

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 Accreditation of Counseling and Related Educational Programs (CACREP). The Virginia Department of Education approves programs leading to school counseling, 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 sixty semester hours including core/foundation courses and the courses prescribed for the area of specialization. Remaining hours (if any) 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 or COUN 616.

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.

GRADUATE CERTIFICATE PROGRAMS

The School of Education and Human Development also offers thirteen graduate certificate programs. The programs require twelve to twenty-seven credits to complete and are outlined following the information provided below on the related degree programs.

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 Accreditation of 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 an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing;
- expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society;
- gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts;
- cultivate an understanding of career development and related life factors;
- convey an understanding of the counseling process in a multicultural society;
- develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society;
- extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society; and
- acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

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 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 not be considered for approval by the faculty for COUN 601, COUN 620, COUN 625, COUN 605, COUN 670 and EDHD 602.

CLINICAL MENTAL HEALTH COUNSELING

The M.Ed. in clinical mental health counseling requires a minimum of sixty credits.

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.

Course Requirements

51 Hours

EDHD	602	Human Development
EDHD	609	Research Methods and Applications
EDHD	610	Tests and Measurements
COUN	601	Professional Identity and Function of Clinical Mental Health Counselors
COUN	605	Counseling Theories
COUN	610	Career Development
COUN	614	Counseling Techniques
COUN	615	Clinical Mental Health Counseling Practicum

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	670	Legal and Ethical Issues in Counseling
COUN	699	Clinical Mental Health Counseling Internship ¹ (6)

Electives

			9
COUN	618	Counseling Children and Adolescents	
COUN	635	Advanced Applications in Group Work	
COUN	669	Special Topics in Counseling	
COUN	671	Grief, Loss, and Trauma Counseling	
COUN	677	Spirituality in Counseling	
COUN	683	Dynamics of Play	
COUN	684	Applications in 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>	60

¹ 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.

			Hours
			9
Foundations			
EDHD	602	Human Development	
EDHD	609	Research Methods and Applications	
EDHD	610	Tests and Measurements	

			Hours
Specialization			39
SPED	600	Survey of Special Education	
COUN	605	Counseling Theories	
COUN	610	Career Development	
COUN	614	Counseling Techniques	
COUN	616	School Counseling Practicum	
COUN	620	Group Counseling Procedures and Techniques	
COUN	625	Professional Identity and Function of School Counselors	
COUN	630	Marriage and Family Counseling	
COUN	665	Cross-Cultural Counseling	
COUN	670	Legal and Ethical Issues in Counseling	
COUN	698	School Counseling Internship ¹ (6)	
 Electives			 3
COUN	618	Counseling Children and Adolescents	
COUN	635	Advanced Applications in Group Work	
COUN	669	Special Topics in Counseling	
COUN	671	Grief, Loss, and Trauma Counseling	
COUN	677	Spirituality in Counseling	
COUN	683	Dynamics of Play	
COUN	684	Applications in 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>			48

¹ A full-time supervised counseling experience totaling 600 hours in a school setting.

ADVANCED COUNSELING CERTIFICATE

Faculty Advisor: Dr. Mandy Perryman

This certificate program is designed for individuals seeking to become licensed as professional counselors who have already completed a prior master's degree in school counseling, community counseling, or a related counseling field. The program provides an opportunity to complete advanced graduate work in counseling leading to potential eligibility for status as a Licensed Professional Counselor (LPC). Courses can be selected to meet individual professional development goals. The faculty advisor works with prospective students to design an appropriate course sequence.

Objectives:

1. To aid counselors in completing coursework required for LPC licensure in Virginia
2. To develop a specialization in the field of counseling that will be readily applicable to agency and private practice settings
3. To enhance understanding of the multifaceted challenges that counselors face when working in therapy with individuals and families

Prerequisites: Completion of a master's degree in community counseling, school counseling, or related area.

