Date Submitted: February 8, 2019
Title of Issue (a short descriptive title by which the issue may be referenced)
Proposal for a Bachelor of Science degree in Education

Description of Issue: Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science (BS) degree program in Education to begin fall 2019. The program will be offered through the Department of Teaching and Learning housed in the Darden College of Education and Professional Studies.

This proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

Rational for Submission: In October 2017, former Governor Terry McAuliffe held a Governor’s Summit on Teaching in Virginia. At this summit, Superintendent of Schools, Dr. Stephen Staples, noted that the shortage of teachers in Virginia had increased from 800 in 2016 to more than 1,000 in 2017. The summit prompted action from the Commonwealth, and in December 2017, Governor McAuliffe issued Executive Directive 14, which included the following: budget actions for new investments and language targeting teacher recruitment and retention, and a request to the Virginia Board of Education to issue emergency regulations giving colleges and universities the option to offer undergraduate majors in education.

The proposed Bachelor of Science degree program in Education has been developed in response to the Governor’s Directive (2017) calling for the conferral of bachelor’s degrees in education for teacher candidates. The proposed program—with concentrations in special education, early childhood education, elementary education pre-K-6, technology education and marketing education (career and technical education)—addresses three of the critical shortage teaching areas identified by the Virginia Department of Education (special education, elementary education PreK-6, and career and technical education). It will provide the necessary pedagogy for current and future students entering the teaching profession.

The proposed Bachelor of Science degree program in Education will require 120 credits, Committee A recommends approval of the proposed Bachelor of Science in Education.
including general education, core pedagogy courses, concentration courses, field work and a capstone student teaching experience. The curriculum for the degree program has been designed to meet the academic requirements for licensure as specified by the Virginia Department of Education standards, effective August 23, 2018. These requirements include competencies identified for teachers in early childhood through adult education as well as specifically in each teaching concentration. The degree also incorporates accreditation requirements set forth by the Council for the Accreditation of Educator Preparation (CAEP).
### STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

#### PROGRAM PROPOSAL COVER SHEET

<table>
<thead>
<tr>
<th>1. Institution</th>
<th>Old Dominion University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Program (Check one):</td>
<td>New program proposal</td>
</tr>
<tr>
<td>3. Name/title of proposed program</td>
<td>Education</td>
</tr>
<tr>
<td>4. CIP code</td>
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<td>5. Degree/certificate designation</td>
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<td>6. Term and year of initiation</td>
<td>Fall 2019</td>
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<td>7a. For a proposed spin-off, title and degree designation of existing degree program</td>
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<td>7b. CIP code (existing program)</td>
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<td>8. Term and year of first graduates</td>
<td>Spring 2020</td>
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<td>9. Date approved by Board of Visitors</td>
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<td>10. For community colleges:</td>
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<td>date approved by local board</td>
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<td>date approved by State Board for Community Colleges</td>
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<td>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</td>
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<td>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</td>
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<td>Departments(s) or division of Department of Teaching and Learning</td>
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<td></td>
<td>School(s) or college(s) of Darden College of Education and Professional Studies</td>
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<td></td>
<td>Campus(es) or off-campus site(s) Main Campus, Norfolk</td>
</tr>
<tr>
<td>Mode(s) of delivery:</td>
<td>face-to-face</td>
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<td>13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.</td>
<td>Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261</td>
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Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science (BS) degree program in Education to begin fall 2019 in Norfolk, Virginia. The program will be offered through the Department of Teaching and Learning housed in the Darden College of Education and Professional Studies.

This proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

Accreditation

The current professional education preparation programs at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE), which has been reformed as the Council for the Accreditation of Educator Preparation (CAEP). This proposed Bachelor of Science degree program in Education will continue to meet the same standards as all existing teacher preparation programs at ODU.

At the state level, the Virginia Department of Education specifies licensure regulations and competencies for the endorsement and licensure of classroom teachers. The licensure areas covered by this proposed program are early childhood education, elementary (PreK-6 grades) education, special education, technology education, and marketing education. The proposed program fully meets the standards of the Virginia Department of Education for the preparation of teachers in each of the concentrations noted.

Online Delivery

Courses in the proposed Bachelor of Science degree program in Education are taught in both online and traditional face-to-face formats. Within both formats, students will be able to access course materials through Blackboard, the University’s course management system. Further, faculty-student interaction is available via email, phone, in-person meetings, and WebEx-interface meetings.

Faculty members who teach in the web-based format are trained in course development and delivery through the Center for Learning and Teaching (CLT). There, instructional designers and technologists work individually with each faculty member to convert course content, assignments, testing, and other course work to a web-based platform. Faculty work closely with the designers to ensure web-based content is the same as content taught in face-to-face settings, and that rigor in each class is maintained.
Admission Criteria

Applicants for the proposed Bachelor of Science degree program in Education will submit the following credentials to Old Dominion University for consideration.

- An online admission application and associated application fee
- Official transcripts from secondary institution(s) and/or General Education Development (GED) work

Transfer students are required to submit official transcripts from all regionally-accredited post-secondary institutions or equivalent foreign institutions attended, with a minimum GPA of 2.5 in prior coursework.

Non-native English speakers are required to provide official scores of 550 on the paper-based, or 79-80 on the iBT, Test of English as a Foreign Language (TOEFL).

Other factors such as co/extra-curricular activities, community service, personal statements, recommendations, and special talents and leadership may also be submitted.

Curriculum

The proposed Bachelor of Science degree program in Education will require 120 credits, including general education, core pedagogy courses, concentration courses, field work and a capstone student teaching experience.

The curriculum for the degree program has been designed to meet the academic requirements for licensure as specified by the Virginia Department of Education standards, effective August 23, 2018. These requirements include competencies identified for teachers in early childhood through adult education as well as specifically in each teaching concentration. The degree also incorporates accreditation requirements set forth by the Council for the Accreditation of Educator Preparation (CAEP).

The core pedagogy courses are to be completed by all majors pursuing this degree. These courses have been mapped to the VDOE professional studies requirements (8VAC20-543-90 requirements for early/primary education, elementary education, and middle education, and 8VAC20-543-140 requirements for preK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education) and address foundational, developmental, and theoretical knowledge applicable across teaching levels.

The concentration courses meet all VDOE endorsement competencies related to each concentration and focus on building knowledge and skill specific to technology education, marketing education, special education, early childhood education, and elementary education. The field work and capstone student teaching experience provide opportunities for students to apply their knowledge of teaching in the school setting under supervision. They meet VDOE standards for experiential learning.
*New course

**Program Requirements**

Lower-Division General Education** **(35-41 credit hours)**

Written Communication 6 cr  
Oral Communication 3  
Mathematics (MATH 102M or 103M required) 3  
Language and Culture (may be met prior to matriculation) 0-6  
Information Literacy and Research (met in the major) 0  
Human Creativity 3  
Interpreting the Past 3  
Literature 3  
Philosophy and Ethics 3  
The Nature of Science 8  
Human Behavior (PSYC 203S required) 3  
Impact of Technology (met in the major) 0  

**Faculty and professional advisors will provide information to students in each concentration, and will guide them to the appropriate general education courses required for the concentration based on VDOE guidelines.**

Core Courses (24 credit hours)

- FOUN 301 Learning and Development 3 cr  
- FOUN 302 Assessment of Learning 3  
- STEM 370T Technology and Society 3  
- TLED 315 Foundations of Education: Historical and Contemporary Issues 3  
- TLED 325 Communication and Collaboration in Education Settings 3  
- TLED 326 Socio-Cultural Perspectives in Education 3  
- TLED 425 Creating and Managing Learning Environments 3  
- TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom 3  

**Concentrations**

1. **Early Childhood Education Concentration** (34 credit hours + field work)
   Prepares individuals with the knowledge, skills, and dispositions needed to support the work of young children and their families within a variety of learning environments. Coursework, supervised field work, and teacher candidate internships facilitate the integration of theory and evidence-based practice resulting in an understanding of learning, teaching, and the role of research in promoting a vision of early childhood education that is deep, rigorous, and relevant to all children. Prepares students for licensure endorsement for early childhood education grades pre-K-3.

