education: Legal Aspects and Characteristics	3
FOUN 641	Assessment and Evaluation of Student Learning	3
TLED 677	Advanced Child Development Theory and Research	3
TLED 690	The Child and the Family	3
TLED 679	Advanced Classroom Management and Practicum in PreK-6	3
TLED 583	Seminar in Teacher Education	1
TLED 668	Internship/Student Teaching and Seminar	9

Total Hours **31**

* If not completed in the BS IDS Teacher Preparation Concentration program.

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Early Childhood Education, PreK-3, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Angela Eckhoff, Graduate Program Director

This program is available only to students who already possess an undergraduate degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration and who want to obtain a Virginia teaching license with an endorsement in preschool through grade three.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. A bachelor's degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration is required to be considered for admission in this program.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments. Virginia Board of Education prescribed entry assessments are outlined in the Office of Clinical Experiences section of the catalog. ***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/oce> (<http://www.odu.edu/oce/>) and review the Teacher Education Handbook.*
3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a C will be accepted for admission in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission.

Continuance

1. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
2. A grade of “B” or higher is required in all practicum coursework.
3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training> (<https://www.odu.edu/impact/responsible-conduct-of-training/>).
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All assessments must be passed prior to the Teacher Candidate Internship Orientation session. A clearance background check process must be completed prior to placement in a field experience required

for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>). To review more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>).

Exit

Requirements for completion are:

1. GOOD ACADEMIC standing, successful completion of the Teacher Candidate Internship, completion of all course requirements, and submission of an application for Virginia licensure.
2. No courses in the academic major or professional education in which the student earned below a C will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for grades PreK-3 must meet the academic content knowledge requirements with a minimum grade of C. Transcripts will be evaluated by the teacher education advisor to determine whether these academic requirements have been met by previous course work at the undergraduate level. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Courses		12
TLED 430W or TLED 617	PK-12 Instructional Technology Digital Age Teaching and Learning	
TLED 301	Foundations and Introduction to Assessment of Education	
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	
TLED 468/568	Language Acquisition and Reading for Students with Diverse Learning Needs	
Required Courses		28
SPED 406/506	Students with Diverse Learning Needs in the General Education Classroom	
TLED 474/574	Foundations and Contemporary Issues in Early Childhood Education	
TLED 690	The Child and the Family	
TLED 679	Advanced Classroom Management and Practicum in PreK-6	
READ 683	Diagnostic Teaching of Reading in the Classroom	
TLED 583	Seminar in Teacher Education	
TLED 669	Internship/Student Teaching and Seminar	
Total Hours		40

In order for a student to move from the post-baccalaureate endorsement program into the master's program in early childhood, graduate admission must be granted prior to completing 12 semester hours of graduate work. If accepted into the program, only up to 12 semester hours can be counted toward the graduate degree.

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Elementary Education

General Description of Elementary Education

Elementary programs include the Master of Science in Education degree program and four post-baccalaureate licensure programs. Within the Master of Science in elementary education degree program there are a number of concentrations and emphasis area choices for both licensed teachers as well as those seeking initial licensure or endorsement. For those seeking initial licensure there are the following concentration areas: PreK-6, middle school 6-8, and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education). For licensed teachers seeking additional education there are the following concentration areas: math specialist PK-8, library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education), and elementary generalist. Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure or for those with a teaching license who want to be licensed in an additional teaching area. The four endorsement programs offered in elementary education are PreK-6, Middle School 6-8, Library Science K-12, and Mathematics Specialist PreK-8.

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

3101 Education Building
757-683-3284

Judith Dunkerly-Bean, Graduate Program Director

The master's program in elementary school education (PreK-6) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in preschool through grade six and earn a master's degree at the same time. The Pre-K-6 initial licensure concentration offers three different emphasis areas: Interdisciplinary Studies (those getting a B.S. degree in Interdisciplinary Studies from ODU) or Non-Interdisciplinary Studies (those with other non-teaching undergraduate degrees). For those seeking initial licensure in the area of library science, see the Library Science (School Librarianship K-12) section for complete program information.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education, Elementary Education, PreK-6: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia by the Virginia Department of Education and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/archive/outofstate> (<http://pathway.pesb.wa.gov/archive/outofstate/>) for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement. This program is available on-campus and online.

Interdisciplinary Studies Teacher Preparation Emphasis Area

This program is designed for prospective who have earned the Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University. Students must meet the required criteria for admission outlined below by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA).

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following:

1. The Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University is required.
2. A minimum cumulative GPA of 2.80 in the bachelor's degree.
3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Office of Clinical Experiences section of this catalog. *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> (<http://www.odu.edu/occe/>) and review the Teacher Education Handbook.*
4. No courses in the academic major in which the student has earned a grade below "C" will be accepted for admission in the Darden College of Education and Professional Studies.
5. No course in professional education in which the student has earned a grade below a "B-" will be accepted in the Darden College of Education and Professional Studies.
6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.

Continuance

1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in the field experience. For more information, please review the policy in the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/occe/>).
2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).
4. A grade of "B" or higher is required in all graduate practicum coursework.
5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training>. (<https://www.odu.edu/impact/responsible-conduct-of-training/>)
6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.
7. Submit the Teacher Candidate Internship application for placement by the established deadline.
8. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/occe/>).

Exit

Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the teaching portfolio comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. Completion of an exit interview;
7. Completion of all course requirements; and
8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master's degree in elementary education (grades Pre-K-6) must meet the academic content requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Graduate Professional Education Courses

SPED 500	Foundations of Special Education: Legal Aspects and Characteristics	3
TLED 690	The Child and the Family	3
READ 680	Reading to Learn Across the Curriculum	3
LIBS 642	Children's Literature PREK-8	3
FOUN 641	Assessment and Evaluation of Student Learning	3
TLED 677	Advanced Child Development Theory and Research	3
TLED 679	Advanced Classroom Management and Practicum in PreK-6	3
TLED 583	Seminar in Teacher Education	1
TLED 668	Internship/Student Teaching and Seminar	9

Total Hours **31**

Non-Interdisciplinary Studies Emphasis Area

This curriculum is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain the Virginia teaching license to become a teacher in preK-6 grades and earn the master's degree at the same time.

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following

1. A Bachelor of Science from a regionally accredited college/university is required.
2. A minimum cumulative GPA of 2.80 in the bachelor's degree.
3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Office of Clinical Experiences section of this catalog. *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> (<http://www.odu.edu/occe/>) and review the Teacher Education Handbook.*
4. No courses in the academic major in which the student has earned a grade below "C" will be accepted for admission in the Darden College of Education and Professional Studies.
5. No course in professional education in which the student has earned a grade below a "B-" will be accepted in the Darden College of Education and Professional Studies.
6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain

circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.

Continuance

1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in the field experience. For more information, please review the policy in the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>).
2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.
3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).
4. A grade of "B" or higher is required in all graduate practicum coursework.
5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training/> (<https://www.odu.edu/impact/responsible-conduct-of-training/>)
6. Students must take and pass all Virginia Board of Education prescribed assessments for licensure including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.
7. Submit the Teacher Candidate Internship application for placement by the established deadline.
8. All course work, content knowledge and professional education, must be completed with appropriate grades prior to the Teacher Candidate Internship Orientation.
9. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>).

Exit

Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the teaching portfolio comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. Completion of an exit interview;
7. Completion of all course requirements; and
8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking a master's degree in elementary education (grades Pre-K-6) with initial licensure must meet the academic content requirements with a minimum grade of "C" in addition to the professional education course work listed below. Transcripts will be evaluated by the teacher education advisor to determine whether academic content requirements have been met by previous course work. Subject area specific course work that was not met with previous course work must be completed prior to the Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Undergraduate Professional Education Classes 27

TLED 532	Developing Instructional Strategies PreK-6: Language Arts
TLED 535	Developing Instructional Strategies PreK-6: Social Studies
TLED 568	Language Acquisition and Reading for Students with Diverse Learning Needs
TLED 608	Foundations of Education and Instructional Assessment
SPED 613	Human Growth and Development
TLED 617	Digital Age Teaching and Learning
STEM 533	Developing Instructional Strategies PreK-6: Mathematics
STEM 534	Developing Instructional Strategies PreK-6: Science

Graduate Professional Education Courses 31

TLED 579	Classroom Management and Practice PreK-3; PreK-6
TLED 690	The Child and the Family
SPED 500	Foundations of Special Education: Legal Aspects and Characteristics
READ 680	Reading to Learn Across the Curriculum
LIBS 642	Children's Literature PREK-8
FOUN 641	Assessment and Evaluation of Student Learning
TLED 677	Advanced Child Development Theory and Research
TLED 679	Advanced Classroom Management and Practicum in PreK-6
TLED 583	Seminar in Teacher Education
TLED 668	Internship/Student Teaching and Seminar

Total Hours 58

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the teacher education programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/oce/>).

Elementary Education, PreK-6, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Judith Dunkerly-Bean, Graduate Program Director

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia's teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post-baccalaureate endorsement program candidates and must meet the college's policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into the post-baccalaureate endorsement teacher preparation programs in the Darden College of Education and Professional Studies. The Pre-K-6 post-baccalaureate endorsement option is available for those students who wish to pursue licensure and do not meet the master's degree admission requirements or who do not wish to pursue the master's degree.