Course requirements (12 credits): The specific courses to be taken can be selected from graduate level counseling courses with guidance from the faculty advisor. Prospective students should consult this catalogue for a comprehensive list of courses available, after which determination will be made about which twelve credits best complement an individual's prior training and professional goals.

Key course options include:

COUN	618	Child and Adolescent Counseling
COUN	635	Advanced Applications in Group Work
COUN	645	Addiction Counseling
COUN	671	Grief, Loss, and Trauma Counseling
COUN	677	Spirituality in Counseling
COUN	683	Dynamics of Play
COUN	684	Applications in 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
COUN	699	Counseling Internship ¹
SPED	600	Survey of Special Education
SPED	670	Introduction to Autism Spectrum Disorders

- ¹ This course is only applicable to students who have previously completed a CACREP accredited master's degree program.

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 Interstate School Leaders Licensure Consortium (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 (NBC) 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^{1, 2}			
EDCI	606	Effective Instructional Strategies	
EDCI	617	Foundations and Curriculum of American Education	
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 (3)	
Total Hours Required			30

¹ This program is designed for licensed teachers seeking to complete the requirements for the M.Ed. program.

² Either the comprehensive exam or NBC portfolio submission is required for program completion.

Teacher Licensure Emphasis^{1, 2, 3, 5, 6}

			Hours
Required Courses			24
EDCI	600	Classroom Management and Instructional Methodology	
EDCI	606	Effective Instructional Strategies	
EDCI	617	Foundations and Curriculum of American Education	
EDHD	602	Human Development	
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	
3-6 hours from the following (should be selected based on licensure goals/requirements):			
RDNG	625 ⁴	Survey of Effective Reading Methods (elementary and middle)	3
RDNG	640 ⁴	Strategies for Teaching Phonics, Spelling, and Vocabulary (elementary)	3
RDNG	672 ⁴	Reading and Study Skills in the Content Area (middle and high)	3
Coursework electives as needed for degree requirements			0-9
EDCI	699 ⁵	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>			36

- ¹ 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.
- ² In addition to professional studies/licensure requirements, students must meet the content requirements for their particular endorsement prior to completion of the M.Ed. The thirty-six hours are exclusive of the Internship in Education and the content course requirements.
- ³ Students shall complete a program planning sheet for degree and licensure requirements with their advisor during their first semester of enrollment in the program.
- ⁴ Licensure courses. Reading requirements are based on the desired grade level to be taught. For elementary, RDNG 625 must be taken before RDNG 640.
- ⁵ Prerequisites include passing scores on Praxis I, Praxis II, and VCLA (and VRA for elementary and middle school licensure).
- ⁶ 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.

The Interstate School Leaders Licensure Consortium Standards (ISLLC) manifest the overarching goals of the program. The six standards are noted below.

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The competencies identified by the VDOE directly relate to the six ISLLC standards.

			Hours
EDLS	603	Legal and Ethical Issues	
EDLS	606	Effective Instructional Strategies	
EDLS	609	Research Methods and Applications for Educational Leaders	
EDLS	613	Fiscal and Resource Accountability	
EDLS	618	Curriculum, Instruction, and Assessment	
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
SPED	600	Survey of Special Education
		<i>Total Hours Required</i>

36

*Note: EDLS 615, Higher Education, can be substituted for this class for persons not seeking PK-12 endorsement.

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.

TEACHER LEADERSHIP CERTIFICATE

Faculty Advisor: Dr. John Walker '84 M.Ed.

Program description: This professional development certificate program provides teachers who have a valid teaching license with an opportunity to expand their knowledge of leadership and improve their leadership skills. The certificate is not linked to initial teacher or principal licensure. It is intended for general and special education teachers who want to assume more leadership responsibilities with the school or school division (e.g., department chair, unit leader, grade level coordinator, school leadership team member, school improvement team member).

