
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

School Dean: Dr. Jan Stennette

Human Development and Learning Program Faculty: Ms. Booth, Dr. Buck, Dr. Cresson, Dr. Farnsworth, Dr. Gordon-Scudder, Ms. Husted, Dr. L. Jones, Dr. R. Jones, Dr. Martin, Dr. McKenzie, Ms. Messerschmidt, Dr. Nielsen, Dr. Polloway, Dr. Tiller, Ms. Tolbert, Dr. West

The mission of the School of Education and Human Development is to offer a teacher preparation program with several concentrations for undergraduate study. Students enrolled in the School can major in human development and learning with emphasis in elementary education (grades PK-6) or special education (MR/grades K-12). In the special education area, an add-on endorsement in learning disabilities is also possible. The School also offers the professional education component (as a minor) for students who wish to become teachers in secondary schools (grades 6-12).

HUMAN DEVELOPMENT AND LEARNING MAJOR–ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)

The human development and learning (HDVL) program with an elementary education emphasis is a major under the direction of the Teacher Preparation Council. This emphasis is designed for individuals who will work with younger children in teaching situations.

Requirements for Elementary Education Emphasis

Courses in human development and learning core:

		Hours
HDVL 101	Education and Related Professions	3
HDVL 201	The Instructional Context	3
HDVL 202	Field Experience I	1
PSYC 213	Psychology of Exceptionalities	3
PSYC 241	Developmental Psychology	3

Professional courses:

HDVL 211	Instructional Strategies	3
HDVL 313	Reading and Language Acquisition I	3
HDVL 320	Field Experience II	1
HDVL 322	Methods Workshop (LA/SS)	3
HDVL 420	Field Experience III	1
HDVL 422	Methods Workshop II (SCI/MATH)	3
HDVL 423	Reading and Language Acquisition II	3

Supplemental courses:

ENGL 414	Children's Literature	3
HIST 255-256	American History	6
INTL 213	Geography	3
MATH 117-118	Introduction to School Mathematics	6

Eight hours of science courses (beyond general education requirements)
 from the following: 8

BIOL	111-111L	Organisms, Ecology, and Evolution and Lab	
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM	103-105L	Fundamentals of Chemistry and Lab	
CHEM	104-106L	Fundamentals of Chemistry and Lab	
ENVS	101-101L	Earth and Environmental Science I and Lab	
ENVS	102-102L	Earth and Environmental Science II and Lab	
PHYS	161	General Physics	
PHYS	162	General Physics	
PSYC	103-105L	General Psychology and Lab	
PSYC	104-106L	General Psychology and Lab	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	

One of the following: 3

ENGL	203	Expository Writing	
ENGL	205	Creative Writing	—

Total Hours Required 59

Licensure requirement:

HDVL	429	Student Teaching (PK-6)	12
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HUMAN DEVELOPMENT AND LEARNING MAJOR—SPECIAL EDUCATION EMPHASIS (MR/K-12)

The human development and learning program with a special education emphasis is a major under the direction of the Teacher Preparation Council (TPC). This emphasis is designed for those who wish to work with individuals with disabilities.

Requirements for special education emphasis

Courses in human development and learning core: **Hours**

HDVL	101	Educational and Related Professions	3
HDVL	201	The Instructional Context	3
HDVL	202	Field Experience I	1
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3

Professional courses:

HDVL	211	Instructional Strategies	3
HDVL	234	Characteristics of MR	3
HDVL	313	Reading and Language Acquisition I	3
HDVL	330	Field Experience II	1
HDVL	331	Special Education Methods Workshop I	3
HDVL	430	Field Experience III	1
HDVL	431	Language Development/Communication	3
HDVL	432	Special Education Methods Workshop II	3

Supplemental courses:

PSYC	212	Behavior Modification	3
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PSYC	308	Abnormal Behavior	3
PSYC	392	Intro to Psychological Tests and Measurement	3
PSYC	392L	Tests and Measurement Laboratory	1
SOCI	231	Marriage and the Family	3

One of the following: 3

MATH	117	Introduction to School Mathematics I	
MATH	118	Introduction to School Mathematics II	

One of the following (beyond general education requirements): 4

SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
<i>Total Hours Required</i>			<u>53</u>

