

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

School Dean: Dr. Jan S. Stennette

Program Faculty: Dr. Barnhill, Dr. Booth, Dr. Buck, Ms. Cash, Dr. Farnsworth, Dr. Gordon-Scudder, Ms. Husted, Dr. L. Jones, Dr. R. Jones, Dr. Martin, Dr. McKenzie, Ms. Messerschmidt, Dr. Nielsen, Dr. Perryman, Dr. Polloway, Dr. Thompson, Dr. Tiller, Ms. Tolbert, Dr. Watts, 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 Interdisciplinary Studies - Teacher Education 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

Interdisciplinary Studies - Teacher Education Major: Elementary Education Emphasis (PK-6)

Interdisciplinary Studies - Teacher Education Major: Special Education Emphasis (MR/K-12)

Interdisciplinary Studies - Teacher Education Minor

Secondary Education Minor

Special Education Minor

INTERDISCIPLINARY STUDIES - TEACHER EDUCATION

ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)

The interdisciplinary studies - teacher education major with an elementary education emphasis is designed for individuals who will work with younger children in teaching situations.

Core courses:			Hours
^EDUC	101	Intro to Education and Related Professions	3
^EDUC	201	The Instructional Context	3
^EDUC	202	Field Experience I	1
^PSYC	213	Psychology of Exceptionalities	3
^PSYC	241	Developmental Psychology	3
Professional courses:			
EDUC	211	Instructional Strategies	3
EDUC	313	Reading and Language Acquisition I	3
^EDUC	320	Field Experience II	1
EDUC	322	Methods: Language Arts and Social Studies	3
^EDUC	420	Field Experience III	1
EDUC	422	Methods: Science and Math	3
EDUC	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:			3
ENVS	211	Physical Geography	
INTL	213	World Regional Geography	
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	

			Hours
ENVS	102-102L	Earth and Environmental Science II and Lab	
PHYS	161	General Physics	
PHYS	181	Solar System Astronomy	
PHYS	182	Stellar Astronomy	
PHYS	162	General Physics	
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:			
EDUC	427	Student Teaching (PK-6)	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12

^ Minimum grade of C- is required for this course.

INTERDISCIPLINARY STUDIES - TEACHER EDUCATION

SPECIAL EDUCATION EMPHASIS (MR/K-12)

The interdisciplinary studies - teacher education major with a special education emphasis is under the direction of the Teacher Preparation Program. This emphasis is designed for those who wish to work with individuals with disabilities.

Core courses:

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

Professional courses:

EDUC	211	Instructional Strategies	3
EDUC	313	Reading and Language Acquisition I	3
EDUC	431	Language Development/Communication Skills for Exceptional Learners	3
SPEd	234	Characteristics of Mental Retardation	3
^SPEd	330	Field Experience II	1
SPEd	331	Special Education Methods Workshop I	3
SPEd	336	Collaboration with Families, Educators, and Related Service Providers	3
^SPEd	430	Field Experience III	1
SPEd	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

One of the following:

MATH	117	Introduction to School Mathematics I	3
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:			
SPED	437	Student Teaching (MR)	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12
For LD endorsement:			
EDUC	422	Methods: Science and Math	3
EDUC	423	Reading and Language Acquisitions II	3
EDUC	448	Student Teaching Seminar	1
SPED	334	Characteristics of Persons with Learning Disabilities	3
SPED	436	Student Teaching (LD)	<u>11</u>
<i>Total Hours Required</i>			21

^ Minimum grade of C- is required for this course.

INTERDISCIPLINARY STUDIES - TEACHER EDUCATION MINOR

^EDUC	101	Intro to Education and Related Professions	3
^EDUC	201	The Instructional Context	3
^PSYC	241	Developmental Psychology	3
Six hours from:			6
^EDUC	211	Instructional Strategies	
^EDUC	313	Reading and Language Acquisition I	
^PSYC	213	Psychology of Exceptionalities	—
<i>Total Hours Required</i>			<u>15</u>

^ Minimum grade of C- is required for this course.