Objectives:

1. Research, analyze, evaluate, and apply curriculum, pedagogy, and assessment to improve the academic achievement of all students
2. Apply the concept of professional learning communities to a school improvement process
3. 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, or state

Prerequisites: Teaching license

Course requirements (12 credits):

Required:

EDCI	690	Principles of Leadership
------	-----	--------------------------

Three additional courses selected from the following options:

EDLS	618	Curriculum, Instruction, and Assessment
EDLS	650	Professional Learning Communities (requires attendance at a national institute)
EDLS	603	Legal and Ethical Issues
EDLS	646	Improving the School Structure and Climate
EDLS	653	Supervision and Evaluation of Instruction

READING PROGRAMS**Program Director: Dr. Susan Thompson**

The master of education in reading at Lynchburg College has two tracks: the master of education—reading instruction program, and the master of education—reading specialist program, leading to a reading specialist endorsement. These programs are 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 programs are 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 reading instruction track is designed for those educators who are interested in strengthening their understanding of the field of reading in order to become experts of reading in their classrooms. The reading specialist track is designed for those educators who may want to move out of the classroom into specialized teaching of reading, to work as a literacy coach, or to move into central office director positions.

The focus of these programs is the preparation of professionals for the positions as reading experts in the classroom, reading specialists working with students in small groups to improve literacy skills, and as school-wide or district-wide supervisors of reading teachers and reading programs.

Graduates must possess the knowledge, skills, and dispositions that will enable them to challenge students to excel in literacy strategies beyond basic skill and to engage students in complex and interesting texts with increased comprehension.

Students in these programs 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.

Reading Specialist Emphasis

			Hours
Reading/Literature			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	
OR			
RDNG	644	Adolescent Literature	
RDNG	680	The Organization and Supervision of Reading Programs	
Assessment			9
RDNG	690	Assessment, Diagnosis, and Remediation of Reading Problems	
RDNG	691	Assessment and Diagnosis Practicum	
RDNG	692	Corrective and Remediation Practicum	
Writing			3
RDNG	643	Teaching Writing	
Research			3
EDHD	609	Research Methods and Applications	

Teaching			3
SPED	600	Survey of Special Education	
		OR	
SPED	620	Language Development/Instruction and Assistive Technology	
Elective		To be selected in consultation with advisor to include competencies as approved by the Virginia Department of Education.	3
		<i>Total Hours Required</i>	36

Reading Instruction Emphasis

			Hours
Reading/Literature			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	
RDNG	644	Adolescent Literature	
Assessment			9
RDNG	690	Assessment, Diagnosis, and Remediation of Reading Problems	
RDNG	691	Assessment and Diagnosis Practicum	
RDNG	692	Corrective and Remediation Practicum	
Writing			3
RDNG	643	Teaching Writing	
Research			3
EDHD	609	Research Methods and Applications	
Teaching			3
SPED	600	Survey of Special Education	
		OR	
SPED	620	Language Development/Instruction and Assistive Technology	
Elective		To be selected in consultation with advisor	3
		<i>Total Hours Required</i>	36

LITERACY STUDIES CERTIFICATE

Faculty Advisor: Dr. Susan Thompson

Program description: This certificate program provides students with a sequence of courses to enhance their ability to teach reading and writing in Grades K-12. The program does not lead to state endorsement in reading, but it provides a strong foundation for individuals subsequently choosing to seek such endorsement.

Objectives:

Upon completion of these four reading courses, the student will:

1. utilize appropriate reading assessments to guide planning and to provide instruction;
2. describe and develop approaches that increase students' understanding of vocabulary, phonics, and spelling;
3. experiment with various types of writing and theories of teaching writing, allowing students to gain knowledge, skills and processes necessary for the teaching of writing;
4. use tools that enable learners to comprehend texts and support the readers' efforts to construct meaning from the text; and
5. demonstrate how authentic materials can be used to enhance literacy instruction.

Prerequisites: None

Course requirements (12 credits):

RDNG	625	Survey of Effective Reading Methods
RDNG	640	Strategies for Teaching Phonics, Spelling, and Vocabulary
RDNG	643	Teaching Writing
RDNG	672	Reading and Study Skills in the Content Area

Further opportunities: Completion of this certificate provides a strong foundation for individuals who wish to continue their studies and complete the M.Ed. in reading program, as well as obtain the reading specialist endorsement.

