

# Education

## TEACHER LICENSURE

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Mission Statement: The purpose of human life is to serve and to show compassion and the will to help others. ~Albert Schweitzer

The undergraduate teacher education program for initial licensure seeks to prepare women to become competent, caring, and qualified teachers able to meet the educational needs of diverse populations in today's schools. From a wide range of academic work in the liberal arts to varied field experiences, students develop a strong background in both content knowledge and pedagogy. Through completion of our program, they become independent learners, reflective practitioners, informed decision-makers, and constructivist educators fully prepared to meet requirements for licensure. The Hollins University Education Program is a member of the state-approved national accrediting body, the Council for the Accreditation of Educator Preparation (CAEP).

The teacher preparation program at Hollins is for students who wish to meet teacher licensure requirements in the Commonwealth of Virginia. For a Virginia teaching license, students need to complete education courses in addition to the requirements for a major.

### **To Begin the Teacher Licensure Program:**

**Students should register for EDUC 141: Schooling in American Society** the first semester they are on the Hollins campus. This course is a prerequisite for all other education courses. It will provide students with an overview of topics in education and will require students to complete field experiences at the elementary and/or secondary level. Students must pass EDUC 141 with a B- or better to be considered for admission into the Education program.

**All students seeking admission into the teacher education program are required to meet with a faculty member of the education department prior to enrolling in education courses beyond EDUC 141: Schooling in American Society.**

### **Teaching Endorsement Options:**

Completing requirements for licensure is similar to a double major, so students must plan early to simultaneously complete a major and all licensure requirements. The teacher preparation program at Hollins University offers the following endorsements:

- **Elementary education** (preK-6): suggested majors are Psychology, Environmental Studies, English, or History.
- **Secondary education** (6-12, preK-12): a major should be the same as the endorsement area
  - Biology (6-12)
  - Chemistry (6-12)
  - English (6-12)
  - Foreign languages: French, Spanish, Latin (preK-12)
  - History and social science (6-12)
  - Mathematics (6-12)
  - Visual arts (preK-12).

Students should meet with an Education department advisor and their major department advisor each semester and follow the recommended plan of studies articulated for them by their advisors. A timeline of courses will be carefully developed for students and will be influenced by licensure regulations established by the Virginia Department of Education.

### **Program Options:**

The Hollins teacher preparation program offers two routes to teacher licensure:

**Option 1:** Bachelor of Arts (B.A.) with teacher licensure (4-year program)

**Option 2:** Bachelor of Arts (B.A.), teacher licensure, and a Master of Arts in Teaching degree (M.A.T) (5-year program)

**OPTION 1: Bachelor of Arts (B.A.) with Teacher Licensure (4-year program)**

At Hollins, students complete licensure requirements in addition to their major. Generally, the first year will look the same for four year and five programs, but the path is different for elementary education licensure versus secondary licensure.

**ELEMENTARY EDUCATION (PreK-6)**

Suggested majors are Psychology, Environmental Studies, English, or History.

*The Education Department recommends the following sequence of courses starting fall semester of a student's first year:*

**First Year:**Fall semester

- 1) EDUC 141: Schooling in American Society (*f, w, x, o*) (requirements for admission to the program covered here)
- 2) First year seminar (*r*)
- 3) PSY 307: Psychology Applied to Teaching and Learning
- 4) Math course (depends on math placement)
- 5) PHED

Spring semester

- 1) English (*x*)
- 2) EDUC 260: Teaching Science (*o*)
- 3) Math course (depends on math placement)
- 4) Geography or US history
- 5) PHED

*Course work requirements for meeting the approved program for Virginia licensure are listed below. **Note that there are two categories: professional studies requirements (education courses) and endorsement requirements (content area courses).***

