

ODU MAT in Elementary Education (PreK-Grade 6) Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to offer a Master of Arts in Teaching (MAT) degree program in Elementary Education to begin Fall 2024 in Norfolk, Virginia. The proposed degree will be housed in the Department of Teaching and Learning in the Darden College of Education and Professional Studies.

The purpose of the proposed Master of Arts in Teaching is to prepare teacher candidates to teach effectively in diverse schools across the Commonwealth of Virginia, and in other states at the elementary level. The proposed Master of Arts in Teaching is the typical degree for students who have graduated with an undergraduate degree in a content area and wish to gain the pedagogical training pertinent to Pre-Kindergarten-6th grade classrooms and to be eligible for a teaching license. Graduates from this program will be eligible for licensure as classroom teachers for elementary (PreK-6) grades. The completion of this program satisfies all licensure requirements from the Virginia Department of Education (VDOE) for the preparation of elementary educators. As a VDOE-approved program, ODU will recommend graduates for licensure and prepare them for employment as classroom teachers in Virginia schools. Through reciprocity agreements, graduates may also be eligible for employment as teachers in other states.

From 1962-1994, ODU offered Bachelor of Science (BS) degrees in education leading to teacher licensure for elementary and high school classroom teachers. In the mid-1980s, the Virginia Department of Education recommended that a greater focus be placed on the content knowledge of prospective teachers. By the mid-1990s, the recommendation and ensuing regulations resulted in teacher preparation being housed in the content majors and the elimination of teacher education as an undergraduate major, resulting in teacher preparation often shifting to 5th year graduate programs.

At ODU, the current Master of Science in Education (MSEd) with initial licensure, that was formed based on the 1990s VDOE recommendations and regulations, offers the pedagogical coursework that fulfills the requirements for beginning teachers when licensure was realized through a four-year interdisciplinary studies bachelor degree plus a one year masters degree program. However, as licensure is now granted through our four-year BSEd program, our students' needs have changed. Students seeking licensure in a Master's program now come from a wide variety of bachelor programs and require graduate coursework and training focused on pedagogy and pedagogical content knowledge.

The proposed Master of Arts in Teaching degree program will concentrate on the professional preparation of teachers and provide practical skills and pedagogical knowledge appropriate for beginning teachers. The program is appropriate for initial licensure preparation where the curricular focus will be on the knowledge, skill, and disposition development of beginning teachers. Traditionally, a Master of Science in Education degree offers a blended focus on advanced content and research and a Master of Arts in Teaching degree maintains a focus on both content and teaching. As such, the MAT degree is the best fit for this program as it is practitioner focused, allowing for an emphasis on pedagogy and teaching.

With the recent mandate from the Governor of Virginia allowing colleges of education to prepare beginning teachers at the undergraduate level, the proposed Master of Arts in Teaching will serve as a pathway for those who did not choose to enter the teaching profession as undergraduates. Specifically, the proposed Master of Arts in Teaching is a degree program centered on practical skills, subject-specific information, and field experiences, with a focus on students earning a Virginia teaching license.

Delivery Format (if applicable)

On-line with both synchronous and asynchronous courses offered.

Accreditation or State Agency Authorization

The Old Dominion University educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). ODU's teacher education programs were fully accredited in 2020. As part of its reaccreditation cycle, the next site visit is scheduled for Spring 2026. The areas proposed in the Master of Arts in Teaching would remain under the umbrella of CAEP accreditation.

At the state level, the Virginia Department of Education specifies licensure regulations and competencies for the endorsement and licensure of classroom teachers. As part of its state agreement with CAEP, the Virginia Department of Education conducts a joint accreditation visit with CAEP to verify that Old Dominion University's educator preparation programs meet state standards. In addition, the university submits annual and biennial reports of teacher candidate licensure tests and other performance metrics in compliance with state regulations. The licensure area covered by this proposed program is elementary (PreK-6 grades). The proposed program fully meets the standards of the Virginia Department of Education for the preparation of early childhood/elementary teachers in PreK-Grade 6 classrooms.

