

## SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DR. JAN S. STENNETTE '69, '73 M.ED., DEAN

The graduate program in education was established in 1965 to meet the professional development needs of educators and counselors in Central and Southside Virginia. The program was first limited to elementary education, guidance and counseling, and reading. However, it quickly expanded to include other fields of specialization such as educational leadership, special education, and community counseling.

### MASTER OF EDUCATION (M.ED.)

The master of education degree is designed to provide sound graduate professional study and professional certification around a body of knowledge common to several types of professional needs and interests. Graduates employ their expertise in a variety of ways as teachers in the areas of elementary, secondary, and special education; as school administrators; as reading specialists; as school counselors; and as counselors in community agencies. The counseling programs are accredited by the Council for Accrediting Counseling and Related Educational Programs (CACREP). The Virginia Department of Education approves programs leading to teaching and administrative licensure.

As the individual programs of study indicate, each advanced degree program has a unique set of objectives that match the desired professional role(s) for which its graduates are prepared. For all programs, students must complete a program of thirty-six to fifty-four semester hours including core/foundation courses and the courses prescribed for the area of specialization. Remaining hours may be filled with elective courses or a professional project in the area of specialization.

The requirements for students relative to application for candidacy, retention in the program (academic standards), graduation (including the time frame for degree completion), transfer credit, and withdrawal are provided in the prior section on Academic Regulations. Student progress to degree completion is tracked with the candidacy form which students initially submit through their advisor after completion of twelve hours or, for counseling students, after completion of COUN 615.

In addition to the M.Ed. program, the School of Education and Human Development periodically offers courses for individuals who have already completed their M.Ed. and are seeking additional professional development opportunities. While some of these opportunities are at the M.Ed. level (i.e., 600-level courses), others are restricted to the enrollment of individuals who have completed the M.Ed. degree and are designed specifically for this population. Such courses are designated in the catalogue with a 700-level number.

## COUNSELOR EDUCATION PROGRAMS

Program Director: Dr. Mandy Perryman

The counselor education program trains students to be effective, ethical professional school and clinical mental health counseling practitioners. The program promotes personal growth and academic excellence, values diversity of experience and ideas, and incorporates the learning of best practices. The program curriculum emphasizes both scholarly rigor and extensive experiential learning to produce culturally competent, skillful counselors for work in schools and agencies and for service and leadership in the counseling profession.

These programs, approved by the Council for Accrediting Counseling and Related Educational Programs (CACREP), are designed to meet the growing need and demand for mental health professionals in the areas of individual, family, group, and school counseling. Students prepare for entry-level counseling positions in schools, community mental health agencies, human service organizations, outpatient counseling centers, drug and alcohol treatment programs, and psychiatric hospitals.

Upon successful completion of the counselor education program, all students will:

- demonstrate and effectively communicate an understanding of the role, functions, and best professional practice of counselors, including legal and ethical considerations;
- develop an understanding of the counseling profession in relation to other helping professions;
- acquire knowledge in the foundational theories and techniques of counseling and apply them to work with clients;
- demonstrate knowledge of the nature and needs of individuals at all developmental levels and apply this knowledge in the role as counselor;
- acquire an understanding of the issues of persons in a multicultural and diverse society and incorporate that understanding into their professional lives;
- demonstrate knowledge and skills in the area of individual counseling;
- demonstrate knowledge and skills in the area of group counseling;
- develop an understanding of and skills in the consultation process;
- develop knowledge and understanding related to the field of family and marriage counseling;
- acquire knowledge regarding career and lifestyle development across the life span and the impact on the provision of counseling services;
- develop an understanding of individual and group approaches to effective assessment and evaluation;
- develop an understanding of the role and function of research as related to the counseling profession; and
- identify a specialization in either community or school counseling.  
(Additional goals specific to each of these areas are listed below.)

