

Hampton University

Academic Catalog

2016-2018

Addendum

Department of Education

Pages 109-111

Division of Education

The Division of Education is an innovative learning community of diverse faculty and staff working collaboratively to prepare professional educators and practitioners. This learning community works to generate and disseminate knowledge that improves and enriches the lives of individuals, families, and communities in a global society. In providing graduate and undergraduate education, the Division strives to provide a student-centered, and intellectually challenging learning environment. The community of scholars engages in meaningful research, service learning activities, and enlightened leadership across professional fields.

The Division supports and furthers the mission and vision of Hampton University by providing exemplary programs and opportunities that inspire "the promotion of learning, building of character, and preparation of promising students for positions of leadership and service."

The Division of Education consists of two academic departments and one unit that support the entire University (the Child Development Center). The academic departments are described below.

The Division of Education offers an experiential focused curriculum leading to teacher or leader licensure and the following degrees: Bachelor of Arts (B.A.) in **Interdisciplinary Studies**, Bachelor of Science (B.S.) in Health and Physical Education; Master in Teaching Degrees (M.T.) in Biology, English, Mathematics, and Music; Master's Degree (M.A.) in Educational Leadership and School Counseling; and the Doctor of Philosophy Degree (Ph.D.) in Educational Management. The Master of Arts in Educational Leadership offers PK-12 and higher education concentrations, and the Ph.D. in Educational Management offers concentrations in PK-12 education, higher education, STEM leadership, and special education administration. All licensure programs meet Virginia State Certification requirements and are state-approved programs. The undergraduate program information is provided in the Department of Education section of this Catalog. The Division of Education collaborates with the College of Virginia Beach and the Graduate College to offer a Master of Arts degree program in Educational Leadership. The Division of Education collaborates with the Graduate College and Hampton U Online to offer a Doctor of Philosophy degree program in Educational Management. The graduate programs are described in the Graduate College, College of Virginia Beach, and/or Hampton U Online sections of this Catalog.

The Division has been highly successful in placing students in various areas of education. Students who graduate from the Division seeking a teaching endorsement are approved for licensure in Virginia and may qualify for licensure in 45 other states through reciprocity. Approximately 95% of the students seeking an endorsement in education receive jobs within their field. The other 5% of the students continue on to graduate schools.

Department of Health, Physical Education & Recreation

The Department of Health, Physical Education, & Recreation offers nationally recognized professional preparation programs for majors and a physical activity program for non-majors to fulfill the general education requirement for physical education. The Department offers undergraduate degree programs leading to the Bachelor of Science (B.S.) degree in Physical Education with teacher endorsement in Health and Physical Education at the PK-12 levels, in Recreation and Tourism Management, in Sport Management, and in Kinesiology. The Department also offers the Master of Science in Sport Administration.

Department of Education

The goal of the Department of Education is to equip students with the knowledge, skills, and dispositions that will prepare them to become effective educators. Our future educators are reflective, collaborative teachers and leaders who are dedicated to impacting PK-12 education in an increasingly diverse, technological, and global society and who promote a lifelong commitment to learning. The Department accomplishes this goal by offering high-quality programs that provide experiences designed to respect the diversity of children, their families, and communities.

The Department offers an undergraduate Bachelor of Arts (B.A.) degree in Interdisciplinary Studies with option leading to an endorsement in (PK-6) Elementary Education and the Master in Teaching (M.T.) degrees in Biology, English, Mathematics and PK-12 endorsement in the area of Music. The Department of Education works closely with the Departments of Biological Sciences, Counseling, English, Mathematics, and Music in the preparation of school teachers and counselors.

All students interested in certification are encouraged to begin preparation for the Praxis Core test battery upon entry to the University. The Educational Assessment and Advisement Center, located on the 3rd Floor of Phenix Hall, serves as a great resource to assist students in preparing for assessments required for program entry and exit.

Students must meet all entry, continuation, and exit requirements specified in this document and in departmental and program handbooks. Students should seek advisors in

both the Division of Education and the major area to obtain materials outlining requirements.

The Department of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Its programs are approved by the Department of Education of the Commonwealth of Virginia.

Programs

B. A. in Interdisciplinary Studies with Option Leading to Endorsement in Elementary Education Program

Students will complete a professional education program that prepares candidates for successful teaching in PK-6 classroom settings. The program emphasizes candidate knowledge in the core content areas of mathematics, natural science, English, history and social sciences to prepare candidates to deliver instruction in all of these areas. A total of 121 credit hours is required to complete the program. These hours include general education requirements, interdisciplinary major requirements, and professional education requirements that include field experiences and student teaching.