Admission Criteria (if applicable)

Applicants for the proposed Master of Arts in Teaching are required to submit credentials to ODU for consideration. The documentation/criteria for acceptance include:

- A bachelor's degree from a regionally-accredited college/university or equivalent institution outside the U.S.;
- A minimum undergraduate GPA of 2.80 on a 4.0 scale;
- Official copies of transcripts from all regionally-accredited institutions attended or equivalent institutions outside the U.S.;
- A written essay about the applicant's interest in being an educator (400-500 words) that demonstrates academic writing proficiency;
- Three academic and/or professional reference letters for the program of study; and

Non-native English speakers will also be required to provide current scores for the Test of English as a Foreign Language (TOEFL) of at least 550 (or 79 on the iBT).

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A program admissions committee, consisting of the Graduate Program Directors and at least two other faculty members in the Department of Teaching and Learning, will review transcripts and accompanying documentation for each candidate seeking admission to the proposed program. They will also ensure that prospective students meet the content requirements for their desired teaching areas. The admissions committee will meet in the spring semester to consider applications for summer admission but could be called together more often if needed for admissions decisions. Acceptance into the proposed Master of Arts in Teaching will be determined by the program admissions committee.

Students with previously completed graduate-level work at a regionally-accredited institution may submit a request for a maximum of 12 credit hours to be transferred. Such transfer hours would go through the admissions committee and Graduate School for approval and, if accepted, added to the transcripts. They may be used for core classes or as concentration or restricted elective courses if content is deemed equivalent to content in the proposed courses.

Curriculum

The proposed Master of Arts in Teaching is a 37-credit hour non-thesis degree program that includes a required 9-credit-hour student teaching experience in elementary education which will prepare students for licensure from the Virginia Department of Education.

The proposed program will feature several underlying goals of clinical teacher preparation: (1) support candidates as they learn to develop and implement responsive curricular approaches informed by contemporary understandings of children, teaching, and learning; (2) provide opportunities for candidates to experience and model responsive pedagogical practices based on current understandings of how diverse PreK-Grade 6 students learn and how this knowledge informs practice; and (3) support candidate engagement in dynamic field experiences that closely couple theory and practice in diverse classroom environments. The program will prepare highly qualified professionals to teach in schools through a systematic approach to teacher preparation highlighting the intersections between contemporary research-based teaching practices and learning alongside supportive field experiences, which is a hallmark of a MAT program.

The core courses in the proposed program are designed to prepare graduates to plan and deliver instruction that impacts student learning in diverse classrooms, in addition to supporting a collaborative, reflective approach to work with students, families, and personnel, including teachers, administrators, and staff in the school. The core will also provide instruction focused on understanding the historical and contemporary theories and policies that guide understandings of children, learning, and development within the current structure of schooling in US classrooms. Finally, it will allow for students to be reflective practitioners who continually evaluate their teaching and students' learning experiences, and to value lifelong learning, and engage in professional development. Such foci underscore the intensive practitioner focus of the program, again aligning with the MAT model as compared to the MEd model that requires more research-focused and theoretical coursework.

Program Requirements

Elementary Education MAT

This program focuses on teacher preparation for Pre-K-6 classrooms, which requires foundational knowledge in history, mathematics, English, and science. Students seeking the elementary education concentration must meet the academic content requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous coursework must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Program Core Courses (12 credit hours)

*New/revised courses are denoted with an asterisk.

*TLED 677: Learning and Development Across Historical and Contemporary Educational Environments

TLED 618: Assessment & Evaluation in Pk-12 Schools

SPED 500. Foundations of Special Education: Legal Aspects and Characteristics

READ 680: Reading to Learn Across the Curriculum

Elementary Concentration Courses (15 credit hours)

*TLED 672: Integrating Children's Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum

*TLED 673: Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum

TLED 679: Advanced Classroom Management and Practicum in PreK 6

TLED 681: Critical Pedagogy in Early Childhood

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

Student Teaching (10 credit hours)

TLED 583: Seminar in Teacher Education (1 Credit hour) (must be taken in the semester prior to student teaching)

TLED 670: Teacher Candidate Internship (9 Credit hours)

TOTAL CREDIT HOURS: 37

Time to Complete (if applicable)

The proposed program will be cohort-based with a summer admission. A cohort-based model will foster close relationships with faculty and classmates. A full-time student will complete the proposed program coursework in four semesters (Summer 1, Fall, Spring, Summer 2). A part-

time student could complete coursework in five semesters (Summer 1, Fall1, Spring 1, Summer 2, Fall 2).

For teacher preparation, the cohort model works equally well for full-time and part-time students. Teacher candidates are immersed in experiential learning through course-based practicum experiences. Rather than relying solely on common courses, the cohort model is also based on the developing teacher.