Counselor education is a unique academic discipline that combines theory, technique, and application. Inherent in the study of the discipline is the concept of the scholar-practitioner. The profession's governing bodies, the American Counseling Association (ACA), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board of Certified Counselors (NBCC), the Virginia Department of Health Professions Board of Counseling (VDHPBC), and the Virginia Department of Education (VDOE) set forth rigorous standards of professional practice. The following procedures are in place as components of the College's counselor education program to ensure that students are able to attain the level of competence necessary for compliance with those professional mandates.

- An on-campus interview and/or writing sample is required as part of the admission process.
- Students experiencing difficulty with scholarly professional writing will be referred to the Wilmer Writing Center for assistance. In some cases, completion of a writing program at the Center will be a requirement for continuation in the program.
- Each student's progress in satisfactory academic achievement and the acquisition of professional skills is assessed by the faculty at least twice over the student's course of study. Generally, these assessments are made in conjunction with the student's enrollment in, and successful completion of, the experiential courses (e.g., practicum and internship).
- Transfer credits from non-CACREP accredited programs will only be considered for approval by the faculty for COUN 601, COUN 620, COUN 605, and EDHD 602.

## CLINICAL MENTAL HEALTH COUNSELING

The M.Ed. in clinical mental health counseling requires a minimum of fifty-four credits. The program will require a minimum of sixty credits for students admitted after January 20, 2010.

Students in this program will:

- develop an understanding of the role and functions of a counselor in a community mental health setting;
- demonstrate the ability to incorporate effective counseling skills and practices needed in this setting; and
- acquire knowledge regarding the organization and administration of community mental health facilities.

### Foundations

EDHD	602	Human Development
EDHD	609	Research Methods and Applications
EDHD	610	Tests and Measurements

### Hours

9

		<b>Hours</b>
<b>Specialization</b>		39
COUN 601	Counselor Professional Identity, Function, and Ethics	
COUN 605	Counseling Theories and Techniques	
COUN 610	Career Development	
COUN 614	Counseling Technique <sup>1</sup>	
COUN 615	Clinical Mental Health Counseling Practicum <sup>1</sup>	
COUN 620	Group Counseling Procedures and Techniques	
COUN 630	Marriage and Family Counseling	
COUN 640	Abnormal Behavior	
COUN 645	Addiction Counseling	
COUN 650	Administration and Supervision of Mental Health Agencies	
COUN 665	Cross-Cultural Counseling	
COUN 699	Counseling Internship <sup>2</sup>	6
<b>Electives</b>		6
COUN 635	Advanced Applications in Group Work	
COUN 669	Special Topics in Counseling	
COUN 683	Dynamics of Play	
COUN 685	Advanced Counseling Techniques, Diagnosis, and Treatment Planning	
COUN 690	Contemporary Issues and Practices in Marriage and Family Counseling	
COUN 695	Independent Study	
<i>Total Hours Required</i>		54

<sup>1</sup> COUN 614 and 615 must be taken concurrently.

<sup>2</sup> A full-time supervised counseling experience totaling 600 hours in a clinical mental health agency setting.

### SCHOOL COUNSELING

Students in this program will:

- develop an understanding of the role and functions of a counselor in school settings (K-12);
- demonstrate the ability to incorporate effective counseling skills in this setting;
- acquire knowledge regarding the development of a balanced, developmental school counseling program that enhances the total educational experience for students and their families; and
- acquire knowledge and skills to offer needed support and resources to families.

			<b>Hours</b>
<b>Foundations</b>			9
EDHD	602	Human Development	
EDHD	609	Research Methods and Applications	
EDHD	610	Tests and Measurements	
 <b>Specialization</b>			 39
SPED	600	Survey of Special Education	
COUN	601	Counselor Professional Identity, Function, and Ethics	
COUN	605	Counseling Theories and Techniques	
COUN	610	Career Development	
COUN	614	Counseling Techniques <sup>1</sup>	
COUN	616	School Counseling Practicum <sup>1</sup>	
COUN	620	Group Counseling Procedures and Techniques	
COUN	625	School Counseling	
COUN	630	Marriage and Family Counseling	
COUN	635	Advanced Applications in Group Work	
COUN	665	Cross-Cultural Counseling	
COUN	699	Counseling Internship <sup>2</sup>	6
<i>Total Hours Required</i>			48

<sup>1</sup> COUN 614 and 616 must be taken concurrently.