   - GEOG 100S Cultural Geography 3 cr  
   - HPE 327: Teaching of Health & Physical Ed 3  
   - LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy 3
MATH 302 Geometry 3
TLED 227 Perspectives on the Young Child and the Family 3
*TLED 285 The Arts in Early Childhood and Elementary Education 3
*TLED 337 Literature for Young Children 3
TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K 4
TLED 483: Seminar in Teacher Education 1
TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum 4
TLED 493 Integrating Children’s Literature, Language Arts and Social Studies Across the Early Childhood Curriculum 4

Field Work (15 credit hours)
*TLED 328 Observation and Assessment in Early Childhood 3 cr
TLED 368 Teacher Candidate Internship for Early Childhood Education 12

2. Elementary Education Concentration (24 credit hours + field work)
Prepares professionals to support the academic and socio-emotional development of children. Cross-disciplinary course work, supervised field experiences, and teacher candidate internships facilitate the integration of theory and evidence-based practice that promotes an understanding of teaching and learning for effective approaches to elementary education. Prepares students for licensure endorsement for elementary education grades pre-K-6.

GEOG 100S Cultural Geography 3 cr
LIBS 110G Info Lit for the Digital Age 3
MATH 302 Geometry 3
STEM 433 Developing Instructional Strategies PreK-6: Mathematics 3
STEM 434 Developing Instructional Strategies PreK-6: Science 3
TLED 285 The Arts in Early Childhood and Elementary Education 3
TLED 432 Developing Instructional Strategies PreK-6: Language Arts 3
TLED 435 Developing Instructional Strategies PreK-6: Social Studies 3

Field Work (18 credit hours)
TLED 478 Integrating Instruction Across the Curriculum 3 cr
TLED 479 Classroom Management and Practice 3
TLED 485 Teacher Candidate Internship 12

3. Marketing Education Concentration (42 credit hours + field work)
Prepares individuals to teach a variety of marketing courses including marketing, management, fashion marketing, sports/entertainment marketing, travel and tourism, hotel/motel marketing, internet marketing, and personal finance. Coursework, work-based learning, and internships facilitate the integration of theory and evidence-based practice that leads to careers as marketing teachers in high schools or careers in marketing, business and industry. Prepares students for licensure endorsement for career and technical studies with an industry certification credential in marketing education.
ECON 200S Basic Economics 3 cr
FIN 331 Legal Environment of Business 3
MGMT 325 Contemporary Organization and Management 3
MKTG 311 Marketing Principles and Problems 3
MKTG 402 Consumer Behavior 3
MKTG 411 Multi-National Marketing 3
SEPS 100 Sales Techniques 3
SEPS 102 Advertising and Promotion 3
SEPS 401 Foundations of Career and Technical Education 3
SEPS 400 Instructional Systems Development 3
SEPS 402 Instructional Methods in Occupational Studies 3
SEPS 415 Advanced Merchandising 3
STEM 251G Computer Literacy: Communication and Information 3
STEM 351 Communication Technology 3

Field Work (17 credit hours)
SEPS 297 Observation and Participation 1 cr
SEPS 405 Directed Work Experience 4
SEPS 485 Student Teaching 12

4. Special Education Concentration (24 credit hours + field work)
Prepares professionals to develop and implement appropriate educational programs for individuals who manifest a range of disabling conditions. Coursework, supervised field work, and teacher candidate internships facilitate the integration of theory and evidence-based practice in the development of innovative interventions applicable for individuals aged infant to adult in schools, clinics, hospitals, and agency settings. Prepares students for licensure endorsement for special education general curriculum K-12.

LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy 3 cr
SPED 400 Foundations of Special Education: Legal Aspects & Characteristics 3
SPED 402 Instructional Design I: Learner Characteristics & Assessment 3
SPED 411 Classroom & Behavior Management Techniques for Students with Diverse Needs 3
SPED 417 Collaboration & Transitions 3
SPED 440 Assistive Technology for Diverse Students 3
STEM 433 Developing Instructional Strategies PreK-6: Mathematics 3
TLED 408 Reading and Writing in the Content Areas 3

Field Work (18 credit hours)
SPED 403 Directed Field Experience in Special Education 2 cr
SPED 415 Instructional Design II: Curricular Procedures & Individualized Education Planning 3
SPED 483 Field Experience Seminar in Special Education 1
SPED 486 Teacher Candidate Internship for Special Education 12
5. **Technology Education Concentration (36 credit hours + field work)**  
Prepares professionals for careers as middle and high school technology teachers or curriculum coordinators addressing technological systems, processes, and artifacts. Course work, work-based learning, and teacher candidate internships facilitate student understanding of the tools, materials, and principles associated with medical, agricultural, biological, energy and power, communication, transportation, manufacturing, and construction technologies. Prepares students for licensure endorsement for career and technical studies with an industry certification credential in technology education.

- **MET 120 Computer Aided Drafting** 3 cr
- **SEPS 401 Foundations of Career and Technical Education** 3 cr
- **SEPS 400 Instructional Systems Development** 3 cr
- **SEPS 402 Instructional Methods in Occupational Studies** 3 cr
- **STEM 110T Technology and Your World** 3 cr
- **STEM 221 Industrial Materials** 3 cr
- **STEM 231 Materials and Processes Technology** 3 cr
- **STEM 241 Energy Systems: Basic Electricity** 3 cr
- **STEM 242 Technological Systems Control** 3 cr
- **STEM 251G Computer Literacy: Communication and Information** 3 cr
- **STEM 351 Communication Technology** 3 cr
- **STEM 382 Industrial Design** 3 cr

**Field Experiences (13 credit hours)**
- **SEPS 297 Observation and Participation** 1 cr
- **SEPS 485 Student Teaching** 12 cr

**Upper Division General Education**  
This component is not required due to the licensure nature of the proposed program.

**Electives**  
Students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Requirements for graduation include a minimum cumulative—and major—grade point average of 2.75, along with a minimum of 120 credit hours.

**Total** 120 credit hours

**Capstone Experience**  
The capstone internship experience provides students with the foundation to make a smooth transition from being a student to becoming a professional educator. It is the culminating experience of all teacher education programs and is completed in the last semester of a candidate’s program. Teacher candidates begin by observing and analyzing the operation of schools, the implementation of curricula and instructional strategies, and the development of learners. They transition to assisting with classroom instruction and extracurricular activities. Ultimately, they assume responsibility for the learners and instructional activities.
The purpose of the capstone experience is to expose teacher candidates to all roles of a professional educator (instructional and non-instructional) through planned, sequenced activities as a means to assess suitability for teaching, apply knowledge and theory to practice, and gain experience working with learners from diverse cultural, linguistic, and socioeconomic backgrounds. All candidates must successfully meet program requirements and complete all Virginia Department of Education licensure tests for their teaching discipline prior to student teaching orientation.