This licensure program in elementary education (Pre-K-6) is designed for individuals with a non-teaching B.S. or B. A. degree, or for those with a

teaching license in another teaching area, who want to obtain licensure to teach in grade Pre-K through grade six.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary Education (grades Pre-K-6). The following admission criteria must be met:

1. A bachelor's degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including specific course work to meet Virginia's stated coursework competencies for elementary education (Pre-K-6) subject area preparation.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). Virginia Board of Education prescribed entry assessments are outlined in Office of Clinical Experiences section of the catalog. *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> (<http://www.odu.edu/occe/>) and review the Teacher Education Handbook.*
3. Cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a "C" will be accepted in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative graduate GPA of 3.00. A grade of "B" or higher is required in all practicum coursework.
2. A grade of "C" or higher is required in all undergraduate content knowledge and professional education courses.
3. A grade of "B" or higher is required in all graduate practicum courses.
4. A grade "B-" or higher is required in all graduate professional education courses (excluding graduate practicum coursework).
5. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training> (<https://www.odu.edu/impact/responsible-conduct-of-training/>).
6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.
7. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
8. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/occe/>).

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, <http://www.odu.edu/tes> (<http://www.odu.edu/occe/>).

Exit

Requirements for completion are:

1. A minimum cumulative 3.00 graduate GPA
2. Successful completion of the Teacher Candidate Internship
3. Completion of all course requirements
4. Submission of an application for Virginia licensure.
5. No courses in the academic major or professional education in which the student earned below a "C" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for grades PreK-6 must meet the academic concentration requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Courses		12
TLED 568	Language Acquisition and Reading for Students with Diverse Learning Needs	
TLED 608	Foundations of Education and Instructional Assessment	
TLED 617	Digital Age Teaching and Learning	
SPED 613	Human Growth and Development	
Graduate Professional Education Courses		28
STEM 533	Developing Instructional Strategies PreK-6: Mathematics	
SPED 500	Foundations of Special Education: Legal Aspects and Characteristics	
STEM 534	Developing Instructional Strategies PreK-6: Science	
READ 680	Reading to Learn Across the Curriculum	
TLED 532	Developing Instructional Strategies PreK-6: Language Arts	
TLED 535	Developing Instructional Strategies PreK-6: Social Studies	
TLED 583	Seminar in Teacher Education	
TLED 669	Internship/Student Teaching and Seminar	
TLED 679	Advanced Classroom Management and Practicum in PreK-6	
Total Hours		40

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: <http://www.odu.edu/tes> (<http://www.odu.edu/occe/>).

Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure

3101 Education Building
757-683-3284

Judith Dunkerly-Bean, Graduate Program Director

This master's program in elementary education with a concentration in middle school education (grades 6-8) is designed for prospective teachers wanting to obtain initial middle school teaching licensure and a master's degree at the same time. Available to students who have a non-teaching B.S.

or B.A. degree, the program requires students to complete two content areas from the following:

Mathematics *	23-29
English *	21
Science *	21
Social Studies *	21
Education Courses taken at the graduate level	44

* Minimum hours to satisfy requirement.

Advisors in the Career and Advising Resource Center will evaluate an individual's undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major or professional education classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education and Professional Studies.

Admission

All students must apply for and be admitted into the approved M.S.Ed in Education, Elementary Education, Middle School, 6-8, with initial licensure program. The following criteria must be met for admission to the campus-based emphasis area:

1. A bachelor's degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including a minimum of 21 semester hours (which meet Virginia's stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA). *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/oce> (<http://www.odu.edu/oce/>) and review the Teacher Education Handbook.*
3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major or professional education in which the student has made below a "C" will be accepted for admission in the Darden College of Education and Professional Studies.
5. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative GPA of 3.00 in the graduate professional education courses. A grade of "B" or higher is required in all practicum coursework. A minimum "B-" grade is required for the remaining graduate professional education courses.
2. Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
4. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- PRAXIS Subject Assessment (formerly Praxis II) Middle School English/Language Arts
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Mathematics
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Science
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Office of Clinical Experiences website (<http://www.odu.edu/oce/>).

Exit

Requirements for graduation include the following:

1. completion of the teaching portfolio comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B grade for practicum courses and a minimum B- grade for the remaining graduate professional education courses required,
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

No courses in the academic major in which the student earned below a "C" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master's degree in elementary education with a concentration in middle school education (grades 6-8) must meet the academic concentration requirements in two of the following content areas with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Experiential learning credit may be available for some non-academic work.

English: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

Mathematics: Mathematics content must include coursework in college algebra, probability and statistics, pre-calculus I and II, calculus I, number systems & discrete math, geometry, linear algebra and computer programming to satisfy the requirements for the Algebra I endorsement; 23-29 credit hours

Science: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

History/Social Science: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

Prerequisite Courses

12

TLED 608	Foundations of Education and Instructional Assessment
TLED 617	Digital Age Teaching and Learning
SPED 613	Human Growth and Development

TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs

Graduate Professional Education Courses 32

TLED 583 Seminar in Teacher Education (Co-Requisite with one Instructional Strategies)

SPED 500 Foundations of Special Education: Legal Aspects and Characteristics

TLED 615 Teaching in the Middle School

READ 680 Reading to Learn Across the Curriculum

LIBS 642 Children’s Literature PREK-8

FOUN 641 Assessment and Evaluation of Student Learning

TLED 666 Internship/Student Teaching and Seminar (Student Teaching)

Select two from the following:

TLED 551 Developing Instructional Strategies for Teaching in the Middle/High School: English

TLED 555 Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies

STEM 553 Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics

STEM 554 Developing Instructional Strategies for Teaching in the Middle/High School: Science

Total Hours 44

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (<http://www.odu.edu/occe/>) website.

Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Judith Dunkerly-Bean, Graduate Program Director

This post-baccalaureate endorsement program in elementary education with a middle school concentration (grades 6-8) is designed for prospective teachers who want to obtain an initial middle school teaching license. Available to students who have a non-teaching B.S. or B.A. degree or to those having a teaching license in another area and are seeking an additional teaching license; the program requires students to take courses that meet the Commonwealth of Virginia’s stated academic competency requirements and leads to two undergraduate endorsement areas selected from the following:

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

* Minimum hours to satisfy requirement.

Please note: Advisors in the Career and Advising Resource Center will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education and Professional Studies.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary/Middle School Education (grades 6-8). The following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) to meet Virginia’s stated coursework competencies for middle school education (6-8) subject areas, including a minimum of 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA). *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/> and review the Teacher Education Handbook.*
3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/ middle education.

Continuance

1. Students must maintain a cumulative GPA of 3.0 in the graduate professional education courses.
2. A grade of “B” or higher is required in all practicum coursework. A grade of “B-” is required for the remaining graduate professional education courses.
3. Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
4. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
6. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy on the Office of Clinical Experiences (<http://www.odu.edu/occe/>) website.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- Praxis Subject Assessment (formerly Praxis II) Middle School English/ Language Arts
- Praxis Subject Assessment (formerly Praxis II) Middle School Mathematics
- Praxis Subject Assessment (formerly Praxis II) Middle School Science
- Praxis Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Office of Clinical Experiences (<http://www.odu.edu/occe/>) website.

Exit

Requirements for completion are as follows:

1. a minimum cumulative 3.0 GPA
2. a grade of "B" or higher is required in all practicum coursework,
3. a grade of "B-" is required for the remaining graduate professional education courses,
4. a minimum grade of "C" in all academic major courses to be accepted toward licensure requirements in the Darden College of Education and Professional Studies,
5. successful completion of the Teacher Candidate Internship,
6. completion of all course requirements, and
7. submission of an application for Virginia licensure.

Program Requirements

Students seeking initial licensure for grades 6 - 8 must meet the academic concentration requirements in two of the following content areas with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

English: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

Mathematics: Mathematics content must include coursework in college algebra, probability and statistics, pre-calculus I and II, calculus I, number systems & discrete math, geometry, linear algebra and computer programming to satisfy the requirements for the Algebra I endorsement; 23-29 credit hours

Science: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

History/Social Science: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

Prerequisite Courses

TLED 568	Language Acquisition and Reading for Students with Diverse Learning Needs	3
TLED 608	Foundations of Education and Instructional Assessment	3
TLED 617	Digital Age Teaching and Learning	3
SPED 613	Human Growth and Development	3
Graduate Professional Education Courses		
READ 680	Reading to Learn Across the Curriculum	3
SPED 500	Foundations of Special Education: Legal Aspects and Characteristics	3
TLED 583	Seminar in Teacher Education	1
TLED 615	Teaching in the Middle School	4
Select two from the following:		6
TLED 551	Developing Instructional Strategies for Teaching in the Middle/High School: English	
TLED 555	Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies	
STEM 553	Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics	

STEM 554 Developing Instructional Strategies for Teaching in the Middle/High School: Science

TLED 666 Internship/Student Teaching and Seminar 9

Total Hours 38

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (<http://www.odu.edu/oce/>) website.

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

3101 Education Building
757-683-3284

Tom Bean, Graduate Program Director

The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours, 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master's degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the elementary grades. *The M.S.Ed. - Elementary Education program for licensed teachers is offered online only.*

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

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

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

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

Admission Requirements

Students must:

1. hold a bachelor's degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state for elementary or middle school education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. have an interview with the graduate program director.