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.

Education requirements			Hours
			9-18
EDHD	609	Research Methods and Applications	
EDCI	686	Methods of Science Teaching	

AND 3-12 hours from the following:

EDCI	600	Classroom Management and Instructional Methodology
EDCI	606	Effective Instructional Strategies
EDCI	617	Foundations and Curriculum of American Education
EDHD	602	Human Development
RDNG	672	Reading and Study Skills in the Content Area

Science courses ^{1, 2, 3} from the following:			18-27
BIOL	605	Topics in Botany (4)	
BIOL	620	Human Anatomy	
BIOL	623	Applied Genetics	
BIOL	630	Physiology: Cells to Function	
BIOL	641	Applied Ecology	
EDHD	670	Independent Study	
ENVS	600	Concepts in Earth and Environmental Science	
ENVS	631	Environmental Hydrology	
ENVS	645	Practical Meteorology	
ENVS	650	Water Quality ³	
ENVS	660	Applied Geology	
ENVS	665	Functional Oceanography	
ENVS	680	Applied Geography	
SCIE	610	Astronomy	
SCIE	670	Independent Study in Science	
SCIE	680	Special Topics in Science	

Total Hours Required

- ¹ All courses are three credits unless otherwise indicated.
- ² To be selected in consultation with an advisor and may include eighteen-hour concentrations in biology, earth science, or mathematics with additional approved electives.
- ³ ENV5 650 - Water Quality also meets the requirements for three credits within the eighteen-credit biology sequence.
- ⁴ The following courses can substitute for science content classes, as offerings are available. An undergraduate major or minor in mathematics or permission of the instructor is prerequisite:

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

EARTH SCIENCE GRADUATE CERTIFICATE

Faculty Advisor: Dr. David Perault

Program description: This certificate program provides students with an opportunity to complete an integrated sequence of coursework that is consistent with VDOE requirements for an add-on endorsement in earth science. Secondary school teachers who already have an endorsement in one of the other sciences (biology, chemistry, or physics) can complete requirements to add on the earth science endorsement. Other teachers who are seeking to strengthen their background knowledge of earth science content will also benefit from the program, which provides an opportunity for individuals in the non-school sector to advance their knowledge of scientific content and principles.

Objectives:

1. To enable teachers to complete the necessary coursework to add the earth science endorsement to their license
2. To equip teachers with the ability to develop experiential activities for stimulating student interest in, and increasing student knowledge of, earth and environmental science
3. To provide strong training across all earth science disciplines and to relate topics to local, national, and international issues

Prerequisites: Undergraduate degree with relevant science foundational coursework and initial endorsement in another science discipline

Course requirements (18 credits):**The following four courses:**

ENVS	645	Practical Meteorology
ENVS	660	Applied Geology
ENVS	665	Functional Oceanography
SCIE	610	Astronomy

Two courses from the following (with permission of the advisor):

ENVS	600	Concepts in Earth and Environmental Science
ENVS	631	Environmental Hydrology
ENVS	650	Water Quality
ENVS	680	Applied Geography

Further opportunities: Students seeking to complete the M.Ed. in science education also take an additional nine credits of science coursework and nine credits of education coursework in curriculum and instruction.

SPECIAL EDUCATION**Program Director: Dr. Eugena Barnhill**

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 four program options: special education—general curriculum; autism spectrum disorders; early childhood special education; and special education—adapted curriculum.