Student Retention and Continuation Plan

Old Dominion University requires all new undergraduate students to participate in an orientation when they enter the university. This program provides information about avenues for success, introduces students to college advisors, and offers opportunities for connecting with others in their programs. Transfer-focused orientations are also provided to transfer students. Throughout their program of study, students are offered support through orientations, advising in the Darden College of Education and Professional Studies’ Career and Academic Resource Center (CARC), faculty outreach, and general university assistance for successful completion of the degree program.

Pre-emptive approaches will be adopted to ensure students succeed in the proposed program. Specific plans for student retention and continuation include:

- Requiring a meeting with an advisor in the Career and Academic Advising Center (CARC) to review the program and its general policies and procedures for continuance, discuss the curriculum and program requirements, review expected student dispositions, describe relevant resources, and answer questions.
- Providing an up-to-date curriculum and a long-range course schedule to help students plan their semester-by-semester enrollment and time to completion;
- Requiring a minimum of one advising session per semester (online or face-to-face) with a CARC advisor and providing personalized advising with program faculty throughout students’ program of study;
- Holding special advising sessions in CARC for transfer students;
- Providing test preparation for the required assessments; and
- Encouraging students to join ODU’s Student Virginia Education Association, which hosts regular meetings for students to share success stories, talk about strategies to complete the program, discuss future career pathways and serve students in public education throughout Hampton Roads. This is a means of building a community of student teachers who can support each other throughout the program.

When individual student performance demonstrates a lack of success, faculty will explore ways to encourage success. These include:

- Individualized advising and mentoring to help the student pass the course(s);
• Connecting to a successful local teacher to motivate the student to understand the importance of teaching, appreciate the work of teaching professionals, and develop pride in becoming a teacher;
• Involvement in projects and efforts through partnerships with local school systems to stimulate students’ interest to become motivated and excited to study teaching and learn beyond classroom instruction; and
• Creating a cohort to increase interactions and peer learning.

Faculty

There are 10 faculty members who will teach core courses in the proposed Bachelor of Science degree program in Education when it is initiated in fall 2019. Nine of these faculty members come from the Department of Teaching and Learning; the additional individual comes from the Department of Educational Foundations and Leadership. The faculty members have a range of expertise, resulting in meaningful course content that allows students to learn from individuals who are knowledgeable and engaged in topics relevant to the courses they are teaching. Combined, they have over 100 years of postsecondary teaching in their respective fields.

Adjunct faculty with expertise in each of the concentrations will oversee field experiences. In a typical academic year, 10 adjunct faculty members will be engaged to supervise students enrolled in student teaching and practica among the five concentration areas. Adjunct professors are drawn from Hampton Roads schools and divisions, ensuring that curriculum is tied closely to the current needs and priorities of the school communities where they may work. Adjuncts are required to have a minimum of a master’s degree and 18 graduate credits in the content they teach.

Student Assessment

Students who complete the proposed Bachelor of Science degree program in Education will possess the appropriate knowledge, skills, and abilities needed to effectively teach in preK-secondary school levels within the particular concentration chosen. Student learning outcomes cover the pedagogical and content-specific skills that are required for teaching. Specifically, graduates will be able to:

1. Adapt teaching practices based on students’ developmental and learning needs.
2. Apply curriculum development and instructional strategies to create lesson plans and teaching materials.
3. Develop appropriate assessments to determine impact on student learning.
4. Relate the foundations of education and the teaching profession to current practice
5. Utilize appropriate classroom and behavior management strategies to create a positive learning environment.
6. Choose language acquisition and literacy practices to develop linguistic and reading skills in students.
7. Implement specific content knowledge and skill in the areas of early childhood, elementary, marketing, technology, or special education to the teaching practices developed for preK-secondary school levels.

Student learning will be assessed through a variety of formative and summative measures. Formative evaluations will be used to determine the effectiveness of student learning and to implement improvements. Summative evaluations will provide insight into the student learning by comparing it against a specific standard or benchmark. Evidence of student achievement of learning outcomes will be assessed during the program through practical and written exams, assignments, research projects and presentations. Additionally, in order to assure that students are learning the major outcomes of the program, faculty will assess student learning through annual evaluation of all courses, tracking students’ academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation. Data related to the student learning outcomes will be collected on an annual basis and reported in the University’s assessment database, WEAVE.

Each course will have objectives that need to be met in order for the student to successfully pass that course. The student learning outcomes are provided in the following assessment map. Each of them is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event. At completion of the curriculum, students will have had the opportunity to demonstrate mastery of each student learning outcome.

Curriculum Map for BS in Education and Concentrations

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Courses &amp; Co-Curricular Activities that Develop Competency</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>1. Adapt teaching practices based on students’ developmental and learning needs.</td>
<td>Core PSYC 203S Lifespan Development FOUN 301 Learning and Development FOUN 302 Assessment of Learning TLED 326 Socio-Cultural Perspectives in Education *Courses related to field experiences and student teaching for all concentrations</td>
<td>Formative: Quizzes to assess comprehension of course content; reflection papers based on student observations of student development and learning; student goals setting activities applying human development; case studies; discussion board assignments; student teaching midpoint evaluation Summative: Midterm and final exams assessing knowledge of student development and learning; professional teaching portfolio assessed with a program-level rubric; student teaching final Ukrainian</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Courses &amp; Co-Curricular Activities that Develop Competency</td>
<td>Assessment Methods</td>
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<td>evaluation assessed with a program-level rubric</td>
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</table>

2. **Apply curriculum development and instructional strategies to create lesson plans and teaching materials**

Core:
- TLED 326 Socio-Cultural Perspectives in Education
- TLED 315 Foundations of Educ: Historical and Contemporary Issues
- FOUN 302 Assessment of Learning
- TLED 425 Creating and Managing Learning Environments
- TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom
- FOUN 301, Learning and Development

*Courses related to field experiences and student teaching for all concentrations

Special Ed Concentration:
- LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy
- SPED 402 Instructional Design I: Learner Characteristics and Assessment
- SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning
- TLED 408 Reading and Writing in the Content Areas
- STEM 433 Developing Instructional Strategies PreK-6: Mathematics

Formative:
- Development of assessment plans and grading rubrics for Standards of Learning (SOL) topics; case-based curriculum development activities; SOL lesson plan development and class presentations; written reflections on teaching practices; student teaching midpoint evaluation