Continuance

Students must:

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

Exit

Students must:

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

Program Requirements

Students enrolled in the Advanced Master's Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

Curriculum

Common Core

TLCI 731	Instructional Technology Trends in Curriculum and Instruction	3
TLED 618	Assessment and Evaluation in PK-12 Schools	3
TLED 775	English Language Learners in the PK-12 Classroom	3
TLED 701	Teacher as Leader	3

Research Core

TLED 638	Researching Teaching in Elementary and Secondary Grades	3
TLED 671	Practitioner Inquiry in Elementary and Secondary Grades	3

Electives

TLED 724	Curriculum Development Principles and Practices in Elementary Schools	3
TLED 734	Problems of Teaching in the Elementary Grades	3
TLED 744	Diversity and Equity in Elementary Education	3
Capstone Experience - Choose 1 of 2 Options		3
Thesis Option		
TLED 699	Thesis	
Internship Option		
TLCI 668	Internship in Curriculum and Instruction	3
Total Hours		33

Master of Science in Education, Secondary Education

3101 Education Building
757-683-3284

General Description of Secondary Education

Secondary programs include the Master of Science in Education degree program and three Post-baccalaureate licensure programs. Within the Master of Science in secondary education degree program there are a number of concentrations and content area choices for both licensed teachers as well as those seeking initial licensure or endorsement.

For those seeking initial licensure there are the following content areas: 6-12 (content areas: biology, chemistry, earth science, English, mathematics, physics, social studies), library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Elementary Education), and Teachers of English to Speakers of Other Languages K-12 (TESOL).

For licensed teachers seeking additional education there are the following concentration areas: 6-12 and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education - Elementary). Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure, or for those with a teaching license who want to be licensed in an additional teaching area. The three endorsement programs offered in secondary education are 6-12, Library Science K-12, and Teachers of English to Speakers of Other Languages K-12 (TESOL).

Please note that there are secondary education programs for earning a bachelor's degree with initial licensure in grades 6-12 described in the ODU Undergraduate Catalog.

Master of Science in Education, Secondary Education, 6-12 with Initial Licensure

3101 Education Building
757-683-3284

Jori Beck, Graduate Program Director

This master's program in secondary education (grades 6-12) with initial licensure is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 and earn a master's degree at the same time. *This program is available on-campus and online.*

Admission

All students must apply for and be admitted into the approved M.S.Ed in Secondary Education, 6-12, with initial licensure program. For admission to the Campus-Based emphasis area, the following criteria must be met:

1. A bachelor's degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent). The degree must include semester hours (which meet Virginia's stated coursework competencies) in one of the following content areas:

English, mathematics, earth science, chemistry, biology, or physics, and history/social studies, which will be listed on the license.

- Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). *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/oce> (<http://www.odu.edu/oce/>) and review the *Teacher Education Handbook*.*
- A cumulative undergraduate GPA of 2.80 is required for admission.
- Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.
- An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance

- Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
- Students must maintain a cumulative GPA of 3.00 with a minimum grade requirement of B or higher required in all practicum coursework and a minimum B- grade in the remaining graduate professional education courses.
- Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis Subject Assessment (formerly Praxis II) examination for the appropriate specialty area prior to or while enrolled in the instructional strategies course and the seminar in teacher education (TLED 583).
- A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the criminal background check process please review the information on the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.
- All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the information on the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

Exit

Requirements for graduation include the following:

- Passage of the teaching portfolio comprehensive exam,
- completion of the Graduate Assessment,
- a minimum cumulative 3.00 GPA, with a minimum grade requirement of B or higher required in all practicum coursework and a grade of B-or higher in the remaining graduate professional education courses.
- successful completion of the Teacher Candidate Internship,
- completion of an exit interview,
- completion of all course requirements, and
- submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

Program Requirements

Students seeking initial licensure plus a master's degree in secondary education (grades 6-12) must meet the grade required for the academic major

and professional education in order to complete the master's degree.

Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work (content) that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session. Experiential learning credit may be available for some non-academic work.

Curriculum

Graduate Professional Education courses		34
TLED 608	Foundations of Education and Instructional Assessment	
SPED 613	Human Growth and Development	
TLED 617	Digital Age Teaching and Learning	
SPED 500	Foundations of Special Education: Legal Aspects and Characteristics	
TLED 640	The Management of Learning and Instruction	
READ 680	Reading to Learn Across the Curriculum	
SPED 517	Collaboration and Transitions	
TLED 583	Seminar in Teacher Education (co-requisite with Instructional Strategies)	
FOUN 641	Assessment and Evaluation of Student Learning	
TLED 669	Internship/Student Teaching and Seminar	
Select one of the following four that corresponds to subject (content) area:		3
TLED 551	Developing Instructional Strategies for Teaching in the Middle/High School: English	
TLED 555	Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies	
STEM 553	Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics	
STEM 554	Developing Instructional Strategies for Teaching in the Middle/High School: Science	
Total Hours		37

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

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

3101 Education Building
757-683-3284

Tom Bean, Graduate Program Director

The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours, with 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master's degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the secondary

grades. *The M.S.Ed. - Secondary Education program for licensed teachers is offered online only.*

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

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

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

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

Admission Requirements

Students must:

1. hold a bachelor's degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state for middle school or secondary education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. have an interview with the graduate program director.

Continuance

Students must:

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

Exit

Students must:

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

Program Requirements

Students enrolled in the Advanced Master's Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

Curriculum

Common Core

TLCI 731	Instructional Technology Trends in Curriculum and Instruction	3
TLED 618	Assessment and Evaluation in PK-12 Schools	3
TLED 775	English Language Learners in the PK-12 Classroom	3
TLED 701	Teacher as Leader	3

Research Core

TLED 638	Researching Teaching in Elementary and Secondary Grades	3
TLED 671	Practitioner Inquiry in Elementary and Secondary Grades	3

Electives

TLED 725	Curriculum Development Principles and Practices in Secondary Schools	3
TLED 735	Problems of Teaching in the Secondary Grades	3
TLED 745	Diversity and Equity in Secondary Education	3

Capstone Experience - Choose 1 of 2 Options

Thesis Option		3
TLED 699	Thesis	
Internship Option		
TLCI 668	Internship in Curriculum and Instruction	3

Total Hours **33**

Secondary Education, 6-12, Post-Baccalaureate Endorsement

This Post-Baccalaureate endorsement program in secondary education (grades 6-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 in the following content areas: English, mathematics, earth science, chemistry, biology or physics, and history/social studies, which will be listed on the license.

Admission

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Secondary Education (grades 6-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA). *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/oce> (<http://www.odu.edu/oce/>) and review the Teacher Education Handbook.*
3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required in the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.

- An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance

- Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
- Students must maintain a cumulative GPA of 3.0 in the graduate professional education coursework.
- A grade of “B” or higher is required in all practicum coursework and a grade of B- or higher required in the remaining graduate professional education courses.
- Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and the Praxis Subject Assessment (formerly Praxis II) examination for the appropriate secondary endorsement prior to or while enrolled in the instructional strategies course and the Seminar in Teacher Education (TLED 583) course.
- A clearance background check must be completed prior to placement in a field experience required for an observation or practicum courses and for the teacher candidate internship. For more information please review the clearance background clearance process on the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.
- All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

Exit

Requirements for completion are as follows:

- a minimum cumulative 3.0 GPA, with a minimum “B” grade for the practicum courses, and a minimum “B-” grade for the remaining graduate professional education courses required.
- successful completion of the Teacher Candidate Internship,
- completion all course requirements, and
- submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for grades 6-12 must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Graduate Certificate in Secondary Education Professional Studies

Kelly Rippard, Coordinator
Nola Nicholson, Academic Advisor

Program Description

This certificate program is designed to support provisionally licensed teachers, who are employed by a school division in the Commonwealth, in meeting teacher licensure requirements. The certificate consists of four courses—12 semester hours—that move toward meeting the professional

studies competency areas described by the Virginia Department of Education and required by all fully licensed teachers. It is not a state-approved endorsement education program.

Admission

- Degree seeking graduate-level students admitted to the certificate program must have an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution.
- Non-degree-seeking students may take a maximum of 12 credit hours prior to seeking admission.
- Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on TOEFL iBT.

Curriculum Requirements

This certificate is designed to support provisionally licensed teachers, who are employed by school division in the Commonwealth of Virginia, in meeting teacher licensure requirements. The certificate consists of a four course sequence—12 semester hours—that moves toward meeting the professional studies competency areas described by the Virginia Department of Education and required by all fully licensed teachers. It is not a state-approved endorsement education program.

The professional studies certificate will be comprised of the following courses. All of these courses are currently taught at ODU as part of the MSED in Secondary Education.

**Required Courses (12 hours)*

READ 680	Reading to Learn Across the Curriculum	3
SPED 613	Human Growth and Development	3
TLED 608	Foundations of Education and Instructional Assessment	3
TLED 640	The Management of Learning and Instruction	3
Total Hours		12

***Additional course work might be necessary to fully meet teacher licensure requirements**

Course Delivery Format

The courses are all currently available in both traditional face-to-face and web-based formats. This certificate will be available in both formats.

Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12 with Initial Licensure

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director

The Masters of Science in Education, Secondary Education, Teaching English as a Second Language (TESOL) concentration is for individuals who hold an undergraduate degree and wish to earn a Master of Science in Education degree and qualify for a Virginia Teaching license for grades K-12 in English as a Second Language. The program emphasis is Teaching English to speakers of other languages.

Admission

- All students must apply for and be admitted into the approved M.S. Ed. with initial licensure program for Teaching English as a Second Language (TESOL – PK-12).
- A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent).
- Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA). *For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Office of Clinical Assessment website, <http://www.odu.edu/assessment/>*

www.odu.edu/oce (<http://www.odu.edu/oce/>) and review the *Teacher Education Handbook*.

- A cumulative undergraduate GPA of 2.80 is required for admission.
- Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.
- An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL.

Continuance

- Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
- Students must maintain a cumulative GPA of 3.00, with a minimum "B" grade for the practicum courses, and a minimum "B-" grade required for the remaining graduate professional education courses.
- Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis Subject Assessment (formerly Praxis II) examination for TESOL prior to or while enrolled in the instructional strategies course.
- A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check process please review the information on the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.
- All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the information on the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website

Exit

Requirements for graduation include the following:

- Passage of the teaching portfolio comprehensive exam,
- completion of the Graduate Assessment,
- a minimum cumulative 3.00 GPA, with a minimum B grade in practicum courses, and a minimum B- grade required for the remaining graduate professional education courses,
- successful completion of the Teacher Candidate Internship,
- completion of an exit interview,
- completion of all course requirements, and
- submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master's degree in TESOL (PK-12) must meet the grade required for the academic content requirement in English and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work.

Curriculum

Prerequisite Courses

ENGL 440/540 General Linguistics (fall only)

Select one from the following:

Foreign Language

English for foreign speakers

Academic Content courses in English

ENGL 677	Language and Communication Across Cultures	3
ENGL 679	First and Second Language Acquisition	3
ENGL 670	Methods and Materials in TESOL (spring only)	3
Select one from the following:		3
ENGL 542	English Grammar	
ENGL 550	American English	
ENGL 672	Language Structure Analysis	
ENGL 678	Sociolinguistics	
Graduate Professional Education		33
TLED 608	Foundations of Education and Instructional Assessment	
SPED 613	Human Growth and Development	
TLED 617	Digital Age Teaching and Learning	
TLED 640	The Management of Learning and Instruction	
READ 683	Diagnostic Teaching of Reading in the Classroom	
READ 686	Advanced Language Development and Reading	
FOUN 641	Assessment and Evaluation of Student Learning	
TLED 636	Problems in Education	
TLED 669	Internship/Student Teaching and Seminar (student teaching)	
Total Hours		54

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Office of Clinical Experiences (<http://www.odu.edu/oce/>) website.

Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director

This Post-Baccalaureate endorsement program in Teaching English as a Second Language (K-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in TESOL.

Admission

- All students must apply for and be admitted into the approved post-baccalaureate endorsement program for TESOL (K-12).
- Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA). *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/oce> (<https://www.odu.edu/oce/>) and review the *Teacher Education Handbook*.*
- A cumulative undergraduate GPA of 2.75 is required for admission.
- Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.
- An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission

to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL education.

Continuance

- Students must complete the Responsible Conduct of Research (<https://www.odu.edu/impact/responsible-conduct-of-training/>) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
- Students must maintain a cumulative graduate GPA of 3.00.
- A grade of "B" or higher is required in all practicum coursework. A minimum grade of "B-" is required for the remaining graduate professional education courses.
- Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and must the Praxis Subject Assessment (formerly Praxis II) English as a second language (TESOL) test code #5362, passing score of 149.
- A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check please review the policy in the Office of Clinical Experiences (<http://www.odu.edu/occe/>) website.
- All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the policy on the Office of Clinical Experiences (<http://www.odu.edu/occe/>) website.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services (<http://www.odu.edu/occe/>) website.

Exit

Requirements for completion are as follows:

- a minimum cumulative 3.00 graduate GPA,
- successful completion of the Teacher Candidate Internship,
- completion of all course requirements with a grade of "B" or higher required in all practicum coursework and a minimum grade of "B-" required for the remaining graduate professional education courses.
- submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for TESOL K-12 grades must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Courses 6

ENGL 440/540 General Linguistics

Select one from the following:

Foreign Language

English for foreign speakers

Academic Content courses in English 12

ENGL 677 Language and Communication Across Cultures

ENGL 679 First and Second Language Acquisition

ENGL 670 Methods and Materials in TESOL

Select one from the following:

ENGL 542	English Grammar
ENGL 550	American English
ENGL 672	Language Structure Analysis
ENGL 678	Sociolinguistics

Professional Education 33

TLED 608	Foundations of Education and Instructional Assessment
SPED 613	Human Growth and Development
TLED 617	Digital Age Teaching and Learning
TLED 640	The Management of Learning and Instruction
READ 680	Reading to Learn Across the Curriculum
SPED 506	Students with Diverse Learning Needs in the General Education Classroom
READ 683	Diagnostic Teaching of Reading in the Classroom
READ 686	Advanced Language Development and Reading
TLED 669	Internship/Student Teaching and Seminar

Total Hours 51

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Office of Clinical Experiences (<http://www.odu.edu/occe/>) website.

Graduate Certificate in Teaching English to Speakers of other Languages (TESOL)

This certificate would be of interest to students who want to teach English to speakers of other languages. There are two concentrations for this certificate. The first one is the Adult Learner concentration which can be used for teaching English to adult learners or for teaching English as an additional language abroad. The second concentration is designed for teachers in K-12 who may want to pursue an added endorsement in ESL. Each concentration is a total of 15 credit hours, with the option of being completed online or traditionally.

Core Course

ENGL 679	First and Second Language Acquisition	3
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Concentrations - Select one of the following: 12

Post-Baccalaureate K-12 Endorsement Concentration

READ 619 Word Study, Phonics, and Linguistics

READ 622 Culturally Responsive Literacy for All Learners

READ 686 Advanced Language Development and Reading

TLED 775 English Language Learners in the PK-12 Classroom

Adult Learner Concentration

ENGL 540 General Linguistics
or ENGL 672 Language Structure Analysis

ENGL 670 Methods and Materials in TESOL
or TLED 775 English Language Learners in the PK-12 Classroom

ENGL 675 Practicum in TESOL
or ENGL 722/822 Multilingualism and Writing Instruction

ENGL 677 Language and Communication Across Cultures
or ENGL 705/805 Discourse and Rhetoric Across Cultures

Total Hours 15

The certificate may be taken independently of the degree, but students must be either admitted to the graduate program or as non-degree graduate certificate seeking students. A maximum of 6 semester hours of graduate credit may be transferred into the TESOL certificate program.

Master of Science in Education, Reading with Reading Specialist Endorsement (for licensed teachers)

The program is designed to provide professional training for prospective reading specialists, literacy coaches, and elementary- and secondary-level reading teachers or a general master's degree in reading.

Extensive course offerings permit the graduate student to pursue an area of interest, such as elementary school reading, secondary school reading, college reading, literacy coaching, and reading in clinical settings. As a culminating experience, each student investigates a problem area and prepares a formal research paper or project on a topic of interest.

Candidate study may include an intensive search of the professional literature on reading or selected field experiences in public, private, or governmental reading programs that provide reading services to clients. In addition, candidates tutor children and aid in the diagnosis and remediation of reading problems. Candidates who have three years of satisfactory experience in teaching reading, completed the entire degree program, and satisfactorily completed the Reading for Virginia Educators: Reading Specialists-coded 5304 may obtain the reading specialist endorsement. *The M.S.Ed. - Reading with Reading Specialist endorsement is offered online only.*

Admission

Students must:

1. Hold a bachelor's degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;
3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have two letters of recommendation from former professors or principals;
5. Submit an essay;
6. Have an interview with the graduate program director;
7. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
8. Submit an online application (<https://www.odu.edu/admission/graduate>) (<https://www.odu.edu/admission/graduate/>), which includes an essay and recommendations, an official transcripts to the MSED in Reading Education program.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for reading education.

Continuance

Students must

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training>; (<https://www.odu.edu/impact/responsible-conduct-of-training/>)
2. maintain a grade point average of 3.00 overall; and
3. maintain a grade point average of 3.00 in the major.

Exit

Students must

1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. complete an exit survey;
4. have completed all course requirements;
5. submit an application for graduation; and
6. The degree candidates in the Reading Specialist program must successfully pass the Virginia Reading Specialist Licensure Exam (RVE-5304). Candidates receiving the master's degree only without the Reading Specialist endorsement are not required to take the Reading for Virginia Educators exam.

Program Requirements

A minimum of 30 semester credits is required for the Master's Degree in Reading Education. The Reading Specialist degree candidate must successfully pass the Virginia Reading Specialist Licensure examination (RVE-5304), usually taken in the last semester of the program. Candidates receiving the master's degree only without the Reading Specialist endorsement are not required to take the Reading for Virginia Educators exam.

Course requirements for completion of the degree program are listed below.