<sup>2</sup> A full-time supervised counseling experience totaling 600 hours in a school setting.

## CURRICULUM AND INSTRUCTION

**Program Director: Dr. John Walker '84 M.Ed.**

The M.Ed. in curriculum and instruction offers two career paths. The instructional leadership program is designed for teachers who want to further develop their skills in the classroom and who want to become instructional leaders within their school and school division. This thirty-hour program also offers support for those teachers who choose to seek National Board Certification.

The M.Ed. in curriculum and instruction also provides a teacher licensure program for non-teachers and provisionally licensed teachers who seek to enhance their skills and knowledge by completing a master's level program of thirty-six hours while concurrently meeting licensure requirements.

Students will develop the knowledge and skills necessary to:

- Research, analyze, evaluate, and apply curriculum, pedagogy, and assessment to improve the academic achievement of all students.
- Design and apply instructional activities and strategies to meet the challenges of learners with diverse needs.

- Demonstrate the knowledge, dispositions, and skills consistent with professional ISLLC standards necessary to reflect on research, philosophy, professional literature, and K-12 instructional practices and improve the academic achievement of all students.

For the instructional leadership emphasis, students also will:

- Engage in self-directed professional behaviors to provide leadership in educational organizations, school improvement efforts, staff development, and policy development within the school, school division, and beyond.
- Have the opportunity and support to pursue National Board Certification (NCB) if desired.

For the teacher licensure emphasis, students also:

- Will have the opportunity to fulfill teacher licensure requirements concurrently while pursuing the M.Ed. in curriculum and instruction.
- Shall complete the content requirements for their particular endorsement while concurrently completing the required coursework for the M.Ed. in curriculum and instruction.

**Hours**

**Instructional Leadership Emphasis<sup>1,2</sup>**

EDCI	606	Effective Instructional Strategies
EDCI	616	Curriculum and Schooling in Contemporary Society
EDLS	609	Research Methods and Applications for Educational Leaders
EDLS	603	Legal and Ethical Issues
EDLS	646	Improving the School Structure and Climate
EDLS	653	Supervision and Evaluation of Instruction
EDCI	690	Principles of Leadership
EDCI	676	Seminar in Instructional Leadership
RDNG	625	Survey of Effective Reading Methods

**OR**

RDNG	672	Reading and Study Skills in the Content Area Elective
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*Total Hours Required*

30

- <sup>1</sup> This program is designed for licensed teachers seeking to complete the requirements for the M.Ed. program.
- <sup>2</sup> Either the comprehensive exam or NBC portfolio submission is required for program completion.

**Teacher Licensure Emphasis<sup>1, 2, 3, 5</sup>**

EDCI	600	Classroom Management and Instructional Methodology
EDCI	606	Effective Instructional Strategies
EDCI	616	Curriculum and Schooling in Contemporary Society
EDHD	602	Human Development

			<b>Hours</b>
EDLS	609	Research Methods and Applications for Educational Leaders	
EDLS	603	Legal and Ethical Issues	
EDLS	646	Improving the School Structure and Climate	
SPED	600	Survey of Special Education	
<b>3-6 hours from the following (should be selected based on licensure goals/requirements):</b>			
RDNG	625	Survey of Effective Reading Methods (elementary and middle)	3
RDNG	640	Strategies for Teaching Phonics, Spelling, and Vocabulary (elementary)	3
RDNG	672	Reading and Study Skills in the Content Area (middle and high)	3
<b>Electives</b> as needed for degree requirements			0-9
EDCI	699 <sup>4</sup>	Internship in Education (optional) (If a non-teacher secures a teaching position prior to completion, one year of successful teaching can be substituted for this internship for licensure purposes.)	6
<i>Total Hours Required</i>			<b>36<sup>3</sup></b>

- <sup>1</sup> This program is designed for the student seeking initial teacher licensure or completing provisional licensure requirements while concurrently completing the M.Ed. in curriculum and instruction.
- <sup>2</sup> In addition to professional studies/licensure requirements, students must meet the content requirements for their particular endorsement prior to completion of the M.Ed.
- <sup>3</sup> Students shall complete a program planning sheet for degree and licensure requirements with their advisor during their first semester of enrollment in the program.
- <sup>4</sup> Prerequisites include passing scores on Praxis I, Praxis II, and VCLA (and VRA for elementary and middle school licensure).
- <sup>5</sup> Comprehensive exam is required for completion of program.