**PROFESSIONAL STUDIES REQUIREMENTS:**

- **EDUC 141:** Schooling in American Society (4)
- **PSY 307:** Psychology Applied to Teaching and Learning (4)
- **EDUC 260:** Teaching Science (4)
- **EDUC 348:** Classroom Technology Integration (4)
- **EDUC 370:** Teaching Social Sciences (4)
- **EDUC 377:** Language Acquisition and Reading I (4)
- **EDUC 378:** Language Acquisition and Reading II (4)
- **EDUC 399:** Internship in Education & Classroom Management (PreK–6), 125 hrs.  
(*Prerequisite: passing score on VCLA and RVE tests, admission to the teacher education program and at least four education courses, one of which must be a methods course. This course is taken during short-term and counts as a short-term for undergraduates.*)
- **EDUC 470:** Student Teaching (PreK–6) (12), 375 hrs.  
(*Prerequisite: completed course work sequence, passing scores on Praxis, application, and departmental approval.*)

**ENDORSEMENT REQUIREMENTS (PreK–6):** (These will also help students meet general education requirements.)

1. ENGLISH: composition, oral communication, and literature or meet licensure competencies  
ENG \_\_\_\_: any English course that meets the expository writing requirement
2. HISTORY: American history and world history to meet licensure competencies. SOCIAL SCIENCES shall include geography, politics, economics, or other courses that meet licensure competencies  
HIST 111: Creating the American Nation OR HIST 112: Rise of Modern America

HIST 112: Rise of Modern America  
 ECON \_\_\_\_: Micro or Macroeconomics  
 INTL 120: World Geography

3. MATHEMATICS: algebra, geometry, probability and statistics, or meet licensure competencies  
 MATH 130: Mathematical Modeling or MATH 140: Precalculus  
 MATH \_\_\_\_: any mathematics or statistics course  
 MATH 397: Teaching Mathematics
4. NATURAL SCIENCES: three different science discipline courses or meet competencies  
 ES 104: Introduction to Environmental Studies  
 BIOL 207/207L Ecology or any science course with a lab  
 CHEM 101: General Chemistry or any science course in a different discipline from other science courses
5. FINE ARTS: meet licensure competencies  
 ART 340: Teaching Art K-12 or any fine arts course

## SECONDARY EDUCATION (6–12)

Secondary education: a major should be similar to the endorsement area

- Biology (6-12)
- Chemistry (6-12)
- English (6-12)
- Foreign languages: French, Spanish, Latin (preK-12)
- History and social science (6-12)
- Mathematics (6-12)
- Visual arts (preK-12).

*Students should try to overlap courses required for a secondary endorsement with the Hollins requirements for their major. The Education Department recommends the following sequence of courses starting fall semester of a student's first year:*

### First Year

#### Fall semester

- 1) EDUC 141: Schooling in American Society (*f, w, x, o*) (requirements for admission to the program covered here)
- 2) Math course (depends on math placement)
- 3) First year seminar (*r*)
- 4) PSY 307: Psychology Applied to Teaching and Learning
- 5) PHED

#### Spring semester

- 1) EDUC 348: Classroom Technology Integration
- 2) English (*x*)
- 3) Math course (depends on math placement)
- 4) Major or elective
- 5) PHED

***Course work requirements for meeting the approved program for Virginia Licensure are listed below. Note that there are two categories: professional studies requirements (education courses) and endorsement requirements (content area courses).***

### PROFESSIONAL STUDIES REQUIREMENTS:

- **EDUC 141:** Schooling in American Society
- **PSY 307:** Psychology Applied to Teaching and Learning
- **EDUC 348:** Classroom Technology Integration

- **EDUC 372:** Secondary Curriculum and Instruction
- **EDUC 380:** Reading in the Content Area
- **EDUC \_\_\_\_:** additional curriculum and methods of instruction course, specific to content area
- **EDUC 399:** Internship in Education, 125 hrs.  
(Prerequisite: passing score on VCLA and RVE tests, admission to the teacher education program and at least four education courses, one of which must be a methods course. This course is taken during short-term and counts as a short-term for undergraduates.)
- **EDUC 472 or 473:** Student Teaching, 375 hrs.  
(Prerequisites: completed course work sequence, passing scores on Praxis II, application, and departmental approval.)

## **OPTION 2: Bachelor of Arts (B.A.), Teacher Licensure, and M.A.T. (5-year program)**

### **First Year**

The first year will look the same as the 4-year program.

### **Second Year**

Students will take courses toward licensure, courses that meet ESP requirements, and courses toward a major. Students should meet with an Education advisor and a major advisor to stay on track.