Transfer Virginia Common Curriculum

A bachelor's degree is required for admission to this program. As such, a transfer student with an associate degree would not be a candidate for admission and the Education common curriculum would not apply here.

Faculty Resources

The Department of Teaching & Learning has 26 faculty members who will be dedicated to the proposed program. These faculty members have extensive experience working in PreK-Grade 12 classrooms within Virginia and across the United States. Teaching & Learning faculty have established records as productive scholars and content experts, with over 700 peer-reviewed publications among them. They have published in top tier journals and their publications reflect important work in the field that includes conceptual, theoretical, and practical components related to teaching and learning, teacher preparation, and educational curriculum using mixed methods, quantitative, and qualitative approaches to research.

Additional faculty in other units (Department of Communication Disorders and Special Education and Department of Educational Foundations and Leadership)—all with terminal degrees, time in the field, and teaching in their respective instructional areas—will teach specialized courses in the proposed program.

Adjunct faculty are selected based on their strong teaching records and their service and/or scholarship. All adjuncts must have terminal degrees in education, special education, or areas in which they will teach.

The proposed program will be housed in the Department of Teaching & Learning within the Darden College of Education and Professional Studies. A full-time faculty member from the department will serve as Graduate Program Director (GPD). This individual will teach in the program, chair the committee that admits students into the program, and provide administrative oversight for the proposed Master of Arts in Teaching. The GPD will also ensure program compliance with university policies and procedures.

The Office of Clinical Experiences in the Darden College of Education and Professional Studies will provide support for securing the placement of candidates in all field experiences in the program. This office will ensure students have met all licensure requirements and criminal background checks prior to entering field experiences. The Office will also work with students at

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program completion to submit required licensure paperwork to the Virginia Department of Education.

The program—and students—will receive support from advisors located in the Career and Advising Resource Center in the Darden College of Education and Professional Studies. The Center is professional advising office with 4 full-time staff members.

An administrative assistant will support students and faculty in the program; they will help with processing applications and forms and handling registration matters. This person will devote approximately 20% of their time to the proposed degree. A fiscal technician will also devote 10% of their time to the needs of the MAT proposed program by assisting in the fiscal needs of the MAT program such as budget, personnel, and other financial transactions.

Student Learning Assessment

Students will have ongoing formative assessments such as quizzes, exams, projects, and presentations as they complete the respective components of the academic program. These assessments are aligned to the curriculum and will meet state teacher licensure and CAEP accreditation standards. The expectation is that as a result of completion of the proposed Master of Arts in Teaching program, students will achieve the following learning outcomes and complete assessments around the five foundational competencies effective teachers need (Assessment, Working with Diverse Learners, Communities and Families, Classroom Management, Content and Pedagogical Knowledge):

Assessment

- Know how to use student data (e.g., demographics, assessments, observations, educational records, student surveys, field notes) on a frequent basis to differentiate instruction and to inform planning, teaching, and student learning.

Working with Diverse Learners

- Develop a critically reflective teacher identity with the ability to question one's own assumptions and contribute to honest and open-minded dialogue across different perspectives, cultures, and experiences.

Communities and Families

- Maintain respectful and collaborative relationships with diverse families and communities that support schools and students' growth, learning, and well-being.

Classroom Management

- Analyze the classroom environment, make decisions and adjustments to enhance social relationships, and foster student motivation and engagement.
- Teach and manage student behavior responsively and compassionately with a culturally sustaining and asset-based orientation.

Content and Pedagogical Knowledge

- Apply culturally sustaining evidence-based strategies and methods to teach content in a variety of settings employing a constructivist approach.

Below is a map of the student learning outcomes (SLOs) for the proposed Master of Arts in Teaching and the methods of assessment associated with each. Each SLO is addressed multiple times throughout the program because acquiring the knowledge, skills, and aptitude for mastery of the objectives is a process that takes time. At completion of the curriculum, each student will have had the opportunity to demonstrate mastery of each student learning outcome.