## EDUCATIONAL LEADERSHIP

**Program Director: Dr. Roger Jones**

The Lynchburg College educational leadership program is committed to the preparation of educational leaders for administrative, supervisory, and classroom positions in Virginia and the nation. The program is based on the belief that leaders must be agile learners who are hardworking, innovative, and reflective decision makers.

Graduates must possess the essential knowledge and practice that will enable them to improve student achievement and to engage the public in the discussion of the importance of education to the future of the country.

Students develop the knowledge and skills necessary to:

- demonstrate inquiry about current research, trends, and issues as they pertain to instructional leadership to develop a vision of learning in elementary and secondary education;
- use knowledge about learner growth and development, personnel management, systems theory, and technology in the design of curricula and programs;
- use knowledge of theories, models, principles of organizational development, action research, and assessment practices to promote a positive climate in the educational setting conducive to student learning and a climate that permits professional growth for themselves and colleagues;
- apply skills in the areas of curriculum development, instructional strategies (including technology), supervision, evaluation, and fiscal management to implement educational programs that meet the needs of diverse populations; and
- demonstrate a leadership style that will be responsive to ethical, political, legal, social, and cultural forces and promote collaborative relationships with families and community members that will impact diverse educational communities.

**Hours**

EDLS	609	Research Methods and Applications for Educational Leaders
EDCI	606	Effective Instructional Strategies
EDCI	616	Curriculum and Schooling in Contemporary Society
EDLS	603	Legal and Ethical Issues
EDLS	613	Fiscal and Resource Accountability
EDLS	623	Personnel
EDLS	643	The Principalship
EDLS	646	Improving the School Structure and Climate
EDLS	653	Supervision and Evaluation of Instruction
EDCI	690	Principles of Leadership
EDLS	698	Leadership Internship I
EDLS	699	Leadership Internship II

*Total Hours Required*

36

The focus of this program is the preparation of professionals for positions in school administration. All persons seeking initial licensure as a principal or assistant principal must pass the School Leaders Licensure Assessment (SLLA). Students receiving successful SLLA passing scores are not required to take the comprehensive exam. Candidates for licensure also must have completed at least three years of successful teaching.

## READING

**Program Director: Dr. Susan Thompson**

The master of education in reading leading to a reading specialist endorsement is designed for the intensive preparation of educators who are committed to excellence in the teaching of reading and/or serving as reading specialists at the school or district level. The program is based on the premise that in a rapidly changing society, literacy holds the key to success in the personal, professional, and civic lives of our children.

The focus of the program is the preparation of professionals for the position of reading specialist as experts in the classroom, specialized professionals working with students in small groups to improve literacy skills, and as school-wide or district-wide supervisors of reading teachers and reading programs. Participants take coursework in assessment of reading problems, explicit reading and literature instruction, writing, technology, and research methodology. Students also participate in six hours of practicum experience, tutoring with school-age students who have difficulty reading.

Students in this program will develop:

- expertise in the use of diagnostic, assessment, and screening measures to plan for and tailor reading instruction, as well as to accelerate and remediate using flexible skill-level groupings as necessary;
- expertise in the knowledge, skills, and processes necessary for understanding language acquisition, differences, and delays; teaching oral language (including speaking and listening); developing students' phonemic awareness/phonological association skills; exercising effective strategies for facilitating the learning of standard English by speakers of other languages and dialect;
- expertise in reading comprehension strategies that foster an appreciation of a variety of literature, both fiction and nonfiction, at appropriate reading levels;
- expertise in the knowledge, skills, and processes necessary for teaching writing, including grammar, punctuation, spelling, syntax, etc., as well as the ability to promote creative thinking and expression through imaginative writing;
- the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research;
- an understanding of child psychology, including personality and learning behaviors; the significance of cultural contexts upon language; educational measurement and evaluation; and utilizing linguistic skills in diagnoses;
- the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers and to organize and supervise the reading program within the classroom, school, or division;