Master of Science in Education, Reading (Non-Licensure, Online Master's Only)

3101 Education Building
757-683-3284

For program information, please contact reading@odu.edu

The program is designed for those candidates who do not necessarily have a teaching license but want to get a master's degree in reading. The master's only program is designed to provide professional training in literacy for administrators, literacy coaches, elementary and secondary-level teachers in private schools that do not require a teaching license, and policy makers. The non-licensure track is for students who are not interested in obtaining reading specialist endorsement. This track is designed for those students who seek to work in schools, institutions and agencies that do not require state licensure or certification. As many literacy specialists work outside of the traditional K-12 public school classroom. Program study may include an intensive search of the professional literature on literacy or selected field experiences in public, private or governmental reading program that provide literacy services to clients. In addition, candidates tutor struggling readers and aid in the diagnosis and remediation of reading problems. The program is offered online only. This degree does not provide a Reading Specialist Endorsement.

The M.S.Ed. - Reading (Master's only) is offered online.

Admission

Students must:

1. Hold a bachelor's degree or higher from an accredited college/university;
2. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major, preferably education;
3. Have two letters of recommendation from former professors or principals;
4. Submit an essay;
5. Have an interview with the graduate program director;
6. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
7. Submit an online application (<https://www.odu.edu/admission/graduate>) (<https://www.odu.edu/admission/graduate/>), which includes an essay and recommendations, an official transcripts to the MSED in Reading Education program.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for reading education.

Continuance

Students must

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training>; (<https://www.odu.edu/impact/responsible-conduct-of-training/>)
2. maintain a grade point average of 3.00 overall.

Exit

Students must

1. have a 3.00 grade point average;
2. submit and pass cumulative Literacy Professional Portfolio (e-Portfolio)
3. complete an exit survey;
4. have completed all course requirements;
5. submit an application for graduation.

Program Requirements

A minimum of 30 semester credits is required for the Master's Degree in Reading Education.

Course requirements for completion of the degree program are listed below.

READ 612	Action Research in Reading	3
READ 614	Foundations of Literacy Learning	3
READ 619	Word Study, Phonics, and Linguistics	3
READ 622	Culturally Responsive Literacy for All Learners	3
READ 628	New Literacies, Digital Technologies, and Learning	3
READ 683	Diagnostic Teaching of Reading in the Classroom	3
READ 685	Organizing and Supervising Reading Program Development	3
READ 686	Advanced Language Development and Reading	3
READ 693	Practicum in Reading	3
TLED 775	English Language Learners in the PK-12 Classroom	3
Total Hours		30

Literacy Coaching Certificate

General Description of the Literacy Coaching Certificate

The purpose of this certificate is to prepare literacy coaches in understanding literacy development among children using research-based theories in literacy methods and instructional design. Graduates of this program will be able to use such methods in coaching children who require enhanced instruction related to reading and writing. They will also be prepared to assess learning outcomes in literacy and to supervise classroom literacy programs.

Admission

Students must:

1. Hold a bachelor's degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching

license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;

3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
5. Submit an online nondegree application (<https://www.odu.edu/admission/graduate/>).

Curriculum

This graduate certificate is comprised of four required courses that encompass the key areas of literacy coaching: foundations of literacy learning, assessment, new literacy forms, and supervision of literacy program. The four courses are:

READ 614	Foundations of Literacy Learning	
READ 627	School-Wide Assessment and Professional Development	
READ 628	New Literacies, Digital Technologies, and Learning	
READ 685	Organizing and Supervising Reading Program Development	
Total Hours		12

Doctor of Philosophy, Education - Curriculum and Instruction Concentration

3101 Education Building
757-683-3284

Angela Eckhoff, Co-Graduate Program Director
Brandon Butler, Co-Graduate Program Director

The Doctor of Philosophy, Education, Curriculum and Instruction Concentration, with a concentration in Curriculum and Instruction prepares scholarly leaders to identify and examine the problems and possibilities associated with curriculum and instruction in schools and other institutions within a multicultural democratic society. The program focuses on curricular issues as a field of inquiry and develops students' abilities to address the questions that influence curriculum theory, design, development, delivery, assessment, and evaluation.

Program graduates go on to become leaders in our nation's schools, colleges, universities, and related agencies such as business, government, and research institutions. Our curriculum is solidly grounded in interpreting and producing research and scholarship, with particular attention paid to the philosophical, theoretical, historical, socio-cultural, ethical and political constructs and issues that affect curriculum and instruction.

We welcome students with interests in all institutional settings serving students across their lifespan (early childhood through adulthood). As part of their study, students in curriculum and instruction may pursue an area of specialization in:

- childhood studies;
- curriculum studies;
- elementary education;
- history and social studies education;
- instructional technology;
- literacy, language, and culture;
- mathematics education;
- multicultural education;
- science education;
- STEM education; or
- secondary education.

Admission

Admission to the Ph.D. programs in the Department of Teaching & Learning is competitive. Applicants should have a completed master's degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master's degree such as L.L.B., J.D., and D.D.S., will be considered. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. - Education - Curriculum and Instruction Concentration are as follows:

1. A completed online application from the Office of Graduate Admissions (<http://www.odu.edu/admission/graduate/>);
2. A completed master's degree in an appropriate discipline from a regionally accredited university;
3. Three letters of reference from sources including employment supervisors and/or university faculty members capable of commenting on the applicant's current readiness for advanced graduate study;
4. Statement of intent for study in the PhD program in Curriculum and Instruction (limit 1,000 words). In this statement, address the following questions:
 - a. Describe your understanding of and your interest in the Curriculum and Instruction program.
 - b. How will the Curriculum and Instruction program help you achieve your long-term professional goals?
5. Submission of a professional curriculum vitae. Three years of teaching experience are preferred;
6. Official transcripts of all undergraduate and graduate courses and degrees completed;
7. Academic writing sample - Choose and submit one of the following options:
 - a. Previous academic writing sample (e.g., thesis, major paper, culminating project from previous graduate work), or
 - b. Develop a brief (four double-spaced pages response to the following prompt using a minimum of three academic sources): Identify and analyze an issue related to education in your local context.
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications must be complete and submitted to the ODU Office of Graduate Admissions by October 15 for spring admissions, and March 1 for Summer and Fall admissions (dates subject to change). Note: If you wish to apply for Financial Aid, deadlines for application are as much as six months earlier. Contact the Financial Aid office at 757-683-3683. Financial aid is awarded only to regularly admitted graduate students.

Completed applications will be reviewed by the Ph.D. Curriculum and Instruction Admissions and Continuance Committee. Selected applicants will be invited to campus to participate in various activities including an on-campus interview, writing sample, and a class visit.

Prerequisite Coursework

Prospective students should also have prior course work in statistics, and curriculum and instruction. If this requirement is not met, then additional course work will be added to the student's graduate program of study.

All students admitted into the Ph.D. program must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or expertise.

- Introduction to Research in Education (FOUN 611) or Applied Research Methods in Education (FOUN 612) or equivalent); FOUN 611 is recommended.
- Statistics Applied to Research in Education (FOUN 722 or equivalent).

Degree Requirements

The Ph.D. in Education, Curriculum and Instruction Concentration is comprised of courses totaling a minimum of 60 academic credit hours beyond the master's degree. The curriculum includes a 15-hour research/foundations block, a 12 hour "common core" taken by all Ph.D. students in Curriculum and Instruction regardless of interest area, a 21-hour concentration core consisting of courses that reflect the student's interest area, and a 12-hour dissertation block. The dissertation will often require more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete introductory research methods statistics courses (FOUN 611 [recommended], FOUN 612 or equivalent), and Statistics Applied to Research in Education (FOUN 722 or equivalent), if they have not had such courses or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master's degree in an academic field that is unrelated to curriculum and instruction and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: <https://www.odu.edu/impact/responsible-conduct-of-training>. (<https://www.odu.edu/impact/responsible-conduct-of-training/>)

Program Continuance, Completion and Exit

It is the expectation that Curriculum and Instruction faculty will prepare Ph.D. candidates to become competent professionals with the knowledge, skills, and dispositions necessary to assume positions as researchers, teacher leaders, advocates, and scholars. On an annual basis, the Curriculum & Instruction Ph.D. Admissions and Continuance Committee and each student's advisor will formally convene to discuss the continuance of each student in the doctoral degree program.

To complete the program, students must fully comply with the curriculum below, and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and adhere to program requirements.

Curriculum

Prerequisite Coursework *

Students must have taken ONE of the following research courses or equivalent:

ELS 660	Program Evaluation, Research and Planning
FOUN 611	Introduction to Research Methods in Education
FOUN 612	Applied Research Methods in Education

Students must also have the following or equivalent:

FOUN 722	Introduction to Applied Statistics and Data Analysis
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Research Core (required) ** 15

FOUN 812	Research Design and Analysis
TLCI 814	Qualitative Research Design in Education

Choose one course from EACH of the following bound pairs

FOUN 822	Applied Linear Models in Educational Research
or FOUN 823	Analysis of Variance Applied to Educational Research
FOUN 840	Educational Measurement and Assessment
or FOUN 870	Formative Assessment of Student Learning
TLCI 815	Advanced Qualitative Research
or FOUN 813	Program Evaluation in Education

Note: A research cognate can be earned by taking an additional four courses beyond the required 15 hours.