Summative:
- Midterm and final exam focused on curriculum development and instructional strategies; lesson plan project assessed with a rubric for skills in curriculum development and instruction; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric
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<tr>
<td>SPED 440 Assistive Technology for Diverse Students</td>
<td>Early Childhood Ed Concentration</td>
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<td>LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy</td>
<td>TLED 493 Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood Curriculum</td>
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<td>TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum</td>
<td>HPE 327 Teaching of Health &amp; Physical Ed</td>
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<td>TLED 338 Integrated Methods &amp; Curriculum in Early Childhood Ed: Birth-Pre-K</td>
<td>TLED 285 The Arts in Early Childhood and Elementary Education</td>
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<tr>
<td>Elementary Ed Concentration</td>
<td>LIBS 110G Info Lit for the Digital Age</td>
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<td>TLED 432 Developing Instructional Strategies PreK-6: Language Arts</td>
<td>STEM 433 Developing Instructional Strategies PreK-6: Mathematics</td>
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<td>STEM 434 Developing Instructional Strategies PreK-6: Science</td>
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<td>TLED 285 The Arts in Early Childhood and Elementary Education</td>
<td><strong>Core</strong>&lt;br&gt;FOUN 302 Assessment of Learning&lt;br&gt;TLED 326 Sociocultural Perspectives in Education&lt;br&gt;TLED 315 Foundations of Education and Contemporary Issues&lt;br&gt;FOUN 301 Learning and Development&lt;br&gt;SPED 402 Instructional Design I: Learner Characteristics and Assessment&lt;br&gt;SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning&lt;br&gt;TLED 408 Reading and Writing in the Content Areas&lt;br&gt;*Courses related to field experiences and student teaching for all concentrations&lt;br&gt;</td>
<td>Formative:&lt;br&gt;Observation of assessment strategies utilized in schools and written reflection assignments; class presentations on equitable and socially just assessments; written reviews of teacher evaluation strategies; lesson plan and assessment plan activities; student teaching midpoint evaluation&lt;br&gt;Summative:&lt;br&gt;Midterm and final exam to assess student assessment strategies; final assessment plan and grading rubric project evaluated with a rubric; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric</td>
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<td>Marketing Ed &amp; Technology Ed Concentrations: STEM 251G Computer Literacy SEPS 402 Instructional Methods in Occupational Studies SEPS 400 Instructional Systems Development</td>
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<td>4. Relate the foundations of education and the teaching profession to current practice</td>
<td>Core TLED 315 Foundations of Educ: Historical and Contemporary Issues TLED 326 Sociocultural Perspectives in Ed STEM 370T Technology and Society *Courses related to field experiences and student teaching for all concentrations Special Ed Concentration SPED 400 Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>Formative: Educational timeline activities; discussions on education laws governing abuse and neglect; interviews and reflection papers; personal philosophy of teaching paper; student teaching midpoint evaluation Summative: Midterm and final exam focused on education foundations and current practice; statement for professional teaching portfolio assessed with a rubric for application of educational foundations and inclusion of ethical principles of teaching; student teaching final evaluation assessed with a program-level rubric</td>
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<tr>
<td>5. Utilize appropriate classroom and behavior management strategies to create a positive learning environment</td>
<td>Core TLED 425 Creating and Managing Learning Environments TLED 326 Socio-Cultural Perspectives in Education TLED 315 Foundations of Educ: Historical and Contemporary Issues TLED 325 Communication and Collaboration PSYC 203S, Lifespan Development FOUN 301 Learning and Development</td>
<td>Formative: Article readings on diversity, ethics and socially responsible students in the classroom; written papers focusing on positive classroom environments; in-class case studies; personal philosophy of teaching paper; student teaching midpoint evaluation Summative: Midterm and final exam focused on classroom management; behavior management project assessed with rubric; professional</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Courses &amp; Co-Curricular Activities that Develop Competency</td>
<td>Assessment Methods</td>
</tr>
<tr>
<td>---------------------------</td>
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</tbody>
</table>
| *Courses related to field experiences and student teaching for all concentrations | **Special Ed Concentration**  
SPED 411 Classroom and Behavioral Management Techniques for Students with Diverse Needs | teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric |
| 6. Choose language acquisition and literacy practices to develop linguistic and reading skills in students. | **Core**  
TLED 325 Communication and Collaboration  
TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom  
FOUN 301 Learning and Development  
PSYC 203S Lifespan Development  
STEM 370T Technology and Society  
*Courses related to field experiences and student teaching for all concentrations | **Formative:**  
Classroom observations of communication skills; written reflections; course readings and reflections; class presentations of language arts instructional plans; assessment of children’s literature activities; student teaching midpoint evaluation  
**Summative:**  
Midterm and final exam focused on literacy practices; extended literacy instruction plan assessed with a rubric; professional teaching portfolio assessed with a program-level rubric; Virginia Communication and Literacy Assessment; student teaching final evaluation assessed with a program-level rubric |
| **Special Ed Concentration**  
TLED 408 Reading and Writing in the Content Areas | **Early Childhood Ed Concentration**  
TLED 337 Literature for Young Children  
 Elementary Ed Concentration  
TLED 432 Developing Instructional Strategies PreK-6: Language Arts | |
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Courses &amp; Co-Curricular Activities that Develop Competency</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 7. Implement specific content knowledge and skill in the areas of early childhood,     | Core: *Courses related to field experiences and student teaching for all concentrations  
Special Ed Concentration  
SPED 400 Foundations of Special Education: Legal Aspects and Characteristics  
SPED 411 Classroom & Behavior Management Techniques for Students with Diverse Needs SPED 417 Collaboration and Transitions  
SPED 440 Assistive Technology for Diverse Students  
SPED 402 Instructional Design I: Learner Characteristics and Assessment  
SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning  
TLED 408 Reading and Writing in the Content Areas  
STEM 433 Developing Instructional Strategies PreK-6: Mathematics  
Early Childhood Ed Concentration  
TLED 337 Literature for Young Children  
TLED 493 Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood Curriculum | Formative: Quizzes; in-class discussions; group assignments; in-class activities; written assignments; oral presentations; readings; observations; written reflections; student teaching midpoint evaluation  
Summative: Midterm and final exams assessing knowledge of the content areas; professional teaching portfolio assessed with a program-level rubric; Praxis I/Praxis Core; Praxis II Subject Assessment; Virginia Communication and Literacy Assessment; student teaching final evaluation assessed with a program-level rubric |
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Courses &amp; Co-Curricular Activities that Develop Competency</th>
<th>Assessment Methods</th>
</tr>
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<tr>
<td>TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum</td>
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<td>HPE 327 Teaching of Health &amp; Physical Ed</td>
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<td>TLED 227 Perspectives on the Young Child and the Family</td>
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<td>TLED 338 Integrated Methods &amp; Curriculum in Early Childhood Ed: Birth-Pre-K</td>
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<tr>
<td>TLED 285 The Arts in Early Childhood and Elementary Education</td>
<td></td>
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<tr>
<td>MATH 302 Geometry</td>
<td></td>
<td></td>
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<tr>
<td>GEOG 100S Cultural Geography</td>
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<tr>
<td>TLED 483: Seminar in Teacher Education</td>
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<tr>
<td>Elementary Ed Concentration</td>
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<tr>
<td>TLED 432 Developing Instructional Strategies PreK-6: Language Arts</td>
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<td></td>
</tr>
<tr>
<td>STEM 433 Developing Instructional Strategies PreK-6: Mathematics</td>
<td></td>
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<tr>
<td>STEM 434 Developing Instructional Strategies PreK-6: Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLED 435 Developing Instructional Strategies PreK-6: Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLED 285 The Arts in Early Childhood and Elementary Education</td>
<td></td>
<td></td>
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<tr>
<td>MATH 302 Geometry</td>
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<td></td>
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<tr>
<td>GEOG 100S Cultural Geography</td>
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</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Courses &amp; Co-Curricular Activities that Develop Competency</td>
<td>Assessment Methods</td>
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</tbody>
</table>
Old Dominion University requires that each academic program be assessed through multiple ongoing, integrated, and institution-wide researched-based planning and evaluation processes. This systematic review will result in continuing program improvement and demonstration of accomplishing the institution’s mission. With assistance from the Office of Institutional Effectiveness and Assessment, the proposed Bachelor of Science degree program in Education will be assessed by the Department of Teaching and Learning, the Darden College of Education and Professional Studies, and the Office of Academic Affairs. The review will be based on the program’s defined goals and outcomes and will include data from surveys, interviews and consultations with interested parties.