- effective communication with a variety of students and groups, including parents, teachers, administrators, community leaders, etc., relating to reading instruction and the challenges faced for struggling readers; and
- knowledge of current research and exemplary practices in reading.

			<b>Hours</b>
<b>Reading/Literature</b>			15
RDNG	625	Survey of Effective Reading Methods	
RDNG	640	Strategies for Teaching Phonics, Spelling, and Vocabulary	
RDNG	672	Reading and Study Skills in the Content Area	
RDNG	675	Contemporary Issues in Language Arts Instruction	
<b>OR</b>			
RDNG	644	Adolescent Literature	
RDNG	680	The Organization and Supervision of Reading Programs	
<b>Assessment</b>			9
RDNG	690	Assessment, Diagnosis, and Remediation of Reading Problems	
RDNG	691	Assessment and Diagnosis Practicum	
RDNG	692	Corrective and Remediation Practicum	
<b>Writing</b>			3
RDNG	643	Teaching Writing	
<b>Research</b>			3
EDHD	609	Research Methods and Applications	
<b>Teaching</b>			3
SPED	600	Survey of Special Education	
<b>OR</b>			
SPED	620	Language Development/Instruction and Assistive Technology	
<b>Elective</b>			3
To be selected in consultation with advisor to include competencies as approved by the Virginia Department of Education.			
<i>Total Hours Required</i>			36

**SCIENCE EDUCATION**

**Program Director: Dr. Woody McKenzie**

This program combines the essential knowledge and skills gained from core courses in education with specific content and pedagogy coursework in the sciences. Completion of the program allows teachers to gain expertise so they can become leaders and mentors in the teaching of science. The program is a collaborative initiative between the School of Education and Human Development and the School of Sciences.

Students in this program will:

- apply skills in areas of curriculum, instructional strategies, technology, diversity, action research, reading, and classroom management to improve student achievement;
- demonstrate skills that are responsive to the ethical, political, legal, social, and cultural forces in diverse educational communities;
- demonstrate inquiry about current science education research and issues;
- gain science content knowledge relevant to improving classroom expertise;
- exercise professional decision-making with respect to science curricula, as well as develop and adapt appropriate science curricula;
- gain pedagogical expertise in science teaching that reflects recommended practices according to national and state standards; and
- demonstrate research and laboratory skills relevant to becoming a master teacher in the sciences.

**Hours****Required**

9

EDCI	686	Methods of Science Teaching
EDHD	609	Research Methods and Applications

**And one of the following:**

EDCI	606	Effective Instructional Strategies
EDCI	616	Curriculum and Schooling in Contemporary Society
RDNG	672	Reading and Study Skills in the Content Area

**Sciences courses from the following:**

27

BIOL	605	Topics in Botany	4
BIOL	610	History and Philosophy of Modern Biology	2
BIOL	620	Human Anatomy	
BIOL	623	Applied Genetics	
BIOL	630	Physiology: Cells to Function	
EDHD	670	Independent Study	
ENVS	600	Concepts in Earth and Environmental Science	
ENVS	631	Environmental Hydrology	
ENVS	640	Applied Ecology	
ENVS	645	Practical Meteorology	

			<b>Hours</b>
ENVS	650	Water Quality	
ENVS	660	Applied Geology	
ENVS	665	Functional Oceanography	
ENVS	680	Applied Geography	
MATH	601	Rational and Irrational Numbers	
MATH	602	Polynomials: Exploration of Algebraic Structures	
MATH	603	Point Set Topology	
MATH	604	Theory of Numbers	
MATH	605	Mathematics of Coding Theory	
MATH	606	Math Explorations	
SCIE	610	Astronomy	
SCIE	670	Independent Study in Science	
SCIE	680	Special Topics in Science	
<i>Total Hours Required</i>			36