Curricular Map for the Master of Arts in Teaching

Student Learning Outcomes	Courses	Assessment
1. Know how to use student data (e.g., demographics, assessments, observations, educational records, student surveys, field notes) on a frequent basis to differentiate instruction to inform planning, teaching, and student learning.	<p>TLED 618 Assessment & Evaluation in Pk-12 Schools</p> <p>TLED 672 Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum</p> <p>TLED 673 Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum</p> <p>TLED 670: Teacher Candidate Internship</p>	<p><u>Formative:</u> drafts of interview question for peer review quick-writes; Google forms for reflection</p> <p><u>Summative:</u> Interview project; Student shadowing w/field notes project; Case study project; Research Project</p>
2. Develop a critically reflective teacher identity with the ability to question one’s own assumptions, and contribute to honest and open-minded dialogue across different perspectives, cultures, and experiences.	<p>TLED 677. Learning and Development in Contemporary Educational Environments</p> <p>SPED 500. Foundations of Special Education: Legal Aspects and Characteristics</p>	<p><u>Formative:</u> writing vignettes; annotated bibliography</p> <p><u>Summative:</u> positionality essay; educational autobiography; asset mapping project; research project</p>

	TLED 681 Critical Pedagogy in Early Childhood	
3. Analyze the classroom environment, make decisions and adjustments to enhance social relationships, and foster student motivation and engagement.	<p>TLED 672 Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum</p> <p>TLED 673 Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum</p> <p>TLED 670: Teacher Candidate Internship</p>	<p><u>Formative:</u> journal entries; two roses and a thorn activity</p> <p><u>Summative:</u> asset mapping project; reflective journal</p>
4. Teach and manage student behavior responsibly and compassionately with a culturally sustaining and asset-based orientation.	<p>TLED 679 Advanced Classroom Management and Practicum in PreK 6</p> <p>TLED 670: Teacher Candidate Internship</p>	<p><u>Formative:</u> Doodle activity to show new knowledge</p> <p><u>Summative:</u> classroom management portfolio; student shadowing w/field notes project</p>

<p>5. Maintain respectful and collaborative relationships with diverse families and communities that support schools and students' growth, learning, and well-being.</p>	<p>SPED 500. Foundations of Special Education: Legal Aspects and Characteristics</p> <p>TLED 670: Teacher Candidate Internship</p>	<p><u>Formative:</u> presentation peer review; class discussions; running records</p> <p><u>Summative:</u> presentation on community/school assets; student shadowing w/field notes project</p>
<p>6. Apply culturally sustaining evidence-based strategies and methods to teach content in a variety of settings employing a constructivist approach.</p>	<p>TLED 568: Language Acquisition and Reading for Students with Diverse Learning Needs</p> <p>TLED 677. Learning and Development in Contemporary Educational Environments</p> <p>TLED 672 Integrating Children's Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum</p> <p>TLED 673 Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum</p> <p>TLED 670: Teacher Candidate Internship</p>	<p><u>Formative:</u> Google docs for drafting and peer response; think-pair-share self-assessment</p> <p><u>Summative:</u> Lesson/unit plan</p>

Data related to the student learning outcomes will be collected on an annual basis and reported in the university's assessment database, WEAVE. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments,

research projects, and presentations. Each course will have objectives that need to be met for the student to successfully pass that course.

To ensure that students are learning the major objectives of the program, faculty will assess student learning in several ways, including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

Employment Skills/Workplace Competencies

Upon completion of the proposed Master of Arts in Teaching, students will be able to:

1. Foster student motivation and engagement in learning, using culturally sustaining and asset-based practices
2. Analyze student data for informed instruction and student learning
3. Conduct teacher research, pursuing questions and issues that arise concerning instruction and oversight in one's own classroom
4. Exercise skills in ethical decision-making
5. Engage in lifelong learning and collaboration through professional development and being committed to the profession via participation in state, regional, and national professional organizations (e.g., National Education Association or the Virginia Council of Teachers of English)
6. Effectively communicate and work with diverse students, families, and communities
7. Possess knowledge of the curriculum and of learning, including considering the developmental needs of students
8. Use a variety of content-specific teaching strategies
9. Provide an environment that is conducive to learning

Relation to Existing Degree Programs (Degree, Certificate, Sub-area)

