

Teaching & Learning

Web Site: <http://www.odu.edu/teaching> (<http://www.odu.edu/teaching/>)

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

Programs

Bachelor of Science Programs

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

Additional Teacher Education Information

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

MonarchTeach Program

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

MonarchTeach allows students to “Explore Teaching” through STEM 103, a two-credit field-based course. Through this course, students gain early teaching experience as they prepare and teach lessons in local elementary and middle school classrooms. This course meets weekly on the ODU campus and experienced master teachers assist students in preparing inquiry-based lessons. Additional courses required in the MonarchTeach program, drawn from both the Darden College of Education and Professional Studies and the College of Sciences, emphasize the relationships between mathematics and science, while integrating teaching content and skills throughout the field-intensive curriculum. Coursework in the MonarchTeach program prepares teacher candidates interested in teaching middle school science or secondary mathematics or science to complete content and pedagogical competency requirements for teacher licensure in the Commonwealth of Virginia.

All students seeking Virginia Department of Education licensure to teach in secondary schools must complete all admission, continuance, and exit requirements for approved Teacher Education Programs (see the Darden College of Education Teacher Education Program section of this catalog). Students can officially apply to the undergraduate teacher education program after completion of STEM 103. When applying to the program, students must fill out the appropriate paperwork provided by the Office of Clinical Experiences. To graduate and be recommended for licensure, students must complete the required coursework in an approved College of Sciences degree program and in the MonarchTeach program. Students must have a minimum major and overall GPA of at least 2.75, have earned a grade of at least C- in all of the professional development and supporting courses listed below (with the exception of Apprentice Teaching, which is a pass/fail course),

have a passing score on the appropriate PRAXIS Content Test, and have passed the final teaching portfolio review.

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

Background Clearance Requirement

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

Course Requirements

STEM 103	Foundations of STEM Teaching: An Inquiry-Based Approach	2
STEM 201	Knowing and Learning in STEM Education	3
STEM 202	Classroom Interactions in STEM Education (field based)	3
STEM 401	Project Based Instruction in STEM Education (field based)	3
STEM 485	Apprentice Teaching (field based)	9
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
TLED 408	Reading and Writing in Content Areas	3
Total Credit Hours		26

Mathematics education students in the MonarchTeach program must also complete MATH 375.

Program Requirements

Upon completion of STEM 103 students are encouraged to apply to the teacher preparation program MonarchTeach. Students who wish to teach science or mathematics at the middle school or secondary level must pursue courses of study leading to baccalaureate degrees in the College of Sciences. (See the College of Sciences section of this Catalog for full and specific requirements for science and mathematics secondary education.) In addition, to be eligible for state licensure to teach in Virginia middle or high schools, students must complete requirements in the Darden College of Education and Professional Studies listed below.

Admission

Students must:

1. Have an overall grade point average of 2.75 and a 2.75 in the academic major and the professional education core classes;
2. Submit the undergraduate teacher education program application to the Office of Clinical Experiences. (The application forms may be obtained on the Office of Clinical Experiences web page.); and
3. Acceptance into the Darden College of Education and Professional Studies teacher preparation program requires students to have no course grades in the academic major or professional education core below a C-, and an overall GPA of 2.75 or higher. Students should be formally admitted to teacher education before completing STEM 202 Classroom Interactions.

Continuance

Students must:

1. Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core;
2. Successfully complete all professional education courses and field experiences;
3. Be approved for Apprentice Teaching by the faculty; and
4. Pass Praxis Content Test in order to participate in Apprentice Teaching. Passing scores must be attached to the Apprentice Teaching application.

Exit

Students must:

1. Have minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core;
2. Successfully complete prescribed Apprentice Teaching and Seminar;
3. Have an exit interview; and
4. Have completed all course requirements. No courses in the academic major in which the student has made below a C- will be accepted toward meeting requirements in the Darden College of Education and Professional Studies.

