
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

School Dean: Dr. Jan S. Stennette

Department Faculty: Dr. Barnhill, Dr. Booth, Dr. Buck, Dr. Cash, Dr. Farnsworth, Ms. Helms,
Dr. L. Jones, Dr. R. Jones, Mr. Kelly, Dr. Martin, Dr. McKenzie, Dr. Perryman, Dr. Polloway,
Dr. Thompson, Ms. Tolbert, Dr. Walker, 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 (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).

Majors and Minors Listing

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

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

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 | Introduction to Education and Related Professions | 3 |
| ^EDUC | 201 | Classroom Management in the Instructional Context | 3 |
| #EDUC | 202 | Field Experience I | 1 |
| ^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 | 324 | Methods: Social Studies Instruction | 2 |
| EDUC | 325 | Methods: Language Arts Instruction | 2 |
| EDUC | 423 | Reading and Language Acquisition II | 3 |
| EDUC | 424 | Methods: Science Instruction | 2 |
| EDUC | 425 | Methods: Math Instruction | 2 |
| Supplemental courses: | | | |
| ENGL | 414 | Children's Literature | 3 |
| HIST | 101 | History of Civilization I | 3 |
| HIST | 102 | History of Civilization II | 3 |
| HIST | 255 | America to 1877 | 3 |
| HIST | 256 | America Since 1877 | 3 |
| MATH | 117-118 | Introduction to School Mathematics I, II | 6 |
| One of the following: | | | 3 |
| EDUC | 377 | Study Abroad | |
| ENVS | 211 | Physical Geography | |
| INTL | 213 | World Regional Geography | |
| One of the following: | | | 3 |
| ECON | 100 | Economic Perspectives on Current Issues | |
| ECON | 201 | Principles of Economics - Micro | |
| ECON | 202 | Principles of Economics - Macro | |

| | | | Hours |
|---|----------|---|--|
| Twelve hours of science courses from the following: | | | 12 |
| BIOL | 111-111L | Organisms, Ecology, and Evolution and Lab | |
| BIOL | 112-112L | Cells: Genetic and Molecular Perspectives and Lab | |
| CHEM | 111 | Fundamentals of Chemistry I | |
| CHEM | 112 | Fundamentals of Chemistry II | |
| ENVS | 101-101L | Earth and Environmental Science I and Lab | |
| ENVS | 102-102L | Earth and Environmental Science II and Lab | |
| PHYS | 141 | College Physics I | |
| PHYS | 142 | College Physics II | |
| PHYS | 161 | Physics I | |
| PHYS | 162 | Physics II | |
| PHYS | 181 | Solar System Astronomy | |
| PHYS | 182 | Stellar Astronomy | |
| SCIE | 101 | Principles of Science I | |
| SCIE | 102 | Principles of Science II | |
| One of the following: | | | 3 |
| ENGL | 203 | Expository Writing | |
| ENGL | 205 | Introduction to Creative Writing | |
| ENGL | 315 | English Grammar | |
| <i>Total Hours Required</i> | | | <hr style="width: 100%; border: 0.5px solid black; margin-bottom: 5px;"/> 70 |
| Licensure requirement: | | | |
| #EDUC | 420 | Field Experience III | 1 |
| EDUC | 427 | Student Teaching (E) | 11 |
| EDUC | 448 | Student Teaching Seminar | <u>1</u> |
| <i>Total Hours Required</i> | | | 13 |

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

Minimum grade of B- is required for this course.

INTERDISCIPLINARY STUDIES-TEACHER EDUCATION SPECIAL EDUCATION EMPHASIS (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 | Introduction to Education and Related Professions | 3 |
| ^EDUC | 201 | Classroom Management in the Instructional Context | 3 |
| #EDUC | 202 | Field Experience I | 1 |
| ^PSYC | 241 | Developmental Psychology | 3 |
| ^SPED | 213 | Introduction to Special Education | 3 |