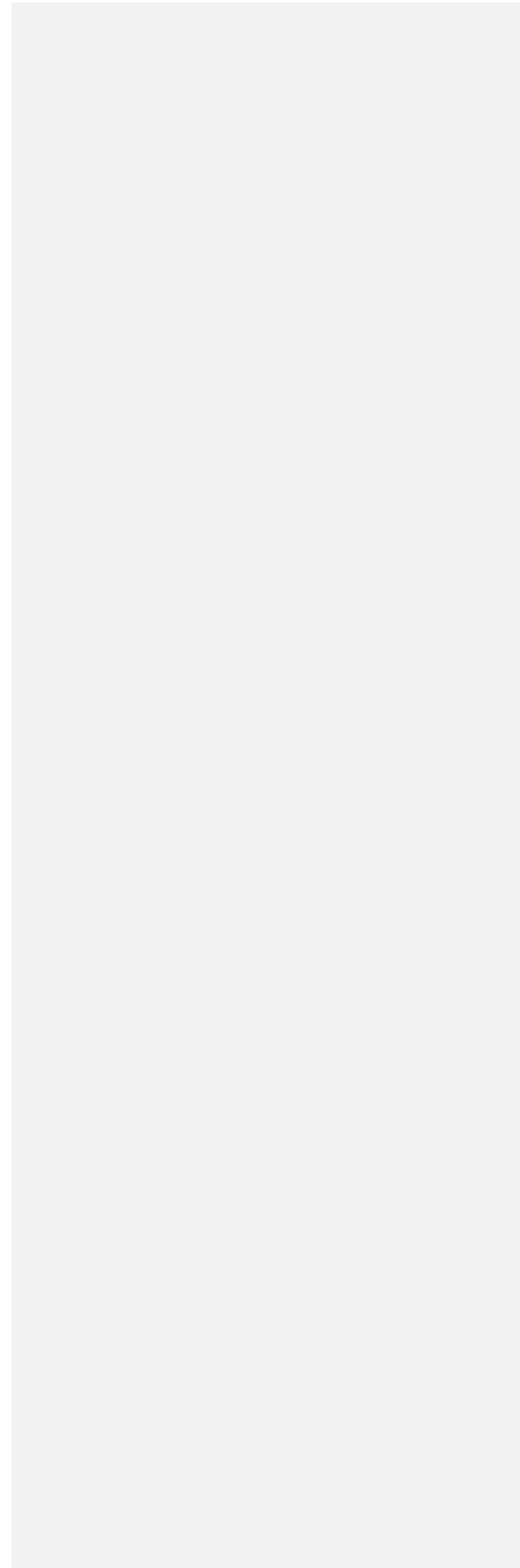
The proposed degree program will not have an immediate effect on existing ODU degree programs but is part of a multi-stage process that will ultimately result in the closing of the current MEd in Elementary Education. This reflects the complex nature of the sub-areas currently associated with each degree that have developed over time since the inception of the degrees in 1964 and 1966, respectively.

Old Dominion University currently has two MEd programs leading to licensure in either elementary or secondary education. The MEd in Elementary Education has a number of diverse subareas (SCHEV's word): elementary education PreK-6 (initial licensure); math specialist (advanced licensure); elementary licensed teacher (non-licensure); and elementary instructional design and technology (non-licensure).

The proposed degree will establish a new, rigorous pathway for initial teacher licensure that will replace the current sub-areas under each MEd (i.e., elementary PreK-6 (initial licensure)). However, the degree themselves will not be closed. Future, separate proposals will seek to establish degrees for the other sub-areas listed (i.e., elementary and secondary licensed teachers,

math specialist, and instructional design and technology), but no degree programs will close if this proposed MAT degree is approved.

The MSED in Elementary Education is related to the proposed Master of Arts in Teaching program as they both focus on teacher preparation and education. The proposed MAT program is aimed specifically at those with baccalaureate degrees in content areas that will allow them to enter the teaching field. The proposed degree program will not result in a decline in any existing liberal arts or sciences degree programs. Because the proposed degree is intended to replace the current elementary sub-area under the MSED in Elementary Education, there will be a decline in enrollment in the MSED degrees. No programs will have reduced resources to support initiation and operation of the proposed degree program.



Justification for the Proposed Program

Response to Current Needs (Specific Demand)

In Virginia, the Commonwealth of Virginia Critical Shortage Teaching Endorsement Areas¹ for the past five years (2019-2023) has listed Elementary Education as one of the top ten teaching shortage areas. The VDOE Staffing and Vacancy report (accessed 10/09/2023) indicates that statewide shortages in PreK-Grade classroom teachers range from 3.4% in Kindergarten to 5.0% in 6th grade².

