

# Education BA Catalog, 2025-26

## MAJORS, MINORS, TEACHER LICENSURE

- **ASSOCIATE PROFESSORS:** Anna Baynum (chair), Rebecca Cox, Aimee Brenner
- **ADJUNCT FACULTY:** Beth Deel

Hollins University students who major and minor in Education don't just learn about education, they learn to transform it. Through a dynamic blend of liberal arts study and hands-on classroom experiences, students build the knowledge, skills, and confidence to inspire every learner. Our program empowers future educators to become thoughtful, data-driven decision-makers, creative problem-solvers, and compassionate leaders who make a lasting difference in the lives of children and communities. Grounded in reflection, innovation, and commitment to differentiated instruction, Hollins graduates enter the field ready to teach, lead, and learn for a lifetime. Our licensure program is approved by the Virginia Department of Education (VDOE) and is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

## TEACHER LICENSURE ENDORSEMENT AREAS:

### **Elementary Education** (Pre-Kindergarten – 6th grade)

- Major in Elementary Education

### **Secondary Education** (6th – 12th grade)

- Minor in Secondary Education
- Major in what you want to teach:
  - English
  - History and Social Sciences
  - Mathematics
  - Science (Biology, Chemistry, or Physics)

### **Specialty Licensure Areas** (Pre-Kindergarten – 12th grade)

- Minor in Secondary Education
- Major in what you want to teach:
  - Foreign Language (French, Spanish, or Latin)
  - Visual Arts

## **REQUIREMENTS FOR A MAJOR IN ELEMENTARY EDUCATION (B.A.):**

21 courses plus Student Teaching (100 credits)

### **PROFESSIONAL STUDIES REQUIREMENTS: (52 CREDITS)**

- EDUC 141: Schooling in American Society (4)
- EDUC 260: Teaching Science (4)
- EDUC 307: Psychology Applied to Teaching & Learning (4)
- EDUC 343: Classroom Management (4)
- EDUC 348: Classroom Technology Integration (4)
- EDUC 370: Teaching Social Sciences (4)
- EDUC 377: Language Acquisition I (4)
- EDUC 378: Language Acquisition II (4)
- MATH 397: Teaching Math (4)
- EDUC 399: Internship in Education (4)
- EDUC 470: Student Teaching (12)

### **ELEMENTARY EDUCATION LICENSURE REQUIREMENTS: (48 CREDITS)**

- ART 340: Teaching Art (4)
- BIO 207 + Lab: Ecology (6)
- CHEM 101 + Lab: General Chemistry (6)
- ECON 157 or 158: Principles of Economics (4)
- ENG 151: Close Reading/Critical Writing (4)
- ES 105: Intro to Earth Science (4)
- HIST 111: Creating the American Nation (4)
- HIST 112: Rise of Modern America (4)
- INTL 210: World Geography (4)
- MATH XXX: Any math or statistics course (4)
- One of the following:
  - MATH 130: Mathematical Modeling (4) **or** MATH 140: Precalculus (4)

## **REQUIREMENTS FOR A MINOR IN SECONDARY EDUCATION:**

8 courses plus Student Teaching (44 credits).

### **PROFESSIONAL STUDIES REQUIREMENTS:**

- EDUC 141: Schooling in American Society (4)

- EDUC 307: Psychology Applied to Teaching and Learning (4)
- EDUC 343: Classroom Management (4)
- EDUC 348: Classroom Technology Integration (4)
- EDUC 372: Secondary Curriculum and Instruction (4)
- EDUC 380: Reading in the Content Area (4)
- EDUC 399: Internship in Education (4)
- EDUC 472 or 473: Student Teaching (12)
- Additional methods course, specific to endorsement area (4)
- ART 340: Teaching Art K-12
- EDUC 260: Teaching Science
- EDUC 306: Methods for Teaching Secondary School Writing
- EDUC 370: Teaching Social Sciences
- LANG 388: Teaching Foreign Language
- MATH 397: Teaching Math

## **COURSES IN EDUCATION:**

### **EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)**

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 Term 1.

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

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 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.

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

Participants will investigate writing purposes and focus on effective teaching techniques 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 research and write research papers are integrated with practicum. As part of the coursework, participants will be required to implement evidence-based instructional writing strategies and teaching techniques. Students will engage in practicum work at a local high school with opportunities to observe and apply course content. 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. Offered Term 1.

### **EDUC 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)**

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 social, ethnic, physical, mental, and other differences affect learning; to explore culturally and linguistically sustainable pedagogy through the study of belonging, respect, and fairness; and to apply basic principles of learning and motivation to lesson planning. Exploration of individual differences 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 are included. 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)**

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 of learners' classroom behavior and classroom management and safety as well as understanding technological and artistic copyright laws. Lab fee required. Offered Term 2.

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

This course explores actionable methods required to lead a classroom of meaningful and engaged learning by putting systems in place to reach desired objectives regarding time, materials, and physical space management. This course expands teacher candidates' understanding of how building trust through establishing boundaries, reliability, accountability, confidentiality, integrity, non-judgement, and generosity contribute to the content, process, and context of pedagogical practices. Offered Term 2.

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

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)**

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a student-centered, cooperative, and participatory environment. Emphasis is integrating social sciences across the curriculum. Students will gain an understanding of how to teach civics, history, and 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. Offered Term 1.

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

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)**

This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that the science of reading is language-based, the course addresses an explicit, systematic developmental approach to language acquisition. Students will engage in practicum work at a local elementary school with opportunities to observe and apply course content. Participants

will focus on the skills necessary for efficient reading instruction, reflective critical thinking, and data informed teaching. The theory presented in this course is essential for elementary 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 are incorporated. Offered Term 1.

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

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. Students will engage in practicum work at a local elementary school with opportunities to observe and apply course content. Methods for integration of various genres of children's literature within the classroom context are 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 development at each level. Offered Term 2.

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

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 are 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)**

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. A minimum of 125 clock hours is required in addition to weekly 90-minute seminars. Offered Short Term.

### **EDUC 470/472/473 STUDENT TEACHING (12)**

During this capstone experience, Hollins education program students are paired with an experienced, local K-12 teacher in their licensure area. Students are assigned to a classroom for the entire semester, five days a week, and are expected to dedicate a minimum of 35 hours per week in their designated classroom/school. Students must also spend time planning lessons and grading student work outside of the classroom.

Additionally, a weekly after-school seminar is included that will address classroom management, diverse student populations, teacher expectations, current trends and legal issues in education, and other topics of interest. A minimum of 375 clock hours is required in addition to weekly 90-minute seminars. Offered Term 2.