Common Core (Required by all C&I Concentrations) ** 12

TLCI 802	Historical and Contemporary Perspectives on Education	
TLCI 803	Theoretical Perspectives in Curriculum and Instruction	
TLCI 888	Seminar in the Multicultural Environment	
TLCI 805	Critical Issues in Curriculum Research	
Curriculum and Instruction Concentration		21
C&I Approved Course 1		
C&I Approved Course 2		
C&I Approved Course 3		
C&I Approved Course 4		
C&I Approved Course 5		
C&I Approved Course 6		
C&I Approved Course 7		
Dissertation		12
TLCI 899	Dissertation	
Total Hours		60

- * All students admitted into the Ph.D. program in curriculum and instruction must complete these prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.
- ** Course substitutions must be approved by advisor.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website: <https://www.odu.edu/eps> (<https://www.odu.edu/eps/>).

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

This graduate program leads to a Master's of Science in Education degree. Elementary major, with the Mathematics Specialist (PK-8) endorsement. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences. *The M.S.Ed. - Elementary, Mathematics Specialist (PK-8) endorsement is offered online only.*

Admission

Candidates must:

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

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

- Have a 3.00 grade point average;
- Have completed all course requirements;
- Have completed a professional learning portfolio; and
- Submit an application for graduation.

Curriculum

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

Education Content		15
TLED 650	Mathematics Specialists as Teacher Leaders	
TLED 651	Teaching Mathematics for All Using Culturally Responsive Approaches	
TLED 653	Participatory Action Research for Mathematics Specialists	
TLED 654	Practicum for Mathematics Specialists	
TLED 658	Mathematical Assessment for Data Driven Decisions	
Mathematics Content		15
MAPD 601	Number and Operations for PK-8 Mathematics Specialists	
MAPD 602	Geometry and Measurement for PK-8 Mathematics Specialists	
MAPD 603	Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists	
MAPD 604	Probability and Statistics for PK-8 Mathematics Specialists	
MAPD 605	Algebra and Functions for PK-8 Mathematics Specialists	
Total Hours		30

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

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

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

Mathematics Education Specialist Endorsement (PK-8)

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

Admission

Candidates must:

- Have 3 years of successful classroom experience in teaching mathematics;
- Hold a bachelor's degree from a regionally accredited college/university;
- Hold the Virginia Collegiate Professional License or an equivalent license from another state.

- Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
- Achieve a satisfactory score (as established by the Department of Teaching and Learning) on the Graduate Record Examination or the Miller Analogies Test; and
- Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

- Have a 3.00 grade point average;
- Have completed all course requirements;
- Have completed a professional learning portfolio; and
- Submit an application for graduation.

Curriculum

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

MAPD 601	Number and Operations for PK-8 Mathematics Specialists	3
MAPD 602	Geometry and Measurement for PK-8 Mathematics Specialists	3
MAPD 603	Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists	3
MAPD 604	Probability and Statistics for PK-8 Mathematics Specialists	3
MAPD 605	Algebra and Functions for PK-8 Mathematics Specialists	3
TLED 650	Mathematics Specialists as Teacher Leaders	3
TLED 654	Practicum for Mathematics Specialists	3
Total Hours		21

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

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

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

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

The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level.

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

Master of Science in Education for Licensed Teachers, 6-12 - Science

The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level.

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

Graduate Certificate in Teacher Leadership

General Description of the Teacher Leadership Certificate

The purpose of this certificate is to prepare educators as teacher leaders in school settings. Graduates of this program will have training in how to mentor and coach teacher candidates, novice, and experienced teachers; operate as curriculum leaders at the school and division level; provide effective professional development and participate/lead professional learning communities; empower stakeholders and advocate for/participate in educational improvement.

This program is pending SCHEV approval.

Admission

Students must:

1. Hold a bachelor's degree from a regionally accredited college/university;
2. Hold a valid Virginia professional teaching license or an equivalent from another state;
3. Submit official copies of all transcripts of undergraduate and graduate coursework and degrees to Graduate Admissions;
4. Have successfully completed three years of teaching in private or public school settings;
5. Submit a reference letter from a school or division administrator noting support for enrollment in the certificate program;
6. Submit a written essay (approximately 500 words) describing their interest in teacher leadership and their recent experiences as a teacher leader; and
7. Submit an online non-degree application.

Course List

This graduate certificate is comprised of four required courses that provide a foundational knowledge of teacher leadership and encompass key areas of teacher leadership including coaching, mentoring, advocacy, curriculum leadership, and collaboration. The courses included here were designed based on a state-wide survey of teacher leadership needs as well as alignment with the Teacher Leader Model Standards (ETS, n. d.). The four courses are:

TLED 701	Teacher as Leader	3
TLED 702	Coaching and Mentoring	3
TLED 703	Curriculum Leadership	3
TLED 704	Collaboration and Advocacy	3
Total Hours		12

TCHNG LRNG - CURRIC INSTR Courses

TLCI 668. Internship in Curriculum and Instruction. 3 Credits.

Designed in consultation with advisor to provide in-depth experience in a school or community setting in which to enact a guided project on a topic of interest.

TLCI 700. Social/Emotional Aspects of Child Development. 3 Credits.

The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 702. Historical and Contemporary Perspectives on Education. 3 Credits.

The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 703. Theoretical Perspectives in Curriculum and Instruction. 3 Credits.

This course introduces a range of theoretical perspectives and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 704. Instruction Theories and Models. 3 Credits.

Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 705. Critical Issues in Curriculum Research. 3 Credits.

Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed. Prerequisite: graduate standing.

TLCI 722. Curriculum Seminar in Content Areas. 3 Credits.

Investigates the role and nature of the curriculum for particular subject-matter specialties - e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas. Prerequisite: graduate standing.

TLCI 726. Advanced Supervision of Reading Programs. 3 Credits.

Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 727. Advanced Practicum in Reading. 3 Credits.

This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 728. Contemporary Issues in Literacy Research. 3 Credits.

Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 731. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.

Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 735. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.

This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children's voices; and consider implications for policy and practice.

TLCI 736. Reconceptualizing Theory and Practice for Work with Children and Families. 3 Credits.

This graduate seminar explores post-structural theories as they relate to understandings about young children, families, and education. The focus is on intersections of race, class, gender, and age as potential constructs of how thought and action are organized and the political, historical, and economic contexts that contribute to such discourses. Students will consider theory, research and practices in readings, discussions and class assignments.

TLCI 737. Schools and Families: Enriching the Partnership. 3 Credits.

A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child's education.

TLCI 740. Contemporary Perspectives in Early Literacy. 3 Credits.

This graduate seminar explores perspectives on early literacy that draw from sociocultural, postmodern, and post-structural theories. Viewing literacy as a social practice, students will explore children's literacy with an emphasis on children's agency and their roles as active producers of meaning. Students will be asked to critically examine early literacy research and practice to contribute to rich understandings of diverse learning needs across social, economic, and multilingual contexts.

TLCI 741. Change Issues in Curriculum and Instruction. 3 Credits.

Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change. Prerequisite: graduate standing.

TLCI 788. Seminar in the Multicultural Environment. 3 Credits.

Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 795. Topics in Education. 1-3 Credits.

Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 797. Independent Study. 1-3 Credits.

Hours to be arranged. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 800. Social/Emotional Aspects of Child Development. 3 Credits.

The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 802. Historical and Contemporary Perspectives on Education. 3 Credits.

The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 803. Theoretical Perspectives in Curriculum and Instruction. 3 Credits.

This course introduces a range of theoretical perspectives and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 804. Instruction Theories and Models. 3 Credits.

Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 805. Critical Issues in Curriculum Research. 3 Credits.

Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed. Prerequisite: graduate standing.

TLCI 808. Critical Sociocultural Theories of Learning. 3 Credits.

This course will establish a theoretical lens by which students will understand learning as socially and culturally constituted and apply this foundation to literacy acquisition and learning. Prerequisite: Admission to the Curriculum and Instruction doctoral program.

TLCI 814. Qualitative Research Design in Education. 3 Credits.

This course concentrates on the theoretical underpinnings of qualitative research, methodology and methods including identification of ways to collect and analyze qualitative data; examination of ethical issues; development of proposals; and writing up studies.

TLCI 815. Advanced Qualitative Research. 3 Credits.

This advanced qualitative course is an introduction to emerging research approaches and alternative data collection methods and analyses in education, counseling and other related disciplines. Content addressed includes visual and audio research, historical movements in qualitative research, critical theory, feminism, queer theory, ethnomethodology, autoethnography, content analysis, and mixed methods research. Prerequisites: TLCI 814.

TLCI 822. Curriculum Seminar in Content Areas. 3 Credits.

Investigates the role and nature of the curriculum for particular subject-matter specialties - e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas. Prerequisite: graduate standing.

TLCI 826. Advanced Supervision of Reading Programs. 3 Credits.

Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 827. Advanced Practicum in Reading. 3 Credits.

This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 828. Contemporary Issues in Literacy Research. 3 Credits.

Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 831. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.

Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 835. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.

This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children's voices; and consider implications for policy and practice.

TLCI 836. Reconceptualizing Theory and Practice for Work with Children and Families. 3 Credits.

This graduate seminar explores post-structural theories as they relate to understandings about young children, families, and education. The focus is on intersections of race, class, gender, and age as potential constructs of how thought and action are organized and the political, historical, and economic contexts that contribute to such discourses. Students will consider theory, research and practices in readings, discussions and class assignments.