### **3rd Year**

Students will take two 300-level courses as dual enrollment, meaning the student will register for them as an undergraduate, but will complete requirements for graduate credit (as noted on the syllabus). Once admitted to the M.A.T. program, these courses will “roll-over” to count toward a master’s degree. Students should meet with an Education advisor and a major advisor to stay on track.

### **4th Year**

Students will take courses toward licensure, courses that meet ESP requirements, and courses toward a major. Students will take an additional dual enrollment course and up to three M.A.L.S./graduate courses. During the spring of this year, prospective teacher candidates should apply for **Student Teaching** and to the **Master of Arts in Teaching (M.A.T.)** program. Students will graduate with a Bachelor of Arts in the selected major at the end of this semester. Students should meet with an education advisor and a major advisor to stay on track.

### **5th Year**

Prospective M.A.T. students will begin the 5th year with up to 24 graduate credits (3 dual enrollment and 3 M.A.L.S. courses). In the fall and short-term, graduate students will complete all Education courses and any other courses needed for the M.A.T. In the spring, students will complete student teaching. Also in the spring, students will apply for a teaching license and graduate with a M.A.T. degree.

*Please submit all application materials and test scores to Donna Martin, Administrative Assistant for the Education department, Turner, Rm. 142, dmartin@hollins.edu.*

## **REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM:**

1. Candidate must have earned a grade of B- or higher in EDUC 141: Schooling in American Society.
2. Candidates must complete a Teacher Education Application. Application forms may be obtained from Donna Martin, Administrative Assistant for the Education Department, Turner 142, dmartin@hollins.edu.
3. Candidate must submit a teaching philosophy writing sample from EDUC 141.
4. Candidate must submit a completed reference form from EDUC 141 education faculty member.
5. Candidate must submit a completed reference form from a non-education faculty member.
6. Candidate must have a GPA of 2.5 or greater, which must be maintained throughout the program in education courses as well as general education courses required for licensure. Her GPA must be 3.0 in order to be eligible to transition to student teaching and/or the graduate level in the five-year program.
7. Candidate must schedule a meeting with an Education advisor either at the elementary or secondary level to plan Education courses beyond EDUC 141. Contact Donna Martin, Administrative Assistant for the Education Department, dmartin@hollins.edu.

8. Candidate must apply for admission by October 1<sup>st</sup> prior to the internship and student teaching semesters.
9. Upon completion of the above requirements, a letter of acceptance will be sent to the student.
10. In accordance with state regulations, students who have been convicted of a felony or have had a teaching license revoked in any state cannot be admitted to the education program. Candidates who have been convicted of a misdemeanor involving drugs or alcohol should be aware the education department may be unable to place them for the internship and student teaching and will be unable to recommend them for licensure. If candidates in this particular situation self-apply for a teaching license, their application may be denied by the Virginia Department of Education.

#### **REQUIREMENTS FOR ADMISSION TO INTERNSHIP:**

1. Candidate must have an overall GPA of 2.5 or greater and a minimum cumulative GPA of 3.0 in all Education courses.
2. Candidates must successfully pass the Virginia Communication and Literacy Assessment (VCLA) and submit scores to the education department. Registration for the VCLA can be completed at [www.va.nesinc.com](http://www.va.nesinc.com).
3. Elementary Education candidates must successfully pass the Reading for Virginia Educators: Elementary and Special Education (RVE) test and submit scores to the education department. Registration for the RVE can be completed at <https://www.ets.org/praxis/register/>.

**The internship in Education requires a minimum of 35 hours per week during J-term and 125 hours total. In addition, students are required to attend weekly 90-minute seminars on campus. Students are discouraged from securing employment during the Internship, as it is a full-time commitment.**

#### **REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING:**

1. **Candidates for student teaching must apply by March 1 of the year preceding the year in which they plan to student teach or a placement cannot be guaranteed.** Application forms may be obtained from Donna Martin, Administrative Assistant for the Education Department, [dmartin@hollins.edu](mailto:dmartin@hollins.edu).
2. Candidates must have completed all appropriate prerequisite professional and specific endorsement or subject area requirements before admission to student teaching.
3. Candidates must have a minimum cumulative grade point average of 3.0 in all Education courses.
4. Candidates must provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.
5. Candidates must pass a PRAXIS II Specialty Area examination and submit scores to the education department. Registration may be completed online at [www.ets.org/praxis/](http://www.ets.org/praxis/).

