



**Master of Science in Education, Early Childhood Education, for Practicing Teachers
(30 Credit Hours)**

Sample Two-Year Course Schedule

Year I: Core Courses

SEMESTER 1 (FALL 1)	SEMESTER 2 (SPRING 1)	SUMMER
TLCI 735: Researching with Children: Contemporary Perspectives on the Child in Research (3)	*TLED 671 Practitioner Inquiry in Elementary and Secondary Grades (3)	*TLED 734 Problems of Teaching in Elementary Grades (3)
*TLED 638 Dynamic Assessment of Teaching and Learning (3)	TLCI 736: Reconceptualizing Theory and Practice for Work with Children and Families (3)	FOUN 612: Applied Research Methods in Education (3)

Year 2: Core Courses + Electives

SEMESTER 3 (FALL 2)	SEMESTER 4 (SPRING 2)
TLCI 700: Social/Emotional Aspects of Child Development	*TLED 699 Thesis (3) OR *TLCI 668 Internship (3)
*TLED 701 Teacher as Leader (3)	TLCI 740: Issues in Early Childhood Language and Literacy (3)

*Courses with an asterisk are taught asynchronously online in short-session format.

This program is designed for practicing early childhood educators who wish to improve and update their professional competency in teaching and to enrich their teaching expertise. Teachers completing the program enhance their ability to teach effectively and to conduct powerful practitioner research and investigations that have a direct impact upon their individual practice and school settings. The program is **cohort-based**, offered in a hybrid format **online and on-campus coursework**, and can be completed in just over 18 months as highlighted in the example curriculum above.

To apply, interested teachers must:

- Hold a bachelor's degree from a regionally accredited college/university;
- Have a general undergraduate GPA of at least 2.80;
- Submit an application letter of interest;
- Submit official copies of all transcripts;
- Submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
- Submit two letters of professional reference for this program of study; and
- Have an interview with the graduate program director.

Interested teachers can contact the program director Dr. Brandon Butler at bmbutler@odu.edu.

Course Overview

FOUN 612: Applied Research Methods in Education

The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

TLCI 700: Social/Emotional Aspects of Child Development

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

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

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

TLCI 736: Reconceptualizing Theory and Practice for Work with Children and Families

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

TLED 638: Dynamic Assessment of Teaching and Learning

In this course, teachers learn the processes of reflective inquiry and conduct assessments of teaching/learning dynamics in K-12 school settings. Assessments will include school culture, student demographics, curriculum, instructional practices, technology, and other critical components of teaching and learning.

TLED 671: Practitioner Inquiry in Elementary and Secondary Grades

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

TLED 701: Teacher as Leader

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

TLED 734: Problems of Teaching in Elementary Grades

In this course, teachers explore the prevailing issues and trends affecting elementary education in the United States. An understanding of contemporary issues that influence education will assist teachers in utilizing a critical lens to address those issues in their classrooms.

TLCI 740: Issues in Early Childhood Language and Literacy

This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.