By the end of the program, students will:

- be able to articulate a comprehensive understanding of current research, issues, and trends in the field of special education;
- be able to demonstrate in-depth knowledge of the legal-regulatory, biological, psychological, and sociological (including culture, SES, age, and gender) dimensions of disability when engaging in responsibilities expected of a special educator;
- possess the knowledge and skills 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, functional, adaptive, social-emotional, physical-motor, and communication skills—respective of area of emphasis);
- be able to use informal and formal assessment data to design individualized educational plans (IEPs) that take into account the comprehensive

- needs (e.g., academic, functional, adaptive, cognitive, social, health-medical, and communication) of individuals with disabilities;
- be able to implement data-based special and general educational programs that meet the needs of individuals with disabilities, using knowledge of standards of practice, techniques, and principles in the areas of classroom and behavior management;
 - be able to implement data-based programs that meet the needs of individuals with disabilities using knowledge of standards of practice, techniques, and principles in the areas of instruction and curriculum including inclusion—(respective of area of concentration); and
 - be able to use effective communication and problem-solving skills in collaboration with professionals and families to enhance the educational opportunities and outcomes for individuals with disabilities.

M.ED. IN SPECIAL EDUCATION¹

			Hours
Prerequisite/Initial Licensure			0-9
SPED	600	Survey of Special Education ²	
SPED	601	Designing Educational Interventions for Students with Disabilities Accessing the General Curriculum ^{2,3}	
EDHD	602	Human Development ⁴	
Core			15
EDCI	617	Foundations and Curriculum of American Education	
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	
Specialization (<i>dependent upon endorsement goals</i>)			Hours 15-30
<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	
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)⁵

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 Methods⁶

SPED 695 Advanced Applications in Special Education

OR

SPED 691 Internship in Early Childhood Special Education (Ages 0-2 years)⁷

AND

SPED 692 Internship in Early Childhood Special Education (Ages 3-5 Years)⁷

Autism Spectrum Disorder (ASD):

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

Special Education Adapted Curriculum:

SPED 605 Characteristics of Individuals with Intellectual and Developmental Disabilities

SPED 616 Psychoeducational Assessment⁶

SPED 665 Daily Living Skills for Students with DD

SPED	666	Designing and Implementing Adapted Curriculum for Students with DD
SPED	635	Social, Functional, and Transition Programming
RDNG	625	Survey of Effective Reading Methods ⁶
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	695	Advanced Applications in Special Education

OR

SPED	698-699	Internship–Adapted Curriculum (3-6) ⁵
------	---------	--

OR

SPED	694	Field Experience with Students with ASD <i>Total Hours Required</i>
------	-----	--

36

Notes:

- ¹ Students must select a program emphasis in one or more of the following: special education–general curriculum, early childhood special education (ECSE), autism spectrum disorders (ASD), and/or special education–adapted curriculum.
- ² 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.
- ³ SPED 601 is not required for students in early childhood special education.
- ⁴ EDHD 602 is required for initial licensure for all specialization areas unless equivalent undergraduate or graduate coursework was previously taken.
- ⁵ For initial licensure in special education–general curriculum and adapted curriculum, internship experiences at two levels of schooling are required.
- ⁶ Special Education - Adapted Curriculum and ECSE candidates must complete RDNG 625 unless prior equivalent coursework has been completed.
- ⁷ For the ECSE endorsement, the licensure program includes internships in early intervention (birth-2 years) and early childhood (ages 3-5).

AUTISM SPECTRUM DISORDERS (ASD) CERTIFICATE

Faculty Advisor: Dr. Eugena Barnhill

Program description: The ASD Certificate Program provides intensive training for individuals working with children and adolescents across the autism spectrum. The coursework provides an understanding of the nature and needs of students with autism, as well as information on intervention strategies.

Objectives:

1. To understand the unique learning characteristics of individuals with autism spectrum disorders, including Asperger syndrome, as a basis for designing individualized educational programs
2. To be able to effectively address the needs of students with ASD in terms of designing social skills instruction based on evidence-based practices
3. To be able to address the needs of students with ASD effectively in terms of designing communication skills instruction based on evidence-based practices
4. To understand the factors that influence behavior, including sensory motor challenges and the components of behavioral analysis in order to design effective behavior intervention plans to address problem behaviors

Prerequisites: SPED 600 Survey of Special Education (or the equivalent)

Course requirements (12 credits):

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 w/Students with ASD

YOUNG CHILDREN WITH DEVELOPMENTAL DISABILITIES CERTIFICATE

Faculty Advisor: Dr. Glenn Buck

Program description: This sequence of courses enables students to learn about educational interventions designed for children with disabilities, ages 0-5. The program also focuses on assessment strategies and related medical considerations. The courses are consistent with selected VDOE endorsement requirements in early childhood special education.