Entry, Continuation and Completion

Entry to the Interdisciplinary Studies program is a process that begins with the declaration of this projected major upon admission to the University. The Office of Freshman Studies will utilize the approved course/program sequence to advise the student on initial courses appropriate to the program through the freshman year. Freshman students will meet with Department of Education faculty and staff during the first semester for a complete description of the Interdisciplinary Studies with option leading to an endorsement in Elementary Education, program requirements, procedures, and expectations.

Entry:

During the fall/spring semester of their junior year, candidates apply for admission into the state-approved teacher preparation program. Applicants are to meet the following criteria in order to be officially accepted into the Department of Education's teacher preparation programs. Students must be admitted to be eligible to take 400-level EDU courses.

1. The student must successfully complete 45 hours of coursework.
2. The student must possess an overall GPA of at least 2.5 in all courses.

3. The student must earn a grade of C or better in the following courses:

ENG 101 and ENG 102
COM 103
MAT 110 or higher

4. Assessment Options: **Option A:** Passing VCLA scores (470) and Praxis Core Math score (150); **Option B:** Passing Praxis Core scores (Reading-156, Writing-162; Math 150); **Option C:** Composite SAT scores (1170) with minimum math-560; Reading plus writing-580; **Option D:** Composite ACT scores (24) with minimum math (22); English plus reading (46).
5. The student must submit the "Why I Want to Teach?" statement.
6. The student must complete the "Dispositions Survey."
7. The student must submit a current unofficial copy of his/her transcript and SAT/ACT scores.
8. The student must submit two sealed reference forms.

Each semester the Teacher Education Admissions Committee will evaluate the applications, and the candidates will be notified in writing whether they have been accepted or denied admission into the teacher preparation program. If students are not admitted into the program, they will need to complete any unmet requirements before reapplying to the program.

*Note: All students interested in certification are encouraged to begin preparation for the assessment requirements upon entry to the university.

Continuation:

Continuation in the Interdisciplinary Studies with option leading to endorsement in Elementary Education program requires successful completion of major coursework with a grade of C or better, the maintenance of at least a 2.5 cumulative grade point average, and passing the Praxis II: Specialty Examination, the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE), Dyslexia and Child Abuse Certification. Failure to accomplish these requirements will result in probationary status. The conditions of probationary status and time lines for full reinstatement will be determined by the department chair. No student will be allowed more than two semesters in probationary status without dismissal from the Interdisciplinary Studies program. Students may apply or petition for re-entry upon meeting the requirements for continuation.

Upon completion of the continuation requirements, candidates will enter clinical practice and complete the student teaching experience. Candidates will be assessed throughout the student teaching experience and candidates meeting all requirements will exit from clinical practice.

Completion:

Exit requirements for the Interdisciplinary Studies program with option leading to endorsement in Elementary Education are:

- 1) Maintenance of a 2.5 cumulative grade point average,
- 2) Successful completion of all State and program required examinations,
- 3) Successful completion of the Student Teaching Experience, and
- 4) Successful completion of the ePortfolio.

Candidates who do not achieve passing scores on the State required assessments will not be allowed to student teach but may earn their degree by choosing the non-certification track.

Option Not Leading to an Endorsement in Elementary Education:

*The School of Liberal Arts and Education Interdisciplinary Studies Program Option **NOT leading to an Endorsement in Elementary Education** provides students with a multidisciplinary curriculum reflecting content areas and professional education coursework. Students choosing not to pursue the endorsement leading to certification in elementary education can take all courses in the IDS program but **are prohibited from taking EDU 441/Student Teaching**. Students must substitute coursework for the remaining 12 hours. Please be advised that choosing this concentration will NOT lead to an endorsement in elementary education. In addition, students will NOT GRADUATE from an approved teacher education program. Students will not be able to teach at the conclusion of this undergraduate option since it does not include student teaching and required assessments for licensure.*

Course Requirements-Interdisciplinary Studies-B.A. (Option leading to endorsement in Elementary Education)

| | |
|--|----------------|
| Professional Education Requirements | 38 hrs. |
| Education 200, 301, 302, 315, 438, 441, 402, 406, 417, 450 | |
| Interdisciplinary Major Requirements | 50 hrs. |
| Economics 200 | 3 |
| English 209, 303, 320 | 9 |
| Marine and Environmental Science 203 | 4 |
| History 314, 315..... | 6 |
| Beginning Foreign Language..... | 3 |
| Mathematics 120, 420, 421, 422 | 13 |
| Political Science 316 | 3 |
| Science 102, 306 | 6 |
| Sociology 310..... | 3 |
| General Education Requirements | 33 hrs. |
| Biology 101 | 3 |
| Communication 103..... | 3 |
| English 101-102..... | 6 |
| Geography 201..... | 3 |
| Health 200 | 2 |
| History 106 | 3 |
| Humanities 201-Elective | 6 |
| Mathematics 110 | 3 |
| Political Science 203 | 3 |
| University 101..... | 1 |
| TOTAL CREDITS FOR GRADUATION | 121 |