TLCI 837. Schools and Families: Enriching the Partnership. 3 Credits.

A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child's education.

TLCI 840. Contemporary Perspectives in Early Literacy. 3 Credits.

This graduate seminar explores perspectives on early literacy that draw from sociocultural, postmodern, and post-structural theories. Viewing literacy as a social practice, students will explore children's literacy with an emphasis on children's agency and their roles as active producers of meaning. Students will be asked to critically examine early literacy research and practice to contribute to rich understandings of diverse learning needs across social, economic, and multilingual contexts. Pre- or corequisite: TLCI 740.

TLCI 841. Change Issues in Curriculum and Instruction. 3 Credits.

Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change. Prerequisite: graduate standing.

TLCI 845. Concepts and Contexts in School Librarianship. 3 Credits.

Will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. Includes a critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation.

TLCI 846. Frameworks for Best Practice in School Libraries. 3 Credits.

This course will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration. Emphasis will be placed on extensive reading in each area. In preparation for a future article submission, students will conduct a thorough literature review in a specific area of interest.

TLCI 847. Strategic Leadership for School Libraries. 3 Credits.

This course will focus on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities will include the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.

TLCI 848. Inquiry and Research in School Librarianship. 3 Credits.

This course will examine current research in the school library field and provide students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying their interpretations to solving problems for program improvement. A research proposal for an action research project will be prepared that meets the requirements of the Institutional Review Board (IRB) process. Prerequisites: TLCI 845, TLCI 846 and TLCI 847.

TLCI 861. Ethnographic Research and Narrative & Historical Research Methods and Design. 3 Credits.

In this advanced qualitative research course, students will focus on ethnographic methods such as ethnography, ethnomethodology, and autoethnomethodology. Students will also learn about participatory research methods. The course will examine narrative and historical research approaches including biography and autobiography. Prerequisites: TLCI 815.

TLCI 862. Critical and Indigenous Research Methods and Design. 3 Credits.

In this advanced qualitative methods course, students will explore readings related to critical and indigenous research, methodologies and paradigms as well as engage in activities to decolonize traditional research approaches with specific groups. This course refers to indigenous peoples as individuals and groups belonging to developing or underdeveloped regions nationally or internationally. Prerequisites: TLCI 815.

TLCI 863. Emerging Qualitative Research Methods. 3 Credits.

This advanced qualitative research course examines emerging and lesser known qualitative research methods such as self-study, portraiture, arts-based research, photovoice, rhizomatic analysis and critical policy analysis. Prerequisites: TLCI 815.

TLCI 864. Case Study, Grounded Theory, & Phenomenological Research Methods & Design. 3 Credits.

This advanced qualitative research course examines the intricacies of case study methods. It also delves into the various qualitative research methods surrounding experience and theory formation such as Grounded Theory, Phenomenology, Heuristic Inquiry and Consensual Qualitative Research. Prerequisites: TLCI 815.

TLCI 865. Independent Qualitative Research. 3 Credits.

This capstone course involves the student developing and completing an original qualitative research project independent from the dissertation. Prerequisites: TLCI 815.

TLCI 868. Internship: Early Childhood. 3 Credits.

Independent research study allows the student to explore a topic of interest under the close supervision of a faculty member. The coursework may include directed readings, applied independent investigations - collaboration with a faculty member with a research project or carrying out an independent research project - and other activities deemed appropriate including grant proposal writing or programmatic evaluation work. Regardless of the nature of the experience, the work must culminate in a formal paper suitable for inclusion in a published research manuscript.

TLCI 875. Research and Practice in Teacher Education. 3 Credits.

This course provides experiences that examine the theoretical and practical foundations of research and practice in teacher education. The course explores various facets of field- and university-based teacher education practices, which include but are not limited to school-university partnerships, mentor teaching and supervision of teacher candidates, and teaching education coursework. Students also consider the development of teacher educator identity, the benefits of collaborative inquiry, and research methods used to investigate teacher education learning and practice.

TLCI 876. Grant Writing. 3 Credits.

This course provides students with an applied introduction to proposal and grant writing. Doctoral students who successfully complete the course will be prepared to seek external funding to support their continuing graduate studies and to support their future success as academics.

TLCI 888. Seminar in the Multicultural Environment. 3 Credits.

Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 895. Topics in Education. 1-3 Credits.

Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 897. Independent Study. 1-3 Credits.

Hours to be arranged. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 899. Dissertation. 1-12 Credits.

Preparation of dissertation. Prerequisites: graduate standing, successful completion of candidacy exam and permission of the instructor.

TLCI 999. Doctoral Graduate Credit. 1 Credit.

This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

TEACHING AND LEARNING-EDUCATION Courses

TLED 532. Developing Instructional Strategies PreK-6: Language Arts. 3 Credits.

Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in language arts in grades PreK-6 in support of NCTE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C or higher in TLED 617 and TLED 468/TLED 568.

TLED 535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.

Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCSS national instructional standards and the Virginia Standards of Learning. Prerequisites: TLED 617.

TLED 551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.

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

TLED 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 583. Prerequisites: TLED 608, TLED 617, and SPED 613.

TLED 555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.

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

TLED 568. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.

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

TLED 574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.

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

TLED 578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.

Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in prek-3 and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS Core or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 3.0 and at least two of the following: TLED 532, TLED 535, STEM 533, and STEM 534.

TLED 579. Classroom Management and Practice PreK-3; PreK-6. 3 Credits.

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

TLED 580. Multicultural Young Adult Literature in Schools. 3 Credits.

This course will explore the reading and teaching of diverse young adult literature. Topics addressed include ideas about adolescents and their learning practices; characteristics of young adult literature and literary criticism; analysis of texts from a range of young adult genres; methods for teaching young adult literature; and lesson and unit design.

TLED 583. Seminar in Teacher Education. 1 Credit.

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

TLED 586. Student Teaching for Special Endorsement. 3-6 Credits.

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

TLED 595. Topics in Education. 1-4 Credits.

Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 596. Topics in Education. 1-3 Credits.

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

TLED 597. Independent Study. 1-3 Credits.

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

TLED 608. Foundations of Education and Instructional Assessment. 3 Credits.

Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate prek-6, 6-8, or 6-12 grade level. Prerequisites: graduate standing.

TLED 614. Arts in Education. 3 Credits.

This course is designed to provide students with a range of approaches for thinking about the arts in education, with specific emphasis on the visual arts. It assumes that life in the 21st century calls for competencies that are critical, flexible, collaborative, and relational and forwards artistic thinking as complementary to this need. In addition to course readings that explore cognitive, developmental, cultural, and social dimensions of art and learning, students will be asked to participate in activities associated with making and viewing art, as well as consider implications for designing K-12 curriculum.

TLED 615. Teaching in the Middle School. 4 Credits.

Focusing on middle school teaching, this course examines the organization, curriculum, instructional strategies, classroom management techniques, and teaching methods for working with young adolescents. Also covered are middle school guidance, exploratories, scheduling, and parent-school relations. A 30-hour practicum in a middle school is required. Prerequisite: Graduate standing.

TLED 617. Digital Age Teaching and Learning. 3 Credits.

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

TLED 618. Assessment and Evaluation in PK-12 Schools. 3 Credits.

This course will prepare teachers for the appropriate use of formative and summative assessment and evaluation principles in support of students' learning and development. Students will learn to analyze assessment data to evaluate reliability and validity, interpret student performance, and make instructional decisions.

TLED 619. Classroom Research and Assessment in Curriculum and Instruction. 3 Credits.

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

TLED 620. Education and Public Policy. 3 Credits.

This course is designed to provide students with an understanding of the political nature of education and its implications for teaching and learning. Students will be expected to critically consider the development and implementation of formal policies designed to improve education in U.S. schools. To do so, students will consider historical and contemporary trends in educational theory and research to situate current policies and practices in our nation's schools, with a clear focus on understanding the range and scope of policy dilemmas in the public pre-K-12 sector of education.

TLED 621. Foundations and History of Education. 3 Credits.

This seminar explores foundational ideas of democratic education. While focusing on the contexts and conditions of contemporary education, it traces the roots of educational theory and philosophy from the formation of the common school to the policy reforms of the 21st century. This look at the present through the past provides insight into the interactions between social, economic, political, ideological, and environmental factors and its impact on the purposes of education, school curriculum and ideas of measurement and evaluation. Students will be expected to consider the implications of/ for democratic education, historically and presently, as it relates to issues of race, class, gender, and multiculturalism.

TLED 622. Transitioning from Master Teacher to Mentor Teacher. 1 Credit.

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

TLED 623. Introduction to the Contemporary Student. 3 Credits.

The course is designed to explore contemporary youth as learners with multiple dimensions of identity, including cultural and linguistic diversity. Topics explored include physical, social, emotional, language and conceptual development; digital and print production and consumption; and the selection, development, and use of appropriate curricula, methodologies, and materials for the contemporary student. The course includes a practicum experience (20 hours) as well.

TLED 626. Teaching Language, Culture, and Society in Elementary Education. 3 Credits.

This course will provide methods for teaching diverse learners through culturally sustaining pedagogy, effective methods for designing instructional strategies and materials for teaching social studies and language arts in the elementary grades. Students in this course take a corequisite practicum (40 hours) in elementary classrooms to complete assigned activities designed to further practical development.