Licensure requirement:

HDVL	435	Student Teaching (MR)	6-12
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For LD endorsement:

HDVL	334	Characteristics of LD	3
HDVL	422	Methods Workshop II (Science/Mathematics)	3
HDVL	423	Reading and Language Acquisitions II	3
HDVL	436	Student Teaching (LD)	6-12
<i>Total Hours Required</i>			15-21

HUMAN DEVELOPMENT AND LEARNING MINOR

HDVL	101	Education and Related Professions	3
HDVL	201	The Instructional Context	3
PSYC	241	Developmental Psychology	3

Two or more from the following: 6

HDVL	211	Instructional Strategies	
HDVL	313	Reading and Language Acquisition I	
PSYC	213	Psychology of Exceptionalities	
<i>Total Hours Required</i>			<u>15</u>

SECONDARY EDUCATION MINOR

Core courses:

HDVL	101	Education and Related Professions	3
HDVL	201	The Instructional Context	3
HDVL	202	Field Experience I	1
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3

Professional courses:

HDVL	211	Instructional Strategies	3
HDVL	342	Field Experience II	1
HDVL	351	Content Reading	3

HDVL 352	Teaching in Middle/Secondary School	3
HDVL 442	Field Experience III	<u>1</u>
	<i>Total Hours Required</i>	24

Licensure requirement:

HDVL 449	Student Teaching (6-12)	<u>12</u>
	<i>Total Hours Required</i>	36

Note: Secondary education teacher preparation programs have specific requirements beyond those listed above and in addition to those listed in the specific major. Students should consult with the TPC (Teacher Preparation Council) faculty representative in the major area or with the coordinator of secondary education in the School of Education and Human Development for additional information.

SPECIAL EDUCATION MINOR

PSYC 213	Psychology of Exceptionalities	3
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One of the following

HDVL 234	Characteristics of Persons with Mental Retardation	3
HDVL 334	Characteristics of Persons with Learning Disabilities	3

Three of the following: (depending upon career goals) 9

HDVL 331	Special Education Methods Workshop I	
HDVL 431	Language Development/Communication	
HDVL 432	Special Education Methods Workshop II	
PSYC 212	Behavior Modification	
PSYC 392	Tests and Measurements	
EDHD 445	Practicum in Disabilities Services	
	<i>Total Hours Required</i>	<u>15</u>

Note: Students who have taken PSYC 213, *Psychology of Exceptionalities*, as part of their major can substitute either a second Characteristics course or a fourth course from the third cluster.

TEACHER PREPARATION PROGRAM

The Teacher Preparation Program (TPP) of Lynchburg College (LC) includes the preparation of teachers in elementary, secondary, and special education.

The Virginia Department of Education has approved all programs within LC's TPP, and that approval serves as the basis for licensure in Virginia. The Commonwealth of Virginia participates in certification reciprocity with more than forty states and areas. Eligibility for interstate reciprocity is based on completion of a specifically approved program as directed and delivered by LC.

Approval has been received for the following programs:

Algebra I (add-on)	Science
Art (PK-12)	Biology
Elementary Education (PK-6)	Chemistry
English	Earth Science

Foreign Languages (PK-12)	Spanish
French	Special Education
Health and Physical Education (PK-12)	Learning Disabilities (K-12)
History and Social Science	(add-on at undergraduate level)
Journalism (add-on)	Mental Retardation (K-12)
Mathematics	Speech Communication (add-on)
Music Education (PK-12)	Theater Arts (PK-12) (add-on)
Vocal/Choral	
Instrumental Music	

The Teacher Preparation Council has oversight responsibility for administering the preparation program. The Council is comprised of representatives from the administration, academic programs, the School of Education and Human Development (the School), the student body, and local school divisions. The Council acts in an advisory capacity to assist the School in determining admission and retention criteria for the program, recommending changes in the program to the Virginia Department of Education (VDOE), ensuring that the program meets the standards established by the VDOE, and conducting continuing evaluation of the program. The Council meets on a regular basis throughout the academic year.