The program review by the department will be completed annually in the fall of each year and will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and improve the negative ones that affect program completion
- Analyzing the results of the Old Dominion University Student Satisfaction Survey for areas where additional student support is needed
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs as teachers, and evaluate the program’s ability to meet market demands (following initial graduates’ completion)

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling Old Dominion University’s institutional mission. The program review may (a) result in strategic decisions about

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Courses &amp; Co-Curricular Activities that Develop Competency</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 221 Industrial Materials</td>
<td>STEM 231 Materials and Processes Technology</td>
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<tr>
<td>STEM 241 Energy Systems: Basic Electricity</td>
<td>STEM 242 Technological Systems Control</td>
<td></td>
</tr>
<tr>
<td>STEM 382 Industrial Design</td>
<td>STEM 351 Communication Technology</td>
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<tr>
<td>SEPS 400 Instructional Systems Development</td>
<td>SEPS 402 Instructional Methods in Occupational Studies</td>
<td></td>
</tr>
</tbody>
</table>
the program, (b) identify areas of improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities and equipment;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to action items for the future.

The results of the program annual review will be incorporated into the college’s annual review. The Dean and Associate Dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met, and excellence is maintained. Similarly, the college’s annual review will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

**Benchmarks of Success**

Benchmarks of success for the proposed Bachelor of Science degree program in Education will include the following goals:

- Approximately 100 FTE students will be admitted in the initiation year, 2019-2020; by the target year, 2023-24, 150 FTE students will be admitted;
- The program will graduate a minimum of 36 students annually by the target year;
- 80% of the students who begin the program will successfully complete the program;
- 80% of the students will have earned teaching jobs within six months of program completion;
- 80% of students who complete the program will be satisfied with the program as determined by the University’s Senior Student Satisfaction Survey;
- 80% of alumni will be satisfied with the program as determined by the university’s Alumni Survey, administered within one year of completion;
- 80% of employers will be satisfied with the level of education and skill of graduates, as measured by an employer survey administered within one year of hire.

After the first year, periodic evaluations of the success of the program in meeting these benchmarks will be undertaken. If program benchmarks are not achieved, the program director and coordinators and the program faculty will examine the program’s admissions policies, curriculum, instructional methods, advising practices, and course evaluations to determine where changes need to be made.
Teacher preparation programs are accredited through CAEP, which necessitates ongoing evaluation of the program’s quality of preparation for content knowledge, pedagogical skills, and dispositions; depth, breadth, and diversity of clinical experiences; impact on their professional communities after graduating; and advising and monitoring of students throughout the span of the program. Faculty and the Department Chair will maintain the quality standards of the program as stated by CAEP.

**Relationship to Existing Degree Programs**

Stemming from the 2017 Governor’s Directive to have institutions in Virginia offer undergraduate degrees in education, Old Dominion University has worked to establish the proposed Bachelor of Science degree program in Education, with several concentrations that are intended to address teacher shortages in the Commonwealth.

The special education, early childhood education and elementary education concentrations have been housed in the College of Arts and Letters since the 1990s. If the proposed program is approved, these concentrations will shift to the Darden College of Education and Professional Studies. Currently enrolled students in the interdisciplinary teacher preparation program may complete their program of study, or they may transition into the BS degree program in Education. This will result in a decline in enrollment within the College of Arts and Letters and a corresponding increase in enrollment in the Darden College of Education and Professional Studies.

There will also be a decline in those enrolled in the Master of Science in Education—the fifth year of the current 4+1 teacher preparation curriculum.

Additionally, the course work deemed necessary to meet VDOE content areas within the concentrations will continue to utilize existing courses currently completed in Arts and Letters and Sciences (including general education requirements, history, English, and others). Since VDOE offers options for early childhood and elementary education, several courses from the College of Arts & Letters will be replaced with pedagogy coursework. Therefore, student credit hours will decline to some degree in the College of Arts and Letters.

**Justification for the Proposed Program**

**Response to Current Needs**

*(Specific Demand)*

In October 2017, former Governor Terry McAuliffe held a Governor’s Summit on Teaching in Virginia. At this summit, Superintendent of Schools, Dr. Stephen Staples, noted that the shortage of teachers in Virginia had increased from 800 in 2016 to more than 1,000 in 2017. The summit prompted action from the Commonwealth, and in December 2017, Governor McAuliffe issued
Executive Directive 14\(^1\) which included the following: budget actions for new investments and language targeting teacher recruitment and retention, and a request to the Virginia Board of Education to issue emergency regulations giving colleges and universities the option to offer undergraduate majors in education. The directive was informed by two statewide taskforces established by the Governor that offered the following recommendations:

- The Governor’s Taskforce on Diversifying Virginia’s Educator Pipeline recommended that there be education majors in teaching/education through the development of a four-year undergraduate major in teaching.
- The Governor’s SCHEV Advisory Committee on Teacher Shortages recommended to allow education-based majors in teaching/education through the development of a four-year undergraduate major in teaching.

Following the Governor’s Executive Directive, the Editorial Board of The Virginian-Pilot (2017) published a column\(^2\) calling for attention to this critical teacher shortage in the Commonwealth. The worsening teacher shortage is both a national and statewide trend in recent years.

Specifically, as documented by the Department of Education in their annual report to the General Assembly, the following were deemed critical shortage teaching endorsement areas in Virginia for the 2018-2019 school year:

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

The proposed Bachelor of Science degree program in Education has been developed in response to the Governor’s Directive (2017) calling for the conferral of bachelor’s degrees in education for teacher candidates. The proposed program—with concentrations in special education, early childhood education, elementary education pre-K-6, technology education and marketing education (career and technical education)—address three of the critical shortage areas noted above. It will provide the necessary pedagogy for current and future students entering the teaching profession.

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Projected enrollment:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Target Year (2-year institutions)</th>
<th>Year 5 Target Year (4-year institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 2020</td>
<td>HDCT 125</td>
<td>HDCT 135</td>
<td>HDCT 140</td>
<td>HDCT 160</td>
<td>HDCT 180</td>
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<td>FTES 100</td>
<td>FTES 110</td>
<td>FTES 115</td>
<td>FTES 130</td>
<td>FTES 150</td>
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<tr>
<td>2020 - 2021</td>
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<td>2021 - 2022</td>
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<td>2022 - 2023</td>
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<td>2023 - 2024</td>
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</tbody>
</table>

Assumptions
Retention percentage: 80%
Percentage of full-time students: 75%
Percentage of part-time students: 25%
Full-time student credit hours per semester: 15
Part-time student credit hours per semester: 6
Full-time students graduate in 4 year
Part-time students graduate in 6-8 years

Projected Resources for the Proposed Program

Old Dominion University will not invest new funding in the proposed Bachelor of Science degree program in Education. Faculty, classroom space, equipment, support staff, library holdings, and all other resources will be shifted from the existing programs to the proposed program.
## APPENDIX A
### SAMPLE PLAN OF STUDY
#### FULL TIME