Teacher Education, K-12 and Secondary Undergraduate Programs

Program Requirements

Students who wish to teach any of the disciplines listed below in secondary schools must pursue courses of study leading to baccalaureate degrees in either the College of Arts and Letters or the College of Sciences. (See either the College of Arts and Letters (<https://catalog.odu.edu/undergraduate/collegeofartsletters/>) or the College of Sciences (<https://catalog.odu.edu/undergraduate/collegeofsciences/>) section of this Catalog for full and specific requirements in any prospective teaching subject in secondary education.) In addition, to be eligible for state licensure to teach in secondary schools, students must complete requirements (listed below by subject area) in the Darden College of Education and Professional Studies.

Admission, Continuance, and Exit Requirements

Admission

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

Students must:

1. Have an overall grade point average of 2.75 and a 2.75 in the academic major and the professional education core.
2. Submit to the Office of Clinical Experiences an application form containing recommendations from two faculty members familiar with their work. (These forms may be obtained either in the Office of Clinical Experiences or in the appropriate chair's office in either the College of Arts and Letters or the College of Sciences.)

No courses in the academic major or professional education in which the student has made below a C (depending on the program) will be accepted for admission in the Darden College of Education and Professional Studies. Students should be formally admitted to teacher education before taking:

TLED 451	Developing Instructional Strategies for Teaching in the Middle/High School: English	3
TLED 452	Developing Instructional Strategies for Teaching in Middle/High School: Math and Science	3
TLED 455	Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies	3

Continuance

Students must:

1. Maintain minimum overall grade point averages of 2.75 and 2.75 in the academic major and the professional education core.

2. Successfully complete TLED 301 and a subsequent practicum.
3. Be approved for teacher internship by the faculty.
4. Pass the Praxis Subject Assessment in order to participate in the teacher internship. Passing scores must be attached to the teacher internship application.
5. A clearance background check must be completed prior to placement in a field experience required for any observation and practicum courses and for the teacher candidate internship. For more information please review the clearance background check policy on the Office of Clinical Experiences website at <https://www.odu.edu/oce>. (<https://www.odu.edu/oce/>)

Exit

Students must:

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

Professional Education Course Requirements—Secondary

Art Education

This program leads to Licensure, K-12.

ARTE 301	Foundations of Art Education	3
ARTE 305	Elementary Art Education Methods and Classroom Management	3
ARTE 306	Secondary Art Education Methods and Classroom Management	3
TLED 408	Reading and Writing in Content Areas	3
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
ARTE 411	Curriculum and Instruction in Art Education	3
ARTE 480	Capstone in Art Education	3

Total Credit Hours **36**

Dance Education

This program leads to Licensure, K-12.

TLED 301	Foundations and Introduction to Assessment of Education	3
TLED 360	Classroom Management and Discipline	2
TLED 408	Reading and Writing in Content Areas	3
TLED 430W	PK-12 Instructional Technology	3
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
EXSC 240	Prevention and Care of Injuries Related to Physical Activity	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
HPE 222	Teaching Individual Sports and Dance	3

Total Credit Hours **35**

English Education

TLED 301	Foundations and Introduction to Assessment of Education	3
TLED 360	Classroom Management and Discipline	2

TLED 408	Reading and Writing in Content Areas	3
TLED 430W	PK-12 Instructional Technology	3
TLED 451	Developing Instructional Strategies for Teaching in the Middle/High School: English	3
TLED 483	Seminar in Teacher Education	1
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3

Total Credit Hours 33

Foreign Language Education

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

TLED 301	Foundations and Introduction to Assessment of Education	3
TLED 360	Classroom Management and Discipline	2
TLED 408	Reading and Writing in Content Areas	3
TLED 430W	PK-12 Instructional Technology	3
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
WLC 452	Methods for Teaching World Languages in Pre-K through Grade 12 I	1.5
WLC 453	Methods for Teaching World Languages in Pre-K through Grade 12 II	1.5
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
WLC 456	Seminar in World Languages Teacher Education	1

Total Credit Hours 33

History/Social Sciences Education

TLED 301	Foundations and Introduction to Assessment of Education	3
TLED 360	Classroom Management and Discipline	2
TLED 408	Reading and Writing in Content Areas	3
TLED 430W	PK-12 Instructional Technology	3
TLED 455	Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies	3
TLED 483	Seminar in Teacher Education	1
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3

Total Credit Hours 33

Music Education

This program leads to Licensure K-12.