## SPECIAL EDUCATION

**Program Director: Dr. Mary Ellen Gordon-Scudder**

The graduate special education program is dedicated to preparing special educators to make positive contributions in the lives of persons with disabilities and to serve as positive change agents in their work settings. The curriculum is aimed at helping students understand the complexities of issues related to the challenges faced by persons with disabilities, as well as the delivery of services needed to assist such persons as they strive for independence. Learning experiences are structured in a way that students develop a comprehensive knowledge of the multifaceted nature of special education. The program has been designed to include three program options: teaching students with disabilities (e.g., emotional/behavioral disorders, learning disabilities, mental retardation) in the general curriculum; autism spectrum disorders; and early childhood special education.

By the end of the program, students will be able to:

- define and articulate differing perspectives related to issues, trends, and legal aspects in the field of special education;
- use in-depth knowledge of the biological, psychological, and sociological (including culture, SES, and gender) dimensions of disability when assuming responsibilities expected of a special educator (e.g., assessment, IEP development, instruction, and collaboration);
- demonstrate the ability to assess, interpret, synthesize, and summarize the abilities and needs of individuals with disabilities using appropriate formal and informal assessment measures in applicable areas (including academic, adaptive behavior, social-emotional, physical-motor, and communication skills);
- using informal and formal assessment data, demonstrate the ability to design individualized educational programs that take into account the

- comprehensive needs (e.g., academic, cognitive, social, health-medical, and communication) of individuals with disabilities;
- implement data-based special and general educational programs that meet the needs of individuals with disabilities using knowledge of theories, techniques, and principles in the areas of:
    - a) human relations (e.g., teacher-student relations, student-student interactions, teacher-family collaboration)
    - b) classroom management
    - c) behavior management (with special emphasis on functional behavioral assessment and behavior intervention plans)
    - d) instructional procedures
    - e) curriculum development and adaptations
    - f) medically-related accommodations (for students seeking endorsement in early childhood special education)
    - g) assistive technology; and
  - use effective communication and problem-solving (based on an action research model) skills in collaboration with professionals and families to enhance the educational opportunities and outcomes for individuals with disabilities.

### M.ED. IN SPECIAL EDUCATION<sup>1</sup>

			<b>Hours</b>
<b>Prerequisite/Initial Licensure</b>			0-9
SPED	600	Survey of Special Education <sup>2</sup>	
SPED	601	Designing Educational Interventions for Students with Disabilities Accessing the General Curriculum <sup>2,3</sup>	
EDHD	602	Human Development <sup>4</sup>	
<b>Core</b>			15
EDCI	616	Curriculum and Schooling in Contemporary Society	
SPED	620	Language Development/Instruction and Assistive Technology	
SPED	625	Positive Behavioral Interventions	
SPED	675	Collaboration in Special and General Education	
SPED	680	Research Seminar in Special Education	
<b>Specialization</b> ( <i>dependent upon endorsement goals</i> )			15-24
<i>Special Education General Curriculum</i> (includes E/BD, LD, MR):			
SPED	605	Characteristics of Individuals with Intellectual and Developmental Disabilities	
SPED	606	Characteristics of Youth w/Learning Disabilities and Emotional/Behavioral Disorders	

**Hours**

SPED	616	Psychoeducational Assessment
SPED	635	Social, Functional, and Transition Programming
SPED	644	Academic Instruction for Students with Disabilities
RDNG	625	Survey of Effective Reading Methods
SPED	695	Advanced Applications in Special Education

**OR**

SPED	696-697	Internships (3-6) <sup>5</sup>
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*Early Childhood Special Education (ECSE):*