**Student teaching requires a minimum of 35 hours per week for a full semester and 375 hours total. In addition, students are required to attend weekly 90-minute seminars on campus. Students are discouraged from securing employment during student teaching, as it is a full-time commitment.**

In addition to the requirements above, students should note the following conditions:

1. Candidate's course work in the education department prior to student teaching will be evaluated in terms of the candidate's suitability for teaching. Candidate may be asked to remedy any deficiencies before being allowed to student teach. If deficiencies are not remedied, candidate will be withdrawn from the teacher preparation program.
2. Candidates will be eligible for a Collegiate Professional License issued by the Virginia Department of Education upon successful completion of the education program and submission of appropriate documents. Candidates who earn a C- or lower in their student teaching placement will not be recommended for licensure.

**COURSES IN EDUCATION:****EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)****Cox**

Students will explore how specific social and political forces within American society have had and continue to have an impact on education. Students will investigate how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. Prerequisite or co-requisite to all other education courses required for teacher licensure, including internships. Students not seeking licensure must have approval of the education department before registering for the course. Open to first-year students. Offered both terms. (*f, w, x, o*)

**EDUC 260: TEACHING SCIENCE (4)****Cox**

This course offers a study of concepts, strategies, and techniques for teaching science in a child-centered, inquiry-based, participatory environment. Emphasis is on integrating science across the curriculum in order to effectively teach the Virginia Standards of Learning. Students will understand the context, knowledge, skills, and processes of science applied to classroom instruction. Open to first year students. Offered Term 2. (*o*)

**EDUC 306: METHODS FOR TEACHING SECONDARY SCHOOL WRITING (4)****Baynum**

Participants will investigate writing purposes and focus on effective teaching using mentor texts. Practicum experiences with students at the secondary level will provide participants with opportunities to focus on specific discourse in the context of writing. Methods of teaching secondary students to write research papers is integrated with practicum. As part of the coursework, participants will be required to work with students weekly to implement evidence-based instructional writing strategies and teaching techniques. Participants will create lessons demonstrating the opportunity for students to write for different purposes and submit student work-samples/artifacts which coincide with the lessons. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.* Prerequisites: English major. Not offered in 2022-23.

**PSY 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)****Wagner**

This course is designed to help students develop an understanding of the physical, social, emotional, and intellectual development of school-aged learners; to gain insight into ways family disruption, abuse, and social, ethnic, physical, mental, and other differences affect learning; to explore culturally and linguistically sustainable pedagogy through the study of diversity, equity, and inclusion; and to apply basic principles of learning and motivation to lesson planning. Exploration of individual differences – such as economic, social, racial, gender, cultural, ethnic, religious, physical, and mental – will be incorporated, including topics contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, attention deficit disorders, substance abuse, child abuse, and family disruptions. Current research efforts and developing theories that concentrate on teaching and learning processes applicable for diverse student populations will be explored. Offered Term 1

**ART 340: TEACHING ART K-12 (4)****Department**

This course is designed to introduce prospective art teachers to the basic concepts in art education relative to K-12. Students develop the knowledge, skills, and understanding necessary for selecting, planning, implementing, and evaluating K-12 art programs. Students will also develop an understanding about learners' classroom behavior and classroom management and safety as well as understanding technological and artistic copyright laws. Prerequisite: ART 100. Lab fee required. Not offered in 2022-23.

**EDUC 343: CLASSROOM MANAGEMENT AND ORGANIZATION (4)****Baynum**

This course explores actionable methods required to lead a classroom of meaningful and engaged learning. In addition to putting systems in place to reach desired objectives regarding time, materials, and physical space management, this course expands teacher candidates' understanding of how equity and inclusion are related to the content, process, and context of pedagogical practices. Offered Term 1.

**EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4)****Wagner**

This course focuses on preparing teachers to effectively integrate technology into curricula and instruction and to use technology to collect and analyze data to improve teaching and learning. Students will apply

theoretical models of technology integration to lesson planning, learn to implement national standards into pedagogy, and develop products that reflect their developing skills. In addition, students will develop the framework for their e-Portfolio, which they will continue to enhance throughout their coursework in the education program. Open to first year students if admitted to the teacher education program. Offered Term 2.

**EDUC 370: TEACHING SOCIAL SCIENCES (4)**

**Baynum**

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a student-centered, cooperative, and participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will gain an understanding of how to teach civics, history, and the social science disciplines; the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills. Local government and civics instruction specific to Virginia and select geography concepts are embedded in this course. Students will analyze examples of how to teach with adherence to the Virginia Social Sciences Standards of Learning (SOLs) as well as develop and implement pedagogical strategies to create and deliver their own lesson focused on Virginia Social Sciences SOLs. Prerequisite: EDUC 141. Offered Term 1. (o)

**EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (4)**

**Cox**

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners; create appropriate learning environments in the classroom such as how to divide students into groups, how to manage resources, and how to facilitate a community of respect; make effective decisions in planning, implementing, and assessing curriculum and instruction; articulate the specific developmental, psychological, behavioral, and social concerns of adolescents; and become more proficient in the use of technology in the classroom. Students will plan and deliver lessons. Offered Term 1.

**EDUC 377: LANGUAGE ACQUISITION AND READING I (4)**

**Baynum**

This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that reading is a language-based activity, the course addresses a linguistic and developmental approach to learning to read. Participants will focus on the skills necessary for efficient reading and critical thinking. The theory presented in this course is essential for elementary and middle school teachers. All people will be seen to develop literacy in similar patterns within variable cultural and social influences. Methods for integration of various genres of children's literature within the classroom context is incorporated. Offered Term 1.

**EDUC 378: LANGUAGE ACQUISITION AND READING II (4)**

**Baynum**

This course focuses on an approach to instruction that relies on an understanding of English orthography and the way in which all people develop as readers, writers, and spellers. This course will present assessment tools, diagnostic procedures, and conceptual/cognitive approaches to differentiated literacy instruction. Methods for integration of various genres of children's literature within the classroom context is incorporated. Participants will extend their understanding of the five stages of literacy development and will understand how to recognize characteristics of reading, writing, spelling, and vocabulary at each level. Offered Term 2.

**EDUC 380: READING IN THE CONTENT AREAS (4)**

**Baynum**

This course explores how students comprehend and learn with text and how teachers assist them in these processes. Participants will investigate the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. This class emphasizes the exploration, modeling, and practice of a range of comprehension strategies within the context of effective instruction. Participants will learn assessment techniques to level content area texts and match books to students appropriately. Methods for integration of various genres of literature for adolescents within the classroom context is incorporated. Practicum experiences with middle and high school students will provide participants with hands-on opportunities to implement conceptually based strategies that promote comprehension before, during, and after reading. Offered Term 2.

**EDUC 399: INTERNSHIP IN EDUCATION AND CLASSROOM MANAGEMENT (4)**

**Cox**

An internship in education is for the purpose of acquainting the prospective teacher with classroom life and is required prior to student teaching. The student intern will work as a teacher's instructional assistant each day of the short term. The internship is designed to provide practical experience in a school setting

and the opportunity for education department faculty to determine student suitability for student teaching. Prerequisite: admission to the teacher education program and satisfactory completion of most education courses. Offered Short Term. A minimum of 125 clock hours are required in addition to weekly 90-minute seminars on campus.

**STUDENT TEACHING (12)**

**Department**

This capstone experience takes place in area schools. Student teaching is open to seniors with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A weekly seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest. Prerequisite: admission to the teacher education program and satisfactory completion of all education courses.

**EDUC 470: STUDENT TEACHING IN ELEMENTARY SCHOOLS: PREK–6**

**Department**

Offered both terms.

**EDUC 472: STUDENT TEACHING IN SECONDARY SCHOOLS: 6–12**

**Department**

Offered both terms.

**EDUC 473: STUDENT TEACHING: ART OR FOREIGN LANGUAGE: PREK–12**

**Department**

Offered both terms.