TLED 301	Foundations and Introduction to Assessment of Education	3
TLED 360	Classroom Management and Discipline	2

TLED 408	Reading and Writing in Content Areas	3
TLED 485	Teacher Candidate Internship	12
SPED 313	Fundamentals of Human Growth and Development: Birth through Adolescence	3
SPED 400	Foundations of Special Education: Legal Aspects and Characteristics	3
Select one of the following concentrations:		6

Vocal

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

Instrumental

MUSC 401	Music Education: Elementary Vocal and General Methods	
MUSC 402	Music Education: Practicum (Elementary Vocal and General)	
MUSC 407	Music Education: Secondary Instrumental Methods	
MUSC 408	Music Education: Practicum (Secondary Instrumental)	

Total Credit Hours 32

Theatre Education

This program leads to Licensure K-12.

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

Total Credit Hours 29

Add-on Endorsements

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

Courses

Foundations of Education (FOUN)

FOUN 101S Learning to Learn (3 Credit Hours)

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

FOUN 301 Learning and Development (3 Credit Hours)

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

Prerequisites: ENGL 110C

FOUN 302 Assessment of Learning (3 Credit Hours)

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

Prerequisites: FOUN 301

Teaching and Learning-Education (TLED)**TLED 195 Topics in Education (1-3 Credit Hours)**

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

TLED 301 Foundations and Introduction to Assessment of Education (1.5-3 Credit Hours)

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

Prerequisites: sophomore standing

TLED 320 Perspectives on the Young Child and the Family (3 Credit Hours)

This course examines the familial lives of young children (Birth through Grade 3) and supports understandings of working with parents and families in early childhood settings. Family systems theory provides the basis for study and guides understandings of contemporary family structures. The stages of the family life cycle are explored; principles of healthy family functioning are emphasized to promote healthy growth for children.

Prerequisites: FOUN 301 and TLED 301

TLED 326 Socio-Cultural Perspectives in Education (3 Credit Hours)

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

Prerequisites: ENGL 110C

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

This course examines the observation/assessment techniques used in early childhood classrooms as part of a coordinated approach to implement a reflective, high quality early childhood classroom. The purpose of this course is to introduce and support students' development of skills related to the observation and interpretation of children's daily activities and behaviors. This course includes a 20-hour practicum.

Prerequisites: TLED 320

TLED 330 The Arts in Early Childhood and Elementary Education (3 Credit Hours)

An exploration of principles, methods, and materials for teaching the arts to young children. Emphasis is on making, interpreting, and designing meaningful art experiences for young children pre-K-grade 3. Students will be asked to participate in activities associated with making and viewing art, as well as design comprehensive learning experiences that encourage children to make and respond to art through conversation, storytelling, play, dramatics, movement, music, and art making.

Prerequisites: TLED 301

TLED 332 Numbers and Operations for Teachers (3 Credit Hours)

TLED 332 is the first in a two-course sequence of math courses for undergraduates intending to be elementary teachers. This course covers pre-algebra, geometry, counting techniques and probability as needed for future teachers. The course will emphasize problem-solving processes and their application to the learning of the listed content areas. Knowing the mathematics for oneself is not the same as knowing the math for teaching. To that end, explanations of mathematical ideas are emphasized.

Prerequisites: TLED 326

TLED 333 Measurement and Geometry for Teachers (3 Credit Hours)

Math content for educators including pre-algebra, geometry, counting techniques and probability as needed for future teachers. The course will emphasize problem-solving processes and their application to the learning of the appropriate math content.