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td><strong>Freshman Fall Semester</strong></td>
<td>ENGL 110C</td>
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<td>MATH 102M or 103M</td>
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<td></td>
<td>Nature of Science</td>
<td>4</td>
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<tr>
<td></td>
<td>Oral Communication</td>
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<td>Language &amp; Culture</td>
<td>0-3</td>
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<tr>
<td><strong>Freshman Spring Semester</strong></td>
<td>ENGL 211C, or 221C, or 231C</td>
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<tr>
<td></td>
<td>Nature of Science</td>
<td>4</td>
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<tr>
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<td>Language &amp; Culture</td>
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<td>Interpreting the Past</td>
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<td>Human Creativity</td>
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<td><strong>TOTAL FRESHMAN YR</strong></td>
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<td>Information Literacy</td>
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<td>Concentration</td>
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<td></td>
<td>Philosophy and Ethics</td>
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<td>STEM 370T</td>
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<td>TLED 325</td>
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<td>Concentration</td>
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<td><strong>TOTAL SOPHOMORE YR</strong></td>
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<td>TLED 326</td>
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<td>Concentration</td>
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<td><strong>Junior Spring Semester</strong></td>
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<td><strong>Total</strong></td>
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# SAMPLE PLAN OF STUDY

## PART TIME

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<tr>
<th>Year</th>
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<td>Fall Semester</td>
<td>ENGL 110C 3, Natural Science 4</td>
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<td>ENGL 211C, or 221C, or 231C 3</td>
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<td>Language and Culture 0-3, Oral Communication 3</td>
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<td>Spring Semester</td>
<td>Natural Science 4, MATH 102M or 103M 3</td>
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<tr>
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<td><strong>Second Year</strong> Spring Semester (6-9 credits)</td>
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<tr>
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<td>Language and Culture 0-3, Interpreting the Past 3, Human Creativity 3</td>
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<td><strong>Third Year</strong> Fall Semester (6 credits)</td>
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<td>PSYC 203S 3, Information Literacy 3</td>
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<td>Spring Semester</td>
<td>Philosophy and Ethics 3, STEM 370T 3</td>
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<td><strong>Fourth Year</strong> Fall Semester (9 credits)</td>
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<td>Literature 3, TLED 315 3, TLED 325 3</td>
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<td>Spring Semester</td>
<td>FOUN 301 3, Concentration 3</td>
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<td><strong>Fifth Year</strong> Fall Semester (9 credits)</td>
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<td>TLED 326 3, Concentration 3</td>
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<td>FOUN 302 3, Concentration 3</td>
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<td>Spring Semester</td>
<td>TLED 426 3, Concentration 3</td>
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<td><strong>Sixth Year</strong> Fall Semester (9 credits)</td>
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<td>Field Work or Concentration 3</td>
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<td>TLED 426 3, Concentration 3</td>
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<td>Field Work or Concentration 3</td>
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<td>Student Teaching 12</td>
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<td>Electives, if needed to reach 120</td>
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<td></td>
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<td><strong>Total: 120 credits</strong></td>
</tr>
</tbody>
</table>
**APPENDIX B**

**COURSE DESCRIPTIONS**

*New course

**Core**

**FOUN 301 Learning and Development. 3 Credits.**
This course focuses on educational psychology theory and research related to student learning and development. There will be an emphasis on how to incorporate research based principles in designing instruction, motivating students, and promoting a positive classroom climate based on how students learn and develop.

**FOUN 302 Assessment of Learning. 3 Credits.**
This course focuses on exploring and implementing ethical assessment principles in a K-12 setting in order to ensure equity amongst a diverse population of students. Students will discuss and develop assessments for formative and summative purposes. They will analyze and interpret assessment data to measure and promote student success. State assessment programs will be discussed including social justice implications. The purpose of this course is to prepare future educators to analyze instructional situations, identify instructional targets, and determine appropriate assessment tools to monitor and support student learning.

**TLED 315 Foundations of Education: Historical and Contemporary Issues. 3 Credits.**
This course is designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States, compliance with federal and state laws, and national and state educational standards related to the impact of past and current trends in education, with attention to the legal status of teachers and students in schools today.

* **TLED 325 Communication and Collaboration in Education Settings. 3 Credits.**
This course focuses on concepts and theories related to interpersonal relationships and the learning of skills necessary for effective communication, professional collaboration, and relationship development in educational settings. There will be an emphasis on complex topics surrounding communication and collaboration with families, colleagues and other professionals from culturally and ethnically diverse populations, and families with students at-risk for or with disabilities. The purpose of this course is to teach students the basics of good communication and collaboration skills to facilitate the development of successful relationships in an educational setting.

**TLED 326 Socio-Cultural Perspectives in Education. 3 Credits.**
This course will utilize a framework of sociocultural theory situated within culturally sustaining pedagogical practices to explore issues related to race, ethnicity, class, gender, sexuality, religion, and language use. Students will learn to create an educational environment that values diversity and employs research-based strategies. The course also examines and evaluates multicultural and global literature that explores issues of diversity.
TLED 425 Creating and Managing Learning Environments. 3 Credits.
This course is designed to help new teachers or pre-service teachers to be successful in the modern urban classroom when faced with a diverse student population with a wide range of abilities, interests, and cultures. The course provides pedagogical knowledge for dealing with special learning conditions, diversity, and the management of students in classrooms and laboratories. Students learn to impart an understanding of classroom management strategies including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as redirecting behaviors in a positive manner.

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

STEM 370T Technology and Society. 3 Credits.
A multidisciplinary course designed to provide insight into the fundamental, historical, and contemporary nature of technology as an area of human knowledge. Attention is given to the positive and negative aspects of technology and how they affect society.

Early Childhood Education Concentration

GEOG 100S. Cultural Geography. 3 Credits.
This course provides a basic topical introduction to human and cultural geography. It focuses on the diversity of human societies, their distribution, characteristics, and cultural impact on the landscape. Topics include the geography of population, migration, language, religion, economic development, urbanization, resources, and the political landscape.

HPE 327. Teaching of Health and Physical Education, Pre-K-8. 3 Credits.
This course is designed to prepare classroom teachers in PreK-8 licensure programs for the teaching of health and physical education. Appropriate content, instructional strategies, effective classroom management, and safety issues and requirements will be presented.

LIBS 110G. Information Literacy for the Digital Age. 3 Credits.
Students require a comprehensive understanding of information literacy so they can become effective users of ideas and information and guide others in activities of knowledge use and creation. This course will provide an introduction to the process and methods of retrieving information using digital literacies. Students will learn to identify an information need, then locate, evaluate, and use appropriate resources while embedding the dispositions of academic integrity and ethical use. Topics include use of collaborative tools for development of information, including social media. The content focuses on implementing effective digital
information literacy strategies situated in various content areas with the intent that these strategies can be incorporated into future professional and instructional practices.

**MATH 302. Geometry. 3 Credits.**
Elementary plane and solid Euclidean geometry with proofs and applications. Topics include angles, triangles, congruence, quadrilaterals, circles, similarity, perimeter, area, volume, polygons, plane and solid constructions. A dynamic geometry visualization software is used to discover geometric properties.

**TLED 227 Perspectives on the Young Child and the Family. 3 Credits.**
This course examines the familial lives of young children (Birth through Grade 3) and supports understandings of working with parents and families in early childhood settings. Family systems theory provides the basis for study and guides understandings of contemporary family structures. The stages of the family life cycle are explored; principles of healthy family functioning are emphasized to promote healthy growth for children.

**TLED 285 The Arts in Early Childhood and Elementary Education. 3 Credits.**
An exploration of principles, methods, and materials for teaching the arts to young children. Emphasis 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.

**TLED 328 Observation and Assessment in Early Childhood. 3 Credits.**
This course examines the observation/assessment techniques used in early childhood classrooms as part of a coordinated approach to implement a reflective, high quality early childhood classroom. It is the purpose of this course to introduce and support students’ development of skills related to the observation and interpretation of children’s daily activities and behaviors.