TLED 627. Classroom Management, Discipline, and Practice. 3 Credits.

This 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 (40 hours) includes participation in PreK-3 and 4th-6th grade classrooms in an accredited public or non-public school setting.

TLED 628. Middle Level Philosophy, School Organization and the Young Adolescent. 3 Credits.

This course focuses on theories and principles of adolescent development and learning in family, school, and community contexts. Candidates examine adolescents from biological, psychological, cognitive, and social perspectives. This includes how adolescents learn and what motivates them to learn, and how schools contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs.

TLED 630. Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas. 3 Credits.

This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 631. Classroom Based Inquiry. 3 Credits.

This course is designed to integrate the research on effective teaching and learning with theory and practice through the lens of democratic education. As an introductory survey course, the focus will be on developing the competencies related to the critical consumption of research literature in order to further the teacher candidates' understanding of the physical, social, emotional, speech and language and intellectual development of children.

TLED 632. Multicultural Education. 3 Credits.

This course will explore critical multicultural education situated within culturally sustaining pedagogical practices to explore issues related to race, ethnicity, class, gender, sexuality, religion, power, and language use; however, this course is not about a celebration of difference, but is designed to enable students to investigate how socially constructed categories such as social class, race, gender, sexual orientation, and disability are used to privilege some and marginalize others.

TLED 633. Middle Level Instruction and Assessment. 3 Credits.

This course will provide opportunities to examine the theoretical and practical applications of data-driven decision making, assessments, and curriculum planning for middle level educators. Students will consider adolescent development as well as student behaviors to analyze standards and effectively plan instruction and assessment. Further, students will apply principles of culturally sustaining pedagogy to middle school instruction and assessment planning and practices.

TLED 636. Problems in Education. 3 Credits.

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

TLED 638. Researching Teaching in Elementary and Secondary Grades. 3 Credits.

In this course, students will learn the processes of reflective inquiry and conduct informal inquiries of the teaching and learning dynamic in preK-12 school settings. Activities include explorations of professional biography school and classroom culture and practice, student demographics, curriculum, and other critical components of teaching and learning. Prerequisites: graduate standing.

TLED 639. Seminar in Education. 3 Credits.

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

TLED 640. The Management of Learning and Instruction. 3 Credits.

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

TLED 643. Introduction to the Contemporary Student. 3 Credits.

The course is designed to be an exploration of contemporary youth as learners situated in/by many identities, including those aspects of self related to cultural and linguistic diversity. Among the subjects to be explored are: physical, social, emotional, language and conceptual development; digital and print production and consumption; and the selection, development, and use of appropriate curricula, methodologies, and materials for the contemporary student.

TLED 646. Classroom Based Inquiry. 3 Credits.

This course is designed to integrate the research on effective teaching and learning with theory and practice through the lens of democratic education. As an introductory survey course, the focus will be on developing the competencies related to the critical consumption of research literature in order to further the candidates' understanding of the physical, social, emotional, speech and language and intellectual development of children. Diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice will be utilized in guiding the learning experience of the course.

TLED 647. Education and Public Policy. 3 Credits.

This course is designed to provide students with an understanding of the political nature of education and its implications for teaching and learning. Students will be expected to critically consider the development and implementation of formal policies designed to improve education in US schools. To do so, students will consider historical and contemporary trends in educational theory and research to situate current policies and practices in our nation's schools, with a clear focus on understanding the range and scope of policy dilemmas in the public pre-K-12 sector of education.

TLED 650. Mathematics Specialists as Teacher Leaders. 3 Credits.

The critical characteristics and responsibilities of Mathematics Specialists as teacher leaders will be explored. Structuring professional learning for classroom teachers through peer coaching, mentoring, observations, conferencing and relational group learning will be explored for developing teacher leadership capacity.

TLED 651. Teaching Mathematics for All Using Culturally Responsive Approaches. 3 Credits.

Adapting the mathematics teaching and learning practices to accommodate diverse populations will be explored. The essential knowledge and understanding needed by mathematics specialists to support classroom teachers to effectively utilize culturally responsive pedagogies to differentiate instruction and support all learners.

TLED 653. Participatory Action Research for Mathematics Specialists. 3 Credits.

Participatory Action Research is introduced to conduct community, school, or classroom-based research for improving mathematics learning and teaching.

TLED 654. Practicum for Mathematics Specialists. 3 Credits.

This course requires candidates to complete a 150-hour practicum that is designed to provide opportunities and learning experiences to refine and reinforce mathematical and leadership skills, understandings, and dispositions for optimal performance as a Mathematics Specialist. Pre- or corequisite: TLED 650.

TLED 658. Mathematical Assessment for Data Driven Decisions. 3 Credits.

Selected key differences between assessment for and of learning will be examined. Students will design quality assessment systems that provide numerical and descriptive information about student learning and explore ways to use these data to drive instructional decisions for improved learning.

TLED 666. Internship/Student Teaching and Seminar. 9 Credits.

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

TLED 667. Internship/Student Teaching and Seminar in PreK-3. 3 Credits.

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

TLED 668. Internship/Student Teaching and Seminar. 9 Credits.

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

TLED 669. Internship/Student Teaching and Seminar. 3-9 Credits.

Five days per week for 6-14 weeks. Available for pass/fail grading only. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75, GPA of 3.0 required for graduate programs.

TLED 671. Practitioner Inquiry in Elementary and Secondary Grades. 3 Credits.

In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

TLED 676. Teaching Diverse Learners in Elementary & Secondary Schools. 3 Credits.

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

TLED 677. Advanced Child Development Theory and Research. 3 Credits.

This course focuses on developing an in-depth understanding of major theories of children's learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use them in analyzing, interpreting, promoting, and evaluating children's growth and learning in the classroom. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

TLED 679. Advanced Classroom Management and Practicum in PreK-6. 3 Credits.

This course will examine advanced methods for educators to use in order to make their classroom teaching and management more efficient and effective. This will include supervised involvement of the student in a practicum setting where the student, instructor and classroom teacher work together closely to develop knowledge and gain expertise in teaching children in a positive and effective learning environment. A weekly seminar is required.

TLED 681. Critical Pedagogy in Early Childhood. 3 Credits.

Building from early childhood traditions that recognize the importance of children's participation in learning, students will employ critical perspectives of early childhood to develop awareness of paradigmatic changes in thinking about young children by considering the heterogeneous nature of childhood. Students will examine and critically reflect on models of the learner and curriculum contexts in early education through an inter-disciplinary focus that views childhood as a complex web of interdependence. This course will provide students with an understanding of how cultural texts and representation practices shape curricular and pedagogical decisions as well as resources for planning curriculum and instruction from constructivist paradigms. Prerequisites: Departmental approval required.

TLED 687. Pedagogy Principles & Models of Instruction. 3 Credits.

Students will investigate and analyze a range of pedagogical approaches from the objectivist, constructivist and social family of learning models including major psychological and philosophical approaches. Students will assess the syntax of instructional models that can be applied across a variety of content areas and demonstrate their understanding of various teaching models through the development of lesson plans in their content area.

TLED 690. The Child and the Family. 3 Credits.

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

TLED 695. Topics in Education. 1-3 Credits.

Provides opportunities for graduate students to explore current topics, trends and issues related to curriculum, instructional strategies, and evaluation. Prerequisite: Graduate standing.

TLED 697. Independent Study. 1-4 Credits.

Hours to be arranged. Provides opportunities for the master's student to do independent research in an area of his/her particular interests and needs. Prerequisites: graduate standing.

TLED 699. Thesis. 3-6 Credits.

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

TLED 701. Teacher as Leader. 3 Credits.

This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leader roles in the K-12 context, including exemplary and critically minded practitioner, curriculum decision-maker, researcher, advocate, and facilitator of job-embedded professional development.

TLED 702. Coaching and Mentoring. 3 Credits.

This course prepares teachers to be effective coaches of teacher candidates and inservice teachers in K-12 settings. They will develop understandings of student-centered, evidence-based models of coaching and mentoring, and acquire specific knowledge and skills of effective coaching and mentoring.

TLED 703. Curriculum Leadership. 3 Credits.

This course prepares teachers to enact dynamic curriculum leadership. They will explore curriculum as a design for learning, a set of school experiences based on goals and values, that take into account diverse learners and other stakeholders, including families and communities.

TLED 704. Collaboration and Advocacy. 3 Credits.

The purpose of this course is to develop teacher leaders' skills in facilitation, collaboration, and advocacy at the school, division, and community levels. Emphasis is placed on engaging with diverse stakeholders through culturally responsive means to foster student academic achievement.

TLED 724. Curriculum Development Principles and Practices in Elementary Schools. 3 Credits.

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

TLED 725. Curriculum Development Principles and Practices in Secondary Schools. 3 Credits.

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

TLED 734. Problems of Teaching in the Elementary Grades. 3 Credits.

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

TLED 735. Problems of Teaching in the Secondary Grades. 3 Credits.

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

TLED 744. Diversity and Equity in Elementary Education. 3 Credits.

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

TLED 745. Diversity and Equity in Secondary Education. 3 Credits.

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

TLED 775. English Language Learners in the PK-12 Classroom. 3 Credits.

The course is designed to infuse the teachers' competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners effectively.

TLED 998. Master's Graduate Credit. 1 Credit.

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