Professional courses:

| | | | |
|-------|-----|---|---|
| EDUC | 211 | Instructional Strategies | 3 |
| EDUC | 313 | Reading and Language Acquisition I | 3 |
| SPED | 234 | Characteristics of Developmental Disabilities | 3 |
| #SPED | 330 | Field Experience II | 1 |
| SPED | 331 | Program Design in Special Education | 3 |
| SPED | 334 | Characteristics of Learning and Related Disabilities | 3 |
| SPED | 336 | Collaboration with Families, Educators, and Related Service Providers | 3 |
| SPED | 432 | Methods for Reading and Academic Content | 3 |
| SPED | 433 | Transition, Life Skills, and Communication | 3 |
| SPED | 464 | Introduction to Assessment in Special Education | 3 |

| Supplemental course: | | | Hours |
|---|-----|---------------------------------------|-----------|
| PSYC | 212 | Introduction to Behavior Modification | 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>51</u> |
| Licensure requirement: | | | |
| #SPED | 430 | Field Experience III | 1 |
| SPED | 437 | Student Teaching (SPED) | 11 |
| EDUC | 448 | Student Teaching Seminar | <u>1</u> |
| <i>Total Hours Required</i> | | | <u>13</u> |

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

Minimum grade of B- is required for this course.

SECONDARY EDUCATION MINOR (This minor is limited to students seeking teaching licensure)

| | | | |
|-----------------------------|-----|---|-----------|
| Core courses: | | | |
| ^EDUC | 101 | Introduction to Education and Related Professions | 3 |
| ^EDUC | 201 | Classroom Management in the Instructional Context | 3 |
| #EDUC | 202 | Field Experience I | 1 |
| ^PSYC | 241 | Developmental Psychology | 3 |
| Professional courses: | | | |
| EDUC | 351 | Reading in the Content Area | 3 |
| EDUC | 352 | Teaching in Middle/Secondary School | <u>3</u> |
| <i>Total Hours Required</i> | | | <u>16</u> |
| Licensure requirement: | | | |
| #EDUC | 444 | Field Experience II (S) | 2 |
| EDUC | 447 | Student Teaching (Secondary) | 11 |
| EDUC | 448 | Student Teaching Seminar | <u>1</u> |
| <i>Total Hours Required</i> | | | <u>14</u> |

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

Minimum grade of B- is required for this course.

Note: Some 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 their major area as well as with the Dean of the School of Education. The dean will assign an education minor advisor.

SPECIAL EDUCATION MINOR

| | | | |
|---|-----|---|-----------|
| SPED | 213 | Introduction to Special Education | 3 |
| SPED | 234 | Characteristics of Developmental Disabilities | 3 |
| SPED | 334 | Characteristics of Learning and Related Disabilities | 3 |
| Two of the following: (depending upon career goals) | | | 6 |
| PSYC | 212 | Introduction to Behavior Modification | |
| SPED | 331 | Program Design in Special Education | |
| SPED | 336 | Collaboration with Families, Educators, and Related Service Providers | |
| <i>Total Hours Required</i> | | | <u>15</u> |

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) | Health and Physical Education (PK-12) |
| Art (PK-12) | History and Social Science |
| Biology | Mathematics |
| Chemistry | Music Education (PK-12) Instrumental |
| Earth Science | Music Education (PK-12) Vocal |
| Elementary Education (PK-6) | Physics |
| English | Special Education (K-12) |
| Foreign Languages (PK-12) | Science |
| French | Spanish |
| | Theatre Arts (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 programs.

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) before March 20 of the sophomore year or by November 1 of the junior year. 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 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 and B- or above for field experience courses;
3. Courses completed with grades of D+ or below must be retaken prior to application; and
4. Passing test scores on VCLA and Praxis I: Math or combined test scores on Praxis I: Reading, Writing, and Math of 352 or approved exemption based on SAT or ACT scores.

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 prior to February 1 for a fall semester placement and September 15 for a spring semester placement 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 and B- or above in all field experience courses, including completion of supplemental content courses and secondary education minor courses if applicable;

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 RVE score, if applicable. Passing scores are not required for student teaching but are required for licensure; and
7. Student teaching is offered to qualified individuals within the first year of graduating from Lynchburg College

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 (VCLA), Reading for Virginia Educators (RVE), and demonstrated technology and child abuse and neglect 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.