**TLED 337 Literature for Young Children. 3 Credits.**
This course is designed to provide students with approaches and techniques for introducing young children to literature. The course will examine a variety of children's literature through various genres and explore relationships between language, theory, politics, ideology and print material. Emphasis will be placed on selecting and sharing literature for children, including strategies for introducing children to literature, reading, and using literature as mentor texts for writing. Students will be expected to design activities that extend children’s literacy experiences, reading enjoyment, and incorporate cultural and linguistic diversity in a variety of subject areas including social studies, math, science, and the arts.

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

TLED 368 Teacher Candidate Internship for Early Childhood Education. 12 Credits.
Field Based – 14 week experiences in the early childhood setting that include a minimum of 150 hours of direct instruction. The teacher candidate internship is the culminating experience of all teacher education programs. This experience is a crucial part of a teacher candidate’s preparation to becoming a Professional Educator.

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

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

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

Elementary Education Concentration

GEOG 100S. Cultural Geography. 3 Credits.
This course provides a basic topical introduction to human and cultural geography. It focuses on the diversity of human societies, their distribution, characteristics, and cultural impact on the landscape. Topics include the geography of population, migration, language, religion, economic development, urbanization, resources, and the political landscape.

LIBS 110G. Information Literacy for the Digital Age. 3 Credits.
Students require a comprehensive understanding of information literacy so they can become effective users of ideas and information and guide others in activities of knowledge use and creation. This course will provide an introduction to the process and methods of retrieving information using digital literacies. Students will learn to identify an information need, then
locate, evaluate, and use appropriate resources while embedding the dispositions of academic integrity and ethical use. Topics include use of collaborative tools for development of information, including social media. The content focuses on implementing effective digital information literacy strategies situated in various content areas with the intent that these strategies can be incorporated into future professional and instructional practices.

**MATH 302. Geometry. 3 Credits.**
Elementary plane and solid Euclidean geometry with proofs and applications. Topics include angles, triangles, congruence, quadrilaterals, circles, similarity, perimeter, area, volume, polygons, plane and solid constructions. A dynamic geometry visualization software is used to discover geometric properties.

**STEM 433. Developing Instructional Strategies PreK-6: Mathematics. 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 mathematics in grades PreK-6 in support of NCTM national instructional standards and the Virginia Standards of Learning.

**STEM 434. Developing Instructional Strategies PreK-6: Science. 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 science in grades PreK-6 in support of AAAS national instructional standards and the Virginia Standards of Learning.

**TLED 285 The Arts in Early Childhood and Elementary Education. 3 Credits.**
An exploration of principles, methods, and materials for teaching the arts to young children. Emphasis 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.

**TLED 432. 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.

**TLED 435. 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.
TLED 478. 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.

TLED 479. 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.

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

Marketing Education Concentration

ECON 200S. Basic Economics. 3 Credits.
The course presents an overview of the major principles of micro- and macroeconomics. Topics include opportunity costs, supply and demand, competition and monopoly, national income determination, creation of money and credit, and international problems.

FIN 331. Legal Environment of Business. 3 Credits.
Introduction to the legal environment of business, providing the student with an understanding of the nature of public law and the regulation of business and of the basic principles that control business practices.

MGMT 325. Contemporary Organizations and Management. 3 Credits.
The fundamentals of the managerial process (planning, organizing, leading and controlling) are considered in the context of 21st century organizations. Topics are almost evenly split between macro and micro perspectives.

MKTG 311. Marketing Principles and Problems. 3 Credits.
The design, distribution, pricing, and promotion of goods, services, people, places, and causes. Course examines both national and international markets and includes an introduction to the legal and ethical constraints on marketing.
MKTG 402. Consumer Behavior. 3 Credits.
The effects of personality, motivation, perception, learning, attitudes, cultural and social influence and lifestyle on buying situations and how knowledge of these factors enables the marketer to better meet the needs of the marketplace.

MKTG 411. Multi-National Marketing. 3 Credits.
An examination of the operational and cross-cultural aspects of international marketing, including the nature of competition, developmental marketing structures and channels, price and credit policies, promotional methods, trade barriers, and international arrangements.

SEPS 100. Sales Techniques. 3 Credits.
This is an introductory course that emphasizes the concept of determining customer needs, wants, and desires and matching them to products and services for a long-term sales relationship.

SEPS 102. Advertising and Promotion. 3 Credits.
This is an introductory course designed to teach the fundamental product and service promotion processes of planning and producing advertising and promotion campaigns.

SEPS 297. Observation and Participation. 1 Credit.
Students observe middle and/or high school classes for 30 clock hours. Assist teachers and students in practical settings. Relate principles and theories of education and specialty content to actual practice in the classrooms and schools. Attend seminars related to contemporary school practices.

SEPS 400. Instructional Systems Development. 3 Credits.
Students learn how to design and develop classroom instructional materials including career and technical education and training curricula and programs for youths and adults. Skills in this area include the selection and use of materials, including media and computers and evaluation of pupil performance. Training specialist students learn to develop instructional materials using the instructional systems design process. Career and technical education students learn to plan instruction, to implement competency-based and standards-based education, and to modify and use the Virginia career and technical education curriculum guides.

SEPS 401. Foundations of Career and Technical Education. 3 Credits.
This course is designed to teach career and technical education majors to plan, develop, and administer a comprehensive program of career and technical education for high school students and adults. Students also develop an understanding of the historical and sociological foundations underlying the role, development and organization of public education in the United States.

SEPS 402. Instructional Methods in Occupational Studies. 3 Credits.
Designed to develop a student's ability to use basic instructional techniques and methods applicable to career and technical education, and adults in business, government, and industrial organizations. It involves videotaped micro-teaching demonstrations and presentations.
SEPS 405. Directed Work Experience. 4 Credits.
Student must be employed the summer prior to his/her senior year in an emphasis-related job approved by the instructor. The student work is supervised by a job supervisor and the course instructor in a cooperative effort. Must complete a job package that describes all aspects of the organization.

SEPS 415. Advanced Merchandising. 3 Credits.
This course is designed for marketing education and fashion students. It includes advanced merchandising math concepts used in the merchandising industry. Topics include pricing and re-pricing merchandise, creating and analyzing six-month plans, maintaining inventory control, and solving problems that are typically experienced in the merchandising field.

SEPS 485. Student Teaching. 12 Credits.
Five days per week, full semester. Available for pass/fail grading only. Prerequisites: completion of the approved teacher education program in the major area, departmental approval, passing scores on PRAXIS I or State Board of Education-approved SAT or ACT scores, passing scores on the appropriate PRAXIS II content examination, and permission of the director of teacher education services.

STEM 251G. Computer Literacy: Communication and Information. 3 Credits.
A guided review of communication technology and information sources to help students discern between reliable and unreliable sources and techniques. Students develop skills in computer applications, information retrieval, filtering and analyzing data, and formatting and presenting information.

STEM 351. Communication Technology. 3 Credits.
A study of the development and impact of communication technology. Emphasis is placed on the integration of technical skills to produce information-based products such as print and telecommunications media.

Special Education Concentration

LIBS 110G. Information Literacy for the Digital Age. 3 Credits.
Students require a comprehensive understanding of information literacy so they can become effective users of ideas and information and guide others in activities of knowledge use and creation. This course will provide an introduction to the process and methods of retrieving information using digital literacies. Students will learn to identify an information need, then locate, evaluate, and use appropriate resources while embedding the dispositions of academic integrity and ethical use. Topics include use of collaborative tools for development of information, including social media. The content focuses on implementing effective digital information literacy strategies situated in various content areas with the intent that these strategies can be incorporated into future professional and instructional practices.