SECONDARY EDUCATION MINOR (intended for students seeking teaching licensure)

Core courses:			
^EDUC	101	Intro to Education and Related Professions	3
^EDUC	201	The Instructional Context	3
^EDUC	202	Field Experience I	1
^PSYC	213	Psychology of Exceptionalities	3
^PSYC	241	Developmental Psychology	3
Professional courses:			
EDUC	211	Instructional Strategies	3
EDUC	351	Content Reading	3
EDUC	352	Teaching in Middle/Secondary School	3
^EDUC	444	Field Experience II (S)	<u>2</u>
<i>Total Hours Required</i>			24
Licensure requirement:			
EDUC	447	Student Teaching	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			36

^ Minimum grade of C- is required for this course.

56 School of Education and Human Development Lynchburg College

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

			Hours
PSYC	213	Psychology of Exceptionalities	3
One of the following:			3
SPED	234	Characteristics of Persons with Mental Retardation	
SPED	334	Characteristics of Persons with Learning Disabilities	
Three of the following: (depending upon career goals)			9
EDUC	431	Language Development/Communication Skills for Exceptional Learners	
PSYC	212	Behavior Modification	
PSYC	392	Tests and Measurements	
SPED	331	Special Education Methods Workshop I	
SPED	432	Special Education Methods Workshop II	
SPED	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 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)	History and Social Science
Art (PK-12)	Instrumental Music
Biology	Learning Disabilities (K-12)
Chemistry	(add-on at undergraduate level)
Earth Science	Mathematics
Elementary Education (PK-6)	Music Education (PK-12)
English	Special Education (K-12)
Foreign Languages (PK-12)	Science
French	Theatre Arts (PK-12) (add-on)
Spanish	Vocal/Choral
Health and Physical Education (PK-12)	

The Council of Teacher Preparation has advisory responsibilities. The Council is comprised of representatives from the administration, academic programs, and the School of Education and Human Development. The Council acts in an advisory capacity to assist the School in meeting licensure 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 "Teacher Preparation Handbook" 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.)

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 Communications and Literacy Assessment (ACLA), 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, fee, and required test documents 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.

58 School of Education and Human Development Lynchburg College

For the 2004-05 academic year, LC's program is credited with having thirty program completers with forty-three confirmed by official matching with PRAXIS I score reports issued from the Educational Testing Service. For 2005-06, these figures are thirty-six senior program completers with thirty-six con-

firmed. Passing rates on PRAXIS I for these program completers were reported as follows:

<u>Type of Assessment</u>	<u>LC's Pass Rate 2004-05</u>	<u>State Pass Rate 2004-05</u>
CPPST Reading**	91% *	89%
CPPST Writing**	71% *	79%
CPPST Mathematics**	71% *	85%
Aggregate – Basic Skills and Content Areas	93% *	98%

<u>Type of Assessment</u>	<u>LC's Pass Rate 2005-06</u>	<u>State Pass Rate 2005-06</u>
CPPST Reading**	100% *	100%
CPPST Writing**	100% *	99%
CPPST Mathematics**	100% *	99%
Aggregate – Basic Skills and Content Areas	100% *	100%

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

** Percentage represent first test; passing rate for retesting 100%

Of the 178 declared majors (freshmen through seniors) for 2005-06, thirty-six senior-program completers were enrolled in the supervised student teaching experience that requires a minimum of 37.5 hours per week for thirteen weeks. Eleven faculty supervisors were assigned for the 2004-05 school year and were responsible for on-site consultation and evaluation, yielding a faculty/student ratio of 4 to 1. Formative and summative assessments are conducted on each student, and outcome measures are reviewed for program effectiveness. (There were ten alternative licensure and graduate interns whose Praxis scores are not included but their aggregate basic skills and content area scores are 100 percent).