SPED	605	Characteristics of Individuals with Intellectual and Developmental Disabilities
SPED	651	Designing Comprehensive, Family-Centered Programs for Infants and Preschool Children with Disabilities
SPED	653	Developmentally Appropriate Curriculum and Interventions for Infants and Preschool Children with Disabilities
SPED	660	Assessment of Young Children with Developmental Delays
SPED	662	Medical and Therapeutic Interventions for Children with Disabilities
RDNG	625	Survey of Effective Reading Methods <sup>6</sup>
SPED	695	Advanced Applications in Special Education

**OR**

SPED	691	Internship in Early Childhood Special Education (Ages 0-2 years) <sup>7</sup>
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**AND**

SPED	692	Internship in Early Childhood Special Education (Ages 3-5 Years) <sup>7</sup>
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*Autism Spectrum Disorder (ASD):<sup>8</sup>*

SPED	605	Characteristics of Individuals with Intellectual and Developmental Disabilities
SPED	670	Introduction to Autism Spectrum Disorders
SPED	671	Instructional and Behavioral Assessment and Programming for Students with ASD
SPED	672	Medical and Sensory Aspects of ASD
SPED	694	Field Experience with Students with ASD

*Total Hours Required*

## Notes:

- <sup>1</sup> Students must select a program emphasis in one or more of the following: special education–general curriculum (which includes emotional disturbance, learning disabilities and mental retardation), early childhood special education (ECSE), and/or autism spectrum disorders (ASD).
- <sup>2</sup> SPED 600 and SPED 601 are prerequisites for students who lack background in special education. SPED 600 (or its equivalent) is required for all students seeking eligibility for the provisional license in special education.
- <sup>3</sup> SPED 601 is not required for students in early childhood special education.
- <sup>4</sup> EDHD 602 is required for initial licensure for all specialization areas unless equivalent undergraduate or graduate coursework was previously taken.
- <sup>5</sup> For initial licensure in special education–general curriculum, internship experiences at two levels of schooling are required.
- <sup>6</sup> ECSE candidates must complete RDNG 625 unless prior equivalent coursework has been completed.
- <sup>7</sup> For the ECSE endorsement, the licensure program includes internships in early intervention (birth-2 years) and early childhood (ages 3-5).
- <sup>8</sup> Completion of SPED 670, 671, 672, and 694 constitutes completion of the Lynchburg College Certificate in ASD, a program of study recognized by the Virginia Autism Council. No current Virginia Department of Education endorsement corresponds to the specialization in autism.

## TEACHER LICENSURE PROGRAMS

### Program Director: Professor Connie Messerschmidt

Special licensure programs are designed for students with an undergraduate degree who are seeking initial teacher licensure in elementary (PK-6), middle (6-8), or secondary (6-12) education. Under licensing guidelines, the Virginia Department of Education has established four broad categories of requirements for the teaching endorsements in these categories.

1. **Content courses.** These courses prepare the prospective teacher with the content knowledge and skills needed to teach. Prospective elementary teachers take a broad base of courses in core areas of English, mathematics, laboratory sciences, humanities, and the social studies. Secondary education teachers have a major in their teaching field or complete a teaching subject core of 36-52 designated hours. Specific content course requirements are listed at the Virginia Department of Education's website [www.pen.k12.va.us](http://www.pen.k12.va.us), under the link of "teacher licensing," or at [www.teachforvirginia.org](http://www.teachforvirginia.org). Content courses may be taken at the graduate or undergraduate level. Some courses taken at the graduate level may also count toward an M.Ed. or M.A.

2. **Standardized testing to document mastery of teaching content.**
  - a. Praxis I: All licensure applicants pursuing completion of the Lynchburg College approved program or seeking approval to complete a graduate internship at Lynchburg College must pass the reading, writing, and mathematics basic skills tests or meet SAT/ACT score exemption standards.
  - b. Virginia Communications and Literacy Assessment (VCLA): All initial licensure applicants must provide passing scores.
  - c. Praxis II: This subject area/content specialty test is required for elementary and most secondary endorsements (Note: not required for special education).
  - d. The Virginia Reading Assessment (VRA) is required for elementary and special education endorsements (excluding early childhood special education).
  