As a result of instituting the proposed MAT in Elementary Education program, Old Dominion University anticipates producing a net increase of 50 teachers annually in Elementary Education (PreK-Grade 6) by program maturity in 2029. The proposed Master of Arts in Teaching (MAT) is designed for students who do not make the decision to become teachers until they obtain an undergraduate degree and, in some cases, are in the workforce. The professional competencies such as classroom management, lesson planning, student teaching, and assessment of student learning are part of each curriculum; faculty at ODU are proposing a program that offers these competencies, along with clinically-rich coursework, experiences in schools and classrooms, preparation of teachers who are skilled at culturally responsive pedagogy, and a focus on diverse students. ODU’s proposed MAT program will provide non-traditional education students a clear and efficient pathway to PreK -Grade 6 licensure.

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Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2024 - 2025		2025 - 2026		2026 - 2027		2027 - 2028			2028 – 2029		
HDC	FTE	HDC	FTE	HDC	FTE	HDC	FTE	GRA	HDC	FTE	GRA
T	S	T	S	T	S	T	S	D	T	S	D
25	10	30	15	40	25	45	30		50	35	12

Assumptions

- Retention: 80%
- Full-time students: 25%; part-time students: 75%
- Full-time student’s credit hours per semester: 9-12, including summer
- Part-time students credit hours per semester: 6, including summer
- Full-time students graduate in 15 months;
- Part-time students in 30 months

¹ <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>

² https://p1pe.doe.virginia.gov/apex/f?p=352:1:::p_session_id,p_application_name:-7721756798863340571,positions_and_e

Duplication

Overview of Peer-Institute and Virginia Institute Master of Arts in Teaching (MAT) Programs				
<i>Peer-Institutions</i>				
<i>Institution</i>	<i>MAT Program Type</i>	<i>Delivery Format</i>	<i>MAT Credit Hours</i>	<i>Program Requirements</i>
Georgia State University	<ul style="list-style-type: none"> · ESOL · Middle · Secondary 	Face-to-Face	45	General/Core– 36 hours Internship – 9 hours
Northeastern University	<ul style="list-style-type: none"> · Elementary 	Face-to-Face	45	*General/Core – 32 hours **Elective – 4 hours Internship – 9 hours
Oklahoma State University	<ul style="list-style-type: none"> · Secondary Science 	Face-to-Face	34	General/Core – 12 hours Secondary Science Content – 18 hours Internship – 4 hours
Southern Illinois University	<ul style="list-style-type: none"> · Secondary 	Face-to-Face	39+	General/Core– 27 hours Elective – 6 hours ***Research – 6 hours Internship – Hours not specified
University of Arkansas	<ul style="list-style-type: none"> · Secondary · K-12 World Languages & Speech/Drama 	Face-to-Face	33	General/Core – 17 hours Concentration Courses – 9 hours Elective – 3 hours Research – 1 hour Internship – 3 hours
University of Central Florida	<ul style="list-style-type: none"> · Secondary · K-12 Art 	Face-to-Face	36	General/Core – 18 hours Elective – 12 hours Internship – 6 hours

University of Houston	<ul style="list-style-type: none"> · PK-6 · 4-8 Core Subjects · 4-8 Math · 4-8 Science · Secondary Science 	Face-to-Face	37	General/Core – 31 hours Internship – 6 hours Note: Middle/Secondary have elective courses that substitute for 6 core hours.
University of Louisiana at Lafayette	<ul style="list-style-type: none"> · Elementary · Secondary 	Face-to-Face	39	General/Core – 27 hours Research – 6 hours Internship – 6 hours
University of Memphis	<ul style="list-style-type: none"> · Elementary · Secondary · ESL 	Face-to-Face	42 (Elementary & ESL) 33 (Secondary)	Website does not specify number of internship hours or individual course credit hours. Courses are delineated between core/methods and internship.
University of Southern Mississippi	<ul style="list-style-type: none"> · Secondary 	Online	33	General/Core – 30 hours Internship – 3 hours
Virginia Institutions				
Norfolk State	<ul style="list-style-type: none"> · Secondary 	Face-to-Face	39	General/Core – 30 hours Internship – 9 hours
UVA	<ul style="list-style-type: none"> · Elementary · Secondary 	Face-to-Face	42	Website does not specify number of internship or individual course credit hours. Courses are delineated between core/methods and internship.

*"General/Core" denotes coursework targeting foundational, theoretical, and methods-focused topics.

