
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

School Dean: Dr. Jan S. Stennette

Human Development and Learning Program Faculty: Dr. 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. Thompson, 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 major in Human Development and Learning with emphasis in elementary education (grades PK-6) or special education (MR/grades K-12). The School also offers the professional education component (as a minor) for students who wish to become teachers in secondary schools (grades 6-12).

Program Listing

Human Development and Learning Major- Elementary Education Emphasis (PK-6)

Human Development and Learning Major-Special Education Emphasis (MR/K-12)

Human Development and Learning Minor

Secondary Education Minor

Special Education Minor

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

The Human Development and Learning (HDVL) program with an elementary education 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	Intro to 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
MATH	117-118	Introduction to School Mathematics	6

One of the following:

INTL	213	World Regional Geography	3
ENVS	211	Physical Geography	3

Eight hours of science courses (beyond general education requirements)

from the following:

BIOL	111-111L	Organisms, Ecology, and Evolution and Lab	8
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM	103-105L	Fundamentals of Chemistry and Lab	

			Hours
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	
ENGL	410	English Grammar	
<i>Total Hours Required</i>			<u>59</u>
Licensure requirement:			
HDVL	427	Student Teaching (PK-6)	11
HDVL	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12

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 Program. 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	Intro to 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	234	Characteristics of Mental Retardation	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 Skills for Exceptional Learners	3
HDVL	432	Special Education Methods Workshop II	3
Supplemental courses:			
PSYC	212	Intro to Behavior Modification	3
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	

			Hours
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	437	Student Teaching (MR)	11
HDVL	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12
For LD endorsement:			
HDVL	334	Characteristics of Persons with Learning Disabilities	3
HDVL	422	Methods Workshop II (Science/Mathematics)	3
HDVL	423	Reading and Language Acquisitions II	3
HDVL	436	Student Teaching (LD)	<u>6-12</u>
<i>Total Hours Required</i>			15-21

HUMAN DEVELOPMENT AND LEARNING MINOR

HDVL	101	Intro to 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 (intended for students seeking teacher licensure)

Core courses:			
HDVL	101	Intro to 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	351	Content Reading	3
HDVL	352	Teaching in Middle/Secondary School	3
HDVL	444	Field Experience II (S)	<u>2</u>
<i>Total Hours Required</i>			24
Licensure requirement:			
HDVL	447	Student Teaching	11
HDVL	448	Student Teaching Seminar	<u>1</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 faculty advisor in the major area as well as with the coordinator of secondary education in the School of Education.

SPECIAL EDUCATION MINOR

PSYC	213	Psychology of Exceptionalities	3
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			Hours
One of the following:			3
HDVL	234	Characteristics of Persons with Mental Retardation	
HDVL	334	Characteristics of Persons with Learning Disabilities	
Three of the following: (depending upon career goals)			9
HDVL	331	Special Education Methods Workshop I	
HDVL	431	Language Development/Communication Skills for Exceptional Learners	
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>			15

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)
Mathematics	Theater Arts (PK-12) (add-on)
Music Education (PK-12)	
Vocal/Choral	
Instrumental Music	

The Teacher Preparation Council has advisory 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.

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

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.
3. Courses completed with grades of D+ or below must be retaken prior to application
4. 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 for this determination. If the student wishes to rectify the deficiency and re-apply, 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 "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 and secondary education minor, if applicable, 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.)
6. Submission of certificate of participation for Virginia Reading Assessment Test, as appropriate. (test required for licensure but passing scores not yet determined for elementary and special education 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, Praxis II, Virginia Reading Assessment Test, and demonstrated technology competencies) will be recommended for licensure. To apply for a Virginia teacher's license, the student must submit a formal application and fee to the Teacher Licensure Officer who will 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 2002-03 academic year, LC's program is credited with having thirty-seven program completers with thirty-six confirmed by official matching with PRAXIS I score reports issued from the Educational Testing Service. For 2003-04, these figures are forty four with forty three confirmed. Passing rates on PRAXIS I for these program completers were reported as follows:

<u>Type of Assessment</u>	<u>LC's Pass Rate 2002-03</u>	<u>State Pass Rate 2002-03</u>
PPST Reading	86% *	92%
CBT Reading	89% *	97%
PPST Writing	100% *	82%
CBT Writing	79% *	83%
PPST Mathematics	85% *	86%
CBT Mathematics	89% *	90%
Aggregate - Basic Skills	89% *	96%

<u>Type of Assessment</u>	<u>LC's Pass Rate 2003-04</u>	<u>State Pass Rate 2003-04</u>
PPST Reading	92% *	92%
CBT Reading	100% *	95%
PPST Writing	82% *	82%
CBT Writing	83% *	84%
PPST Mathematics	75% *	86%
CBT Mathematics	90% *	91%
Aggregate - Basic Skills	98% *	99%

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

Of the 159 declared majors (freshmen through seniors) for 2003-04, forty four 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 2003-04 school year and were responsible for on-site consultation and evaluation, yielding a faculty/student ratio of 3.6 to 1. Formative and summative assessments are conducted on each student, and outcome measures are reviewed for program effectiveness.