SPED 400. Foundations of Special Education: Legal Aspects and Characteristics. 3 Credits.
The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue
of philosophical, legislative and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities.

SPED 402. Instructional Design I: Learner Characteristics and Assessment. 3 Credits.
The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities and intellectual disabilities and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed.

SPED 403. Directed Field Experience in Special Education. 2 Credits.
This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required.

SPED 411. Classroom and Behavioral Management Techniques for Students with Diverse Needs. 3 Credits.
This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management and supports and functional behavioral assessment will be emphasized.

SPED 415. Instructional Design II: Curricular Procedures and Individualized Education Planning. 3 Credits.
The intent of this course is to provide preservice teachers with: (a) knowledge of research-based instruction for K-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the Virginia Standards of Learning. Practicum in an elementary-level setting is required. Practicum of 45 hours required.

SPED 417. Collaboration and Transitions. 3 Credits.
This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational programs and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings.
SPED 440. Assistive Technology for Diverse Students. 3 Credits.
This course provides lectures for pre-service and in-service teachers and related service providers of special populations in the use of assistive technology (AT) devices and services, and augmentative alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state standards related to providing assistive technology to diverse students.

SPED 483. Field Experience Seminar in Special Education. 1 Credit.
Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA) and Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE) will be required by the end of the course.

SPED 486. Teacher Candidate Internship for Special Endorsement. 12 Credits.
Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level. Students enrolled at the graduate level complete 9 credit hours. Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; completion of SPED 483; departmental approval; passing scores on Praxis Core Academic Skills for Educator Tests (or equivalent as prescribed by the Virginia Board of Education); passing scores on Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE), the appropriate Praxis II content examination and endorsement program exit exam.

STEM 433. Developing Instructional Strategies PreK-6: Mathematics. 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 mathematics in grades PreK-6 in support of NCTM national instructional standards and the Virginia Standards of Learning.

TLED 408. Reading and Writing in Content Areas. 3 Credits.
This course examines and promotes literacy development in all content areas, including the development and use of disciplinary comprehension and writing/production skills. Students will explore and consider a repertoire of questioning strategies, and strategies in literal, interpretive, critical, analytical, and evaluative comprehension across the curriculum, grades 6-12.

Technology Education Concentration

MET 120. Computer Aided Drafting. 3 Credits.
Computer based drafting methods are taught with a major emphasis on 'Hands On' practice using 2-D AutoCAD software in the computer lab, along with the various methods of editing, manipulation, visualization and presentation of technical drawings. This course includes the basic principles of engineering drawing/hand sketching, dimensioning and tolerancing.
SEPS 297. Observation and Participation. 1 Credit.
Students observe middle and/or high school classes for 30 clock hours. Assist teachers and students in practical settings. Relate principles and theories of education and specialty content to actual practice in the classrooms and schools. Attend seminars related to contemporary school practices.

SEPS 400. Instructional Systems Development. 3 Credits.
Students learn how to design and develop classroom instructional materials including career and technical education and training curricula and programs for youths and adults. Skills in this area include the selection and use of materials, including media and computers and evaluation of pupil performance. Training specialist students learn to develop instructional materials using the instructional systems design process. Career and technical education students learn to plan instruction, to implement competency-based and standards-based education, and to modify and use the Virginia career and technical education curriculum guides.

SEPS 401. Foundations of Career and Technical Education. 3 Credits.
This course is designed to teach career and technical education majors to plan, develop, and administer a comprehensive program of career and technical education for high school students and adults. Students also develop an understanding of the historical and sociological foundations underlying the role, development and organization of public education in the United States.

SEPS 402. Instructional Methods in Occupational Studies. 3 Credits.
Designed to develop a student's ability to use basic instructional techniques and methods applicable to career and technical education, and adults in business, government, and industrial organizations. It involves videotaped micro-teaching demonstrations and presentations.

SEPS 485. Student Teaching. 12 Credits.
Five days per week, full semester. Available for pass/fail grading only. Prerequisites: completion of the approved teacher education program in the major area, departmental approval, passing scores on PRAXIS I or State Board of Education-approved SAT or ACT scores, passing scores on the appropriate PRAXIS II content examination, and permission of the director of teacher education services.

STEM 110T. Technology and Your World. 3 Credits.
An overview of the resources and systems of technology. Emphasis is on impacts that technology has on individuals and their careers. Activities explore the evolution of technology, its major systems and their impact on individuals and their careers.

STEM 221. Industrial Materials. 3 Credits.
A study of materials used by industry to produce products. Emphasis is on the study of ceramics, plastics, composites, and biotechnological materials. Students learn materials identification, use and processing.
STEM 231. Materials and Processes Technology. 3 Credits.
A study of the production processes used with metallic and forest product materials. Industrial resources, their location, extraction, and processing into standard stocks are also covered. Students learn properties, uses and processing of metal and wood materials.

STEM 241. Energy Systems: Basic Electricity. 3 Credits.
A study of direct and alternating current and its use in contemporary technology. Activities include experiments and projects to supplement the theory of electricity.

STEM 242. Technological Systems Control. 3 Credits.
Students will develop an understanding of systems control technology for application to energy and power, manufacturing, processing and transportation systems. Emphasis will be placed on research and development, creativity and experimentation, and trouble shooting in designing control systems.

STEM 351. Communication Technology. 3 Credits.
A study of the development and impact of communication technology. Emphasis is placed on the integration of technical skills to produce information-based products such as print and telecommunications media.

STEM 382. Industrial Design. 3 Credits.
Students will analyze and design products representative of today's industrial technological society. Emphasis will be placed upon design methodology, aesthetic value, and design thinking. Prerequisites: junior standing.
APPENDIX C
FACULTY CURRICULUM VITAE (ABBREVIATED)

Linda Bol, PhD, 1991, Educational Psychology, University of California-Berkeley, Professor of Educational Foundations and Leadership. Specialization areas: educational foundations, research in education.

Brandon Butler, PhD, 2011, Social Studies Education, University of Georgia, Associate Professor of Social Studies Education. Specialization areas: social studies, pedagogy, teacher education.

Jamie Colwell, PhD, 2012, Curriculum & Instruction, Literacy, Clemson University, Associate Professor. Specialization areas: reading, literacy, pre-service teachers.

Judith Dunkerly-Bean, PhD, 2011, Curriculum & Instruction: Literacy, University of Nevada-Las Vegas, Assistant Professor of Literacy & Reading. Specialization areas: literacy and social justice, teacher education.

Angela Eckhoff, PhD, 2008, Dual PhD, Educational Psychology & Cognitive Science, University of Colorado-Boulder, Associate Professor. Specialization areas: early childhood education, education policy, pre-service teachers.

Jennifer Kidd, PhD, 2006, Urban Services/Urban Education: Curriculum & Instruction, Old Dominion University, Senior Lecturer. Specialization areas: education foundations, teacher education, incorporating technology in the classroom.


Jihea Maddamsetti, PhD, 2017, Curriculum & Instruction, Michigan State University, Assistant Professor. Specialization areas: pre-service teachers, elementary education, and inclusive practicum.

Sueanne McKinney, PhD, 2000, Urban Services/Urban Education, Old Dominion University, Associate Professor. Specialization areas: classroom management, elementary education.

Kristine Sunday, PhD, 2011, Art Education, Pennsylvania State University, Assistant Professor. Specialization areas: early childhood education, early education art, pre-service teachers.