3. **Professional Preparation Courses.** All licensure applicants must complete the individual courses that meet professional preparation licensure requirements. The graduate courses taken via this route can be incorporated into the M.Ed. in curriculum and instruction. Students also must meet all content area requirements to seek licensure in elementary or secondary education through this route, and these required licensure courses may be completed at the undergraduate or graduate level.

For all endorsement areas, the graduate courses that may meet specific requirements include:

- (1) Foundations of Education:  
*EDCI 616 Curriculum and Schooling in Contemporary Society*
- (2) Human Growth and Development:  
*EDHD 602 Human Development*
- (3) Curriculum and Instruction:  
*EDCI 606 Effective Instructional Strategies*
- (4) Classroom Management:  
*EDCI 600 Classroom Management and Instructional Methodology*
- (5) Reading Instruction
  - Elementary education endorsements requires six credit hours in reading: *RDNG 625 Survey of Effective Reading Methods* and *RDNG 640 Strategies for Teaching Phonics, Spelling, and Vocabulary*
  - Middle education endorsement requires six hours: *RDNG 625 Survey of Effective Reading Methods* and *RDNG 672 Reading and Study Skills in the Content Area*
  - Secondary endorsements require three credit hours in content reading: *RDNG 672 Reading and Study Skills in the Content Area*

4. **Teaching Internships.** All Virginia teaching licenses require that the applicant successfully complete one semester of full-time student teaching (graduate teaching internship) or complete one year of successful full-time teaching at a state-accredited public or private school.

### ADMISSION TO POSTGRADUATE TEACHING INTERNSHIPS

Students completing a graduate teaching internship as part of their teacher licensure program must apply for and be admitted to the internship. To apply, students must:

- a. submit a written application by the deadline (i.e., September 15 for a spring internship and February 1 for a fall internship);
- b. have a minimum QPA of 2.50 overall, 2.75 in teaching area, and 3.0 in their graduate coursework;
- c. submit passing scores on PRAXIS I (or meet the SAT/ACT exemption standards) and on VCLA;
- d. take PRAXIS II (passing scores subsequently required for licensure; not applicable in special education); and
- e. submit passing scores on the Virginia Reading Assessment (VRA) for elementary, middle, and special education.

After committee review, students will receive written notification of their admission status, including any conditions that may result in a delayed decision or denial. Upon admission to the teaching internship, the director of field experiences handles placement locations and arrangements with local school divisions. More specific information about this experience and its procedures is included in the *Internship Handbook*.

### APPLYING FOR A TEACHER LICENSE

Students who successfully complete postgraduate internships or graduate licensure programs (including fulfilling all relevant state requirements) 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 completion of the postgraduate internship or graduate licensure program. Forms for the process are available in the School of Education and Human Development Office.

#### Approved Programs

The Virginia Department of Education has approved all listed licensure programs within the College. This approval serves as the basis for licensure in Virginia. The Commonwealth of Virginia participates in licensure 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 the College. Approval has been received for the following programs:

Administration/Supervision (K-12) <sup>1</sup>	Art (PK-12)
Algebra I (add on) <sup>1</sup>	Biology <sup>1</sup>

Earth Science <sup>1</sup>	Mathematics (6-12) <sup>1</sup>
Elementary Education (PK-6) <sup>1</sup>	Music Education (PK-12)
English (6-12) <sup>1</sup>	Vocal/Choral <sup>1</sup>
Foreign Languages	Instrumental <sup>1</sup>
French	School Counseling (K-12) <sup>1</sup>
Spanish	Special Education <sup>1</sup>
Health and Physical Education (PK-12)	Early Childhood (ages 0-5) <sup>1</sup>
History and Social Science (6-12) <sup>1</sup>	General Curriculum <sup>1</sup>
Journalism (add on)	Theatre Arts (6-12) (add on)

Note:

<sup>1</sup> Graduate degree programs and/or coursework available in these areas.

### FEDERAL AND STATE ASSESSMENTS

The teacher preparation program of the College complies with federal- and state-mandated reporting of individual program data. Included is 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. The data for initial licensure candidates are provided in the Lynchburg College undergraduate catalogue.