Curriculum Outline -Interdisciplinary Studies -B.A. (Option leading to endorsement in Elementary Education)

| Freshman Year | Semester | 1st | 2nd |
|-------------------------------|-----------------|------------|------------|
| Biology 101..... | | 3 | |
| Communications 103..... | - | | 3 |
| English 101-102 | 3 | | 3 |
| Geography 201 | 3 | | |
| Health Education 200 | 2 | | |
| History 106..... | - | | 3 |
| Humanities 201- Elective..... | 3 | | 3 |
| Mathematics 110 | 3 | | |
| Political Science 203..... | - | | 3 |
| University 101..... | 1 | | |
| | Total | 16 | 17 |

| Sophomore Year | Semester | 1st | 2nd |
|--|----------|-----------|------------|
| Economics 200 | - | - | 3 |
| Education 200 | - | - | 3 |
| English 209, 303 | 3 | 3 | 3 |
| Beginning Foreign Language | 3 | 3 | |
| Marine and Environmental Science 203 | - | - | 4 |
| Math 120 | 4 | 4 | |
| History 314 | 3 | 3 | |
| Science 102, 306 | 3 | 3 | |
| Total | | 16 | 16 |
| Junior Year | Semester | 1st | 2nd |
| Education 301*, 315..... | 3 | 3 | 3 |
| Education 302, 450..... | 3 | 3 | 3 |
| English 320..... | 3 | 3 | |
| History 315..... | - | - | 3 |
| Math 420, 421 | 3 | 3 | 3 |
| Political Science 316 | - | - | 3 |
| Sociology 310 | 3 | 3 | |
| Total | | 15 | 15 |
| Senior Year | Semester | 1st | 2nd |
| Education 438 | 2 | 2 | |
| Education 402*, 441** | 3 | 3 | 12 |
| Education 417 | 3 | 3 | |
| Education 406 | 3 | 3 | |
| Mathematics 422 | 3 | 3 | |
| Total | | 14 | 12 |
| TOTAL CREDITS FOR GRADUATION | | | 121 |

*Denotes that a Key Assessment is administered in this course.

**Denotes that more than one Key Assessment will be administered in this course.

Master in Teaching (M.T.) Five-Year Program

The Master in Teaching program is an integrated degree program that prepares candidates for successful teaching in 6-12 classroom settings in the content areas of biology, English, mathematics and PK-12 classroom settings in the content area of music. Candidates in the program complete a B.A. or B.S. in biology, English, mathematics or music. While completing the undergraduate degree, Hampton University students enroll in 3 introductory education courses. After completion of these courses and the Praxis Core exam, students may apply for admission into the Master in Teaching program. These courses will be counted toward the completion of the M.T. degree. Upon acceptance into the program, content area major candidates are provided an opportunity to begin graduate level coursework. Candidates must apply and be accepted into the Graduate College before their admittance to candidacy for the Master in Teaching degree.

Entry, Continuation, and Completion

Entry:

Applicants are to meet the following criteria in order to be officially accepted into the Master in Teaching program. These admission criteria are required in order for a student to continue taking required Education courses beyond EDU 200, EDU 300, and EDU 302. Without meeting these criteria, students will not be permitted to take required 500-level Education courses and above.

- The student must successfully complete 45 hours of coursework.
- The student must possess an overall GPA of at least 2.5 in all courses.
- The student must earn a grade of C or better in the following courses:
 - ENG 101 and ENG 102
 - COM 103
 - MAT 110 or higher
- Assessment Options: **Option A:** Passing VCLA scores (470) and Praxis Core Math score (150); **Option B:** Passing Praxis Core scores (Reading-156, Writing-162; Math 150); **Option C:** Composite SAT scores (1170) with minimum math-560; Reading plus writing-580; **Option D:** Composite ACT scores (24) with minimum math (22); English plus reading (46).
- The student must submit the "Why I Want to Teach?" statement.
- The student must complete the "Dispositions Survey."
- The student must submit a current unofficial copy of his/her transcript and SAT/ACT scores.
- The student must submit two sealed reference forms.

Each semester the Professional Education Admissions Committee will evaluate the applications, and the candidates will be notified in writing whether they have been accepted or denied admission into the teacher preparation program. If students are not admitted into the Program, they will need to complete any unmet requirements before reapplying to the program.

Continuation:

Continuation in the M.T. Program requires successful completion of professional education coursework, the maintenance of at least a 2.5 cumulative grade point average, and passing the Praxis II: Specialty Examination, the Virginia Communication and Literacy Assessment (VCLA), and Dyslexia and Child Abuse Certification. Failure to accomplish these requirements will result in probationary status. The conditions of probationary status and timelines for full reinstatement will be determined by the department chair. No student will be allowed more than two semesters in probationary status without dismissal from the Master in Teaching program. Students may apply or petition for re-entry upon meeting the requirements for continuation.