**"Elective" is used to mirror the exact language found on university websites.

***"Research" is used to mirror the exact language found on university websites. However, some programs' general/core coursework does include research-focused courses.

Student Demand

The student population for the MAT in Elementary Education will come from two main target populations. The first are recent undergraduates from content-based programs of study who decided to enter the teaching profession immediately after graduating. The other population are those who are attracted to teaching from another career.

For the first population, the Career and Advising Center (CARC) staff were asked which undergraduate major had the largest number of graduates asking questions about possible careers in teaching. The BS in Psychology was chosen as the top possible undergraduate content area. Results (n=102) of the survey to undergraduate students indicated that 55% of students graduating with a BS in Psychology from ODU were very interested in a teaching career, with an additional 32% as somewhat interested. Over half of the respondents indicated that they were interested or somewhat interested in pursuing the proposed MAT degree.

The second survey to assess student demand was sent to human resources professionals in a local school division who were asked to send the survey to paraprofessionals working in the division. Comments from the survey respondents indicated strong support, even from those who were currently working on their BS degrees. For instance, an instructional assistant wrote “First of all, thank you for sending this information concerning the Masters in Teaching Program. I just completed the survey for you. This type of program would benefit any Paraprofessional who wants to take their career to the next level. I am very impressed with the proposed curriculum and strongly feel that it would be a fantastic addition to my career.”

Survey results indicated strong support for the MAT. Nearly half of the respondents (n=141) indicated a strong interest in the MAT, When asked the likelihood of enrolling in the MAT at ODU, 28 responded “Very Likely” and an additional 33 responded “Somewhat Likely.” Nearly all of the respondents indicate that the proposed MAT would be competitive and would help them advance their career.

Projected Resources for the Proposed Program

Resources Needs

Old Dominion University has sufficient resources to launch and sustain the proposed program. Specifically, faculty, staff, equipment, space, and library resources will be available to launch and sustain the proposed program. The proposed program will allocate 1.0 FTE of instructional effort for every 10.0 FTE of enrollment. During the 2024-2025 academic year when the program is launched, a total of 2.0 FTE of instructional effort will be required, and it will rise to 4.0 FTE by the target year, 2027-2028.

Full-time Faculty

This is a shared program to be housed within the Department of Teaching and Learning and all elementary faculty will have the opportunity to teach. Graduate Program Directors will receive a commensurate stipend for their work directing the concentrations.

Adjunct Faculty

Adjunct faculty holding terminal degrees will have the opportunity to teach in the program should their expertise and interest align with course offering needs.

Graduate Assistants

No graduate assistantships are required to launch and sustain the proposed program.

Equipment (including computers)

No new equipment resources are needed to launch and sustain this proposed program.

Library

No additional library resources are needed to launch and sustain the proposed degree program. The University Libraries have a comprehensive collection in teacher education. Many current journals are found in the online databases, such as *Journal of Teacher Education*, *Journal of Adolescent and Adult Literacy*, *The Urban Review*, *Journal of Science Teaching*, and *Journal of STEM for Education Research*, and the library has a robust and prompt interlibrary loan program for resources outside of the current collection.

Telecommunications

No new telecommunication resources are needed to launch and sustain the proposed program.

Space

No additional space is required to launch and sustain the proposed program.

Targeted Financial Aid

Financial aid will not be available or required to launch and sustain the proposed program.

Other Resources (specify)

No other resources are needed to initiate and sustain this proposed program.

Appendices

**APPENDIX A
SAMPLE PLANS OF STUDY
Elementary Education Concentration-Full Time**

Summer 1	Credits	Category
TLED 677: Learning and Development Across Historical and Contemporary Educational Environments	3	Core
SPED 500: Foundations of Special Education: Legal Aspects and Characteristics	3	Core
TLED 568: Language Acquisition and Reading for Students with Diverse Learning Needs	3	Concentration
Semester total 9 credit hours		
Fall 1		
TLED 679: Advanced Classroom Management and Practicum in PreK 6	3	Concentration
TLED 672: Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum	3	Concentration
READ 680: Reading to Learn Across the Curriculum	3	Core
TLED 583: Seminar in Teacher Education	1	Student Teaching
Semester total 10 credit hours		
Spring 1		
TLED 673: Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum	3	Concentration
TLED 670: Teacher Candidate Internship	9	Student Teaching
Semester total 12 credit hours		