Prerequisites: MATH 102M or MATH 103M

Pre- or corequisite: TLED 326

TLED 337 Literature for Young Children (3 Credit Hours)

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

Prerequisites: TLED 301

TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K (4 Credit Hours)

This course examines the development of curriculum and instructional practices for children in infant, toddler, and preschool settings. The course will focus on the principles and methods of understanding and working with the young child across the content areas of early mathematics, science, literacy, social studies, and the arts. Course includes a 40 hour practicum placement in an early care classroom.

Prerequisites: TLED 330

TLED 360 Classroom Management and Discipline (2 Credit Hours)

Examines theories, research, and practices involved in classroom management, motivation, and discipline. Explores techniques for organizing and arranging classroom environments that are most conducive to learning.

Prerequisites: TLED 301 or MUSC 300 with a C- or higher

TLED 395 Topics in Education (1-3 Credit Hours)

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

Prerequisites: junior standing

TLED 408 Reading and Writing in Content Areas (3 Credit Hours)

This course examines and promotes literacy development in all content areas, including the development and use of disciplinary comprehension and writing/production skills. Students will explore and consider a repertoire of questioning strategies, and strategies in literal, interpretive, critical, analytical, and evaluative comprehension across the curriculum, grades 6-12.

Prerequisites: a grade of C- or higher in TLED 430W and SPED 313 or a grade of C- or higher in one of the following: ARTE 301, ARTS 279, HPE 200, HPE 317, MUSC 300, MUSC 335T, SEPS 297, SPED 400, STEM 351, TLED 301, or TLED 474

TLED 426 Introduction to Literacy, Linguistics and Practice in the Classroom (3 Credit Hours)

This course will provide students with an overview of the foundations of theory and best practices in literacy instruction. Emphasis is placed on Science of Reading (SOR), including phonemic awareness, phonics, developing decoding foundational skills, vocabulary, fluency, and comprehension. This course adopts an approach rooted in culturally sustaining pedagogy, aiming to create a learning environment that promotes equity and engagement for all learners. The course will support student's professional preparation as a teacher who promotes the success of all students through the implementation of excellent literacy instruction.

Prerequisites: FOUN 301

TLED 430W PK-12 Instructional Technology (3 Credit Hours)

Classroom technology and learning strategies are explored through authentic technology and writing activities. This writing intensive (W) course uses contemporary productivity tools and Internet resources to develop and evaluate progressive instructional techniques and K-12 standards-based curriculum materials, which have changed as a result of the development and integration of technology in the classroom.

Prerequisites: ENGL 110C and ENGL 211C or ENGL 221C or ENGL 231C with a grade of C or better and TLED 301 or HPE 200 or TLED 474 or SPED 400

TLED 432/532 Developing Instructional Strategies PreK-6: Language Arts (3 Credit Hours)

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

Prerequisites: ENGL 110C, ENGL 211C or ENGL 221C or ENGL 231C, TLED 326, and Junior standing

Pre- or corequisite: TLED 426

TLED 435/535 Developing Instructional Strategies PreK-6: Social Studies (3 Credit Hours)

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

Prerequisites: TLED 326, and Junior standing

Corequisites: TLED 479

TLED 451/551 Developing Instructional Strategies for Teaching in the Middle/High School: English (1.5-3 Credit Hours)

Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required.

Prerequisites: TLED 301 or TLED 430W or SPED 313, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75

Corequisites: TLED 483

TLED 452/552 Developing Instructional Strategies for Teaching in Middle/High School: Math and Science (1.5-3 Credit Hours)

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.

Prerequisites: TLED 301, TLED 430W and SPED 313

Corequisites: TLED 483

TLED 455/555 Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies (1.5-3 Credit Hours)

Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in social studies, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required.

Prerequisites: TLED 301, TLED 430W, SPED 313, a criminal background check, acceptance into teacher education, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75

Corequisites: TLED 483

TLED 468/568 Language Acquisition and Reading for Students with Diverse Learning Needs (3 Credit Hours)

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

Prerequisites: junior standing

TLED 474/574 Foundations and Contemporary Issues in Early Childhood Education (3 Credit Hours)

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

Prerequisites: Instructor approval required

TLED 478/578 Integrating Instruction Across the Curriculum PreK-6 (1.5-3 Credit Hours)

Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in preK-3 and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement.