Students admitted to M.T. program are granted an opportunity to complete graduate level course work during their undergraduate studies. These students will be permitted to take graduate 500- level professional education coursework while completing their content major. These courses will be counted toward the completion of the M.T. degree.

During the senior year, students are required to apply for admission to the Graduate College for the graduate level portion of the Master's in Teaching Program. Admission requires:

1. 2.5 cumulative grade point average and 2.5 in the major program and in teacher education.
2. Successful completion of the Graduate Record Examination
3. Successful completion of all state licensure requirements.
4. Recommendation of the chair of the Department of Education.
5. Achievement of a Bachelor's degree.
6. Two letters of professional recommendation.
7. Personal Statement

Continuation in the program requires acceptance into the Graduate College, maintenance of a 3.0 grade point average in graduate courses, and completion of all other Graduate College requirements. Candidates who do not achieve passing scores on state required assessments will not be allowed to student teach.

Completion:

Upon completion of the continuation requirements, candidates will enter clinical practice and complete the student teaching experience. Candidates will be assessed throughout the student teaching experience. At the end of the student teaching experience, candidates meeting all requirements will exit from clinical practice.

Exit requirements for the M.T. are: 1) Maintenance of a 3.0 cumulative grade point average, 2) Successful completion of all State and program required examinations, 3) Successful completion of the Student Teaching Experience, and 4) Successful completion of the ePortfolio.

Addendum to pages 281-282 and page 315

On page 315- Replace MAT 520 with MAT 420

MAT 420 Mathematics for Elementary School Teachers I Lec. 3./Credit 3.

Basic contemporary course in elementary analysis for teachers of K-8 school mathematics. Systematic development of the number systems of arithmetic: natural numbers, whole numbers, integers, rational numbers, and real numbers. Special attention is given to the algorithmic processes of the fundamental operations. Metric system. Topics from geometry. Prerequisite: Approval of department chairperson.

On page 315- Replace MAT 521 with MAT 421

MAT 421 Mathematics for Elementary School Teachers II Lec. 3./Credit 3.

Elementary topics from number theory, probability, data analysis, appropriate techniques of teaching mathematics in elementary schools. Prerequisite: MAT 420.

On page 315- Replace MAT 522 with MAT 422

MAT 422 Mathematics for Exceptional Child within Regular School Program (A/S) Lec. 3./Credit 3.

Current trends and techniques for individualizing mathematics in regular classroom K through grade 8 for the exceptional child, both gifted and those with minor learning disabilities and/or handicaps. Nonclinical “diagnostic prescriptive” approach using appropriate sequences of instruction. Prerequisite: Approval of department chairperson.

On page 281- Replace EDU 502 with EDU 402/502

EDU 402/502 Diagnostic Teaching of Reading Lec. 2./Lab 2./Credit 3.

Selection, administration, and evaluation of assessment instruments and instructional techniques appropriate for diagnosing and correcting classroom reading difficulties. This course will be taught in conjunction with the 400 series counterpart for undergraduate students. Additional requirements for graduate students are identified in the syllabus. Prerequisite: EDU 315.

On page 281- Replace EDU 506 with EDU 406/506

EDU 406/506 Diversity in Education Lec. 3/ Credit 3.

Students explore the various issues of linguistic, social, and cultural diversity in education. The course includes a basic overview of the role of language in the educational process, and the educational implications of language diversity, as one component of the classroom. Social and community issues-- including the effect of alcohol, drugs and tobacco--confronting teachers in

contemporary society are addressed, as well as issues of culture. This course will be taught in conjunction with the 400 series counterpart for undergraduate students. Additional requirements for graduate students are identified in the syllabus.

On page 281- Replace EDU 517 with EDU 417/517

EDU 417/517 Classroom and Behavior Management Lec. 3./Credit 3.

Students develop skills that contribute to an understanding and application of classroom and behavior management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. The class addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. This course will be taught in conjunction with the 400 series counterpart for undergraduate students. Additional requirements for graduate students are identified in the syllabus.

On page 282- Replace EDU 550 with EDU 450/550

EDU 450/550 Teaching and Learning with Technology Lec. 3./Credit 3.

Students shall meet each of the six ISTE standards for applying technology in educational settings, including: 1) demonstrating a sound understanding of technology operations and concepts, 2) planning and designing effective learning environments and experiences supported by technology, 3) implementing curriculum plans that include methods and strategies for applying technology to maximize student learning, 4) applying technology to facilitate a variety of effective assessment and evaluation strategies, 5) using technology to enhance their productivity and professional practice, and 6) understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. This course will be taught in conjunction with the 400 series counterpart for undergraduate students. Additional requirements for graduate students are identified in the syllabus.