Summer 2		
TLED 618: Assessment & Evaluation in Pk-12 Schools	3	Core
TLED 681: Critical Pedagogy in Early Childhood	3	Concentration
Semester total 6 credit hours		
Program total 37 credit hours		

Elementary Education Concentration-Part Time

Summer 1	Credits	Category
TLED 677: Learning and Development Across Historical and Contemporary Educational Environments	3	Core
SPED 500: Foundations of Special Education: Legal Aspects and Characteristics	3	Core
Semester total 6 credit hours		
Fall 1		
TLED 672: Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum	3	Concentration
READ 680: Reading to Learn Across the Curriculum	3	Core
Semester total 6 credit hours		
Spring 1		
TLED 673: Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum	3	Concentration
TLED 618: Assessment & Evaluation in Pk-12 Schools	3	Core
Semester total 6 credit hours		
Summer 2		
TLED 679: Advanced Classroom Management and Practicum in PreK 6	3	Concentration

TLED 681: Critical Pedagogy in Early Childhood	3	Concentration
TLED 583: Seminar in Teacher Education	1	Student Teaching
Semester total 7 credit hours		
Fall 2		
TLED 568: Language Acquisition and Reading for Students with Diverse Learning Needs	3	Concentration
TLED 670: Teacher Candidate Internship	9	Student Teaching
Program total 37 credit hours		

APPENDIX B COURSE DESCRIPTIONS

*New and/or revised courses noted with an asterisk.

Core Courses

SPED 500. Foundations of Special Education: Legal Aspects and Characteristics

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. The course includes a broad overview of the characteristics, identification, instructional needs, and accommodation necessary for creating appropriate educational and vocational environments for students with disabilities.

TLED 618: Assessment and Evaluation in PK-12 Schools

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

***TLED 677: Learning and Development Across Historical and Contemporary Educational Environments**

This course explores foundational ideas of democratic education in light of contemporary understandings of how children and youth. While focusing on the contexts and conditions of contemporary education, it traces the roots of educational theory and philosophy from the formation of the common school to the policy reforms of the 21st century. This understanding is coupled with the major theories of children's learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use them in analyzing, interpreting, promoting, and evaluating children's growth and learning in the classroom.

READ 680: Reading to Learn Across the Curriculum

This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

Elementary Education Concentration Courses

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

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

*** TLED 672: Integrating Children’s Literature, Language Arts and Social Studies across the Early Childhood & Elementary Curriculum**

This course emphasizes the development of K-6 students’ multiple and multimodal literacies and the promotion of active literacy and social studies explorations within the early and elementary classroom and aligned with the Virginia Standards of Learning. The course will focus on the five domains of social studies education (culture, history, economics, geography, government) and children’s literacy development including comprehension, fluency, phonemic awareness, phonics, spelling, and the domains associated with composing, written expression, usage and mechanics, as well as writing processes of planning, drafting, revising, editing, and publishing in narrative, descriptive, persuasive, and explanative modes. Multiple perspectives and approaches to planning, teaching, and assessing literacy and social studies in the early and elementary classroom are explored and practiced. This course includes a 35 hour practicum experience in an early or elementary classroom.

***TLED 673: Integrating Science and Mathematics across the Early Childhood and Elementary Curriculum**

This course emphasizes the development of young children’s inquiry and problem solving skills and content learning through inquiry-based science and problem-based mathematics explorations. Multiple perspectives and approaches to planning, teaching, and assessing science and mathematics in the early childhood and elementary grades classroom are explored and practiced. This course includes a 35 hour practicum experience in an early or elementary classroom.

TLED 679: Advanced Classroom Management and Practicum in PreK-6

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

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

Building from early childhood traditions that recognize the importance of children’s participation in learning, students will employ critical perspectives of early childhood to develop awareness of paradigmatic changes in thinking about young children by considering the heterogeneous nature of childhood. Students will examine and critically reflect on models of the learner and curriculum contexts in early education through an interdisciplinary focus that views childhood as a complex web of interdependence. This course will provide students with an understanding of how cultural

texts and representation practices shape curricular and pedagogical decisions as well as resources for planning curriculum and instruction from constructivist paradigms.

Student Teaching

TLED 583: Seminar in Teacher Education

This course explores issues, problems, concerns, and processes related to teaching and entering the profession of teaching.

***TLED 670 Teacher Candidate Internship**

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