Prerequisites: Admission to an approved teacher education program

Corequisites: STEM 433

TLED 479/579 Classroom Management and Practice PreK-3; PreK-6 (1.5-3 Credit Hours)

Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners founded in empirically based practice. The field based component (70 hours) includes participation in PreK-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the PreK-3 program are required to complete 35 hours in the Children's Learning and Research Center. Attendance at seminars and debriefing sessions is required.

Prerequisites: Admission to an approved teacher education program

Corequisites: TLED 432

TLED 480/580 Multicultural Young Adult Literature in Schools (3 Credit Hours)

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

Prerequisites: Junior standing

TLED 483/583 Seminar in Teacher Education (1 Credit Hour)

Explores issues, problems, concerns, and processes related to teaching and to entering the profession of teaching. Passing scores on Elementary Education Multiple Subjects Assessment in licensure content area, and where appropriate passing scores on Reading for Virginia Educators are required to pass this course.

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

TLED 485 Teacher Candidate Internship (6-12 Credit Hours)

Internship in school. Available for pass/fail grading only.

Prerequisites: completion of all program requirements and admission into an approved program in teacher education

TLED 486/586 Student Teaching for Special Endorsement (3-6 Credit Hours)

Internship in school. Available for pass/fail grading only.

Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on Praxis Core examination or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate Praxis II content examination, passing score on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, meet grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75, and a criminal background check

TLED 487 Teacher Candidate Internship for Early Childhood Education (12 Credit Hours)

Field-based 14-week experiences in the early childhood setting that include a minimum of 150 hours of direct instruction. The teacher candidate internship is the culminating experience of all teacher education programs. This experience is a crucial part of a teacher candidate's preparation to becoming a professional educator.

Prerequisites: TLED 493 and admission to an approved teacher education program

TLED 488 Teacher Candidate Internship - Elementary Education (12 Credit Hours)

Five days per week for 14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.

Prerequisites: TLED 478 and TLED 479; completion of an approved program in teacher education PreK-6; passing scores on the appropriate PRAXIS multiple subject assessment content examination, Reading for Virginia Educators examination, and the Virginia Communication and Literacy Assessment; no grade less than C- in content area and professional education core; and minimum major and overall GPA of at least 2.75

TLED 490 The Child and the Family: PreK-3 (3 Credit Hours)

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

Prerequisites: instructor approval required

TLED 492 Integrating Instruction: Mathematics and Science Across the Early Childhood Curriculum (3 Credit Hours)

This course emphasizes the development of young children's problem solving skills, strategies, and abilities and the promotion of active science and math explorations within early childhood classrooms. Multiple perspectives and approaches to planning, teaching, and assessing science and mathematics in the early childhood classroom are explored and practiced. This course includes a 40 hour practicum experience in an early childhood classroom.

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

TLED 493 Integrating Literacy and Social Studies Across the PreK - 3 Curriculum (3 Credit Hours)

This course emphasizes the development of young children's multiple literacies and the promotion of active literacy and social studies explorations within early childhood classrooms. Multiple perspectives and approaches to planning, teaching, and assessing literacy and social studies in the early childhood classroom are explored and practiced. This course includes a 40 hour practicum experience in an early childhood classroom.

Prerequisites: TLED 492, HIST 104H, GEOG 100S, TLED 337, and admission to Teacher Education

Pre- or corequisite: TLED 426

TLED 495/595 Topics in Education (1-4 Credit Hours)

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

Prerequisites: junior or graduate standing

TLED 496/596 Topics in Education (1-3 Credit Hours)

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

Prerequisites: junior or graduate standing

TLED 497/597 Independent Study (1-3 Credit Hours)

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

Prerequisites: junior standing