Admission to the Teacher Preparation Program

All students who plan to be licensed as teachers must apply for admission to the Teacher Preparation Program (TPP). The completed application must be submitted to the administrative office of the School and will be forwarded to the TPP Admissions Committee for review. The established application deadlines are:

November 1 for fall semester application

March 20 for spring semester application

February 1 for *junior transfers ONLY* who must submit application at the end of their first semester of study at LC

The following criteria must be met before a student can be fully admitted.

1. Overall QPA of 2.50 or above
2. Completion of (or currently enrolled in) core courses with grades of C- or above. Courses completed with grades of D+ or below must be retaken prior to application
3. Presentation of passing scores on Praxis I or a composite score above the state's minimum criteria

Formal applications are generally completed by the end of the sophomore year by traditional students and no later than February 1 of the junior year for transfer students or new majors. Applicants receive written notification of their admission status. Students who are denied admission to TPP are informed of the basis of this determination. If the student wishes to rectify the deficiency and reapply, he/she must do so in writing, usually after an interval of one semester.

Additional information about this process is included in the School's booklet entitled *Ten Steps to Becoming a Licensed Teacher* and is discussed with students and provided in the student's introductory course.

Admission to Student Teaching

Students completing the teacher licensure program must apply and be admitted to student teaching. All listed requirements must be satisfied:

1. Prior acceptance into the Teacher Preparation Program
2. Submission of a written application with three Lynchburg College faculty recommendations, including two from faculty members in the major
3. Completion of all major courses with grades of C- or above including completion of supplemental content courses and secondary education minor courses
4. Minimum overall QPA of 2.50 and minimum QPA in the major of 2.75
5. Submission of scores on PRAXIS II, as appropriate. (Passing scores are not required for student teaching but are required for licensure.)

After committee review, students receive written notification of their admissions status, including conditions resulting in a delayed decision or denial. Following admission to student teaching, the director of field experiences with each local school division handles placement locations and arrangements. Students are notified in writing after placements are finalized. More specific information about this experience and its procedures are included in the Student Teaching Handbook distributed to each student teacher.

Teacher Licensure

Students who successfully complete one of LC's approved teacher preparation programs (including passing scores on Praxis I and Praxis II and demonstrated technology competencies) will be recommended for licensure. To apply for a Virginia teacher's license, the student must request that the Teacher Licensure Officer send the necessary information to the Virginia Department of Education. This request should be made just prior to graduation. Forms for this process are available in the School's office.

Federal and State Reporting

The Teacher Preparation Program of LC complies with federal and state-mandated reporting of individual program data, including information about the size of the program and the nature of some aspects of it, the number of program completers per year, and the PRAXIS testing performance of these completers referenced by percentage passing rates as compared with state averages. The data below summarize information on undergraduate- and graduate-level initial licensure candidates.

For the 2000-01 academic year, LC's program is credited with having thirty-three program completers thirty-two of which were confirmed by official matching with PRAXIS I score reports issued from the Educational Testing Service. For 2001-02, these figures are fifty-five with fifty-five confirmed. Passing rates on PRAXIS I for these program completers were reported as follows:

Type of Assessment LC's Pass Rate 2000-01 State Pass Rate 2000-01

PPST Reading	67%	94%
CBT Reading	95% *	98%
PPST Writing	69%	91%
CBT Writing	73% *	92%
PPST Mathematics	83% *	91%
CBT Mathematics	79% *	94%
Aggregate - Basic Skills	71% *	94%

Type of Assessment LC's Pass Rate 2001-02 State Pass Rate 2001-02

PPST Reading	90% *	95%
CBT Reading	100% *	97%
PPST Writing	86% *	89%
CBT Writing	85% *	84%
PPST Mathematics	89% *	92%
CBT Mathematics	83% *	89%

Aggregate - Basic Skills	95%*
	94%

*Meets Virginia Department of Education Standards of 70 percent passing.

Of the 103 declared majors (freshmen through seniors) for 2001-02, fifty-nine students were enrolled in the supervised student teaching experience that requires a minimum of 37.5 hours per week for thirteen weeks. Twelve faculty supervisors were assigned for the 2001-02 school year and were responsible for on-site consultation and evaluation, yielding a faculty/student ratio of 1:4.9. Formative and summative assessments are conducted on each student, and outcome measures are reviewed for program effectiveness.