Objectives:

1. Teachers (students) will complete the necessary coursework to add the ECSE endorsement to their special education license.
2. Students will gain the ability to design and implement ECSE programs that meet Division of Early Childhood (DEC) of CEC Recommended Practices.
3. Students will gain a basic understanding of medical aspects of atypical development, sensor-motor development, sensory integration theories, orthopedic impairments, and other health impairments.
4. Students will gain a basic knowledge of assessment (both formal and informal) procedures commonly used in ECSE.
5. Students will gain a comprehensive knowledge of ECSE instruction and curriculum.

Prerequisites: SPED 600 Survey of Special Education and SPED 605 Characteristics of Individuals with Intellectual and Developmental Disabilities (or the equivalents)

Course requirements (12 credits):

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 Persons w/Disabilities

STUDENTS WITH SIGNIFICANT DISABILITIES CERTIFICATE

Faculty Advisor: Dr. Eugena Barnhill

Program description: This certificate program enables individuals to complete professional development training with coursework that is particularly relevant to teaching students with significant (i.e., severe) disabilities. The courses correspond to certain specific requirements that are components of the Lynchburg College approved program leading to VDOE endorsement in special education–adapted curriculum.

Objectives:

1. To enable teachers to complete the necessary coursework to add the special education-adapted curriculum endorsement to their license
2. To understand the unique learning characteristics of students with significant disabilities and students with autism spectrum disorders as a basis for designing educational programs
3. To be able to address the learning needs of students effectively in terms of daily living skills and related vocational skills
4. To be able to address the learning needs of students effectively in terms of functional academics and appropriate social and behavioral skills

Prerequisites: SPED 600 Survey of Special Education and SPED 605: Characteristics of Individuals with Intellectual and Development Disabilities (or the equivalents)

Course requirements (12 credits):

SPED	665	Daily Living Skills for Students with Significant Disabilities
------	-----	--

SPED	666	Designing and Implementing Adapted Curriculum for Students with Significant Disabilities
SPED	670	Introduction to Autism Spectrum Disorders (ASD)
SPED	671	Instructional and Behavioral Assessment and Programming for Students with ASD

SCHOOL INCLUSION CERTIFICATE

Faculty Advisor: Dr. Deanna Cash

Program description: This program provides advanced training for classroom teachers and school administrators seeking to design and implement successful inclusion programs consistent with evidence-based practices.

Objectives:

1. To enable teachers to design effective instructional programs for students with special needs or at risk
2. To identify and implement evidence-based practices related to behavioral supports and academic interventions
3. To implement collaborative programs that effectively benefit from the expertise and engagement of general education teachers, special education teachers, and other professionals

Prerequisites: SPED 600 Survey of Special Education (or the equivalent)

Course requirements (12 credits):

SPED	601	Designing Educational Interventions for Students with Disabilities Accessing the General Curriculum
SPED	625	Positive Behavioral Interventions
SPED	644	Academic Instruction for Students for Disabilities
SPED	675	Collaboration in General and Special Education

Further degree opportunities: The coursework included within these four special education certificate programs also constitute specific requirements in the M.Ed. in special education.

LEADERSHIP STUDIES (ED.D.)

Program Director: Dr. Roger Jones

The program has been designed to involve faculty across Lynchburg College's academic schools to prepare leaders for the complexity of their challenges in leadership positions.

The three goals for the program are as follows:

1. To engage students in a rigorous interdisciplinary process of exploration, inquiry, engagement, practice, and reflection to expand their leadership knowledge and skills
2. To prepare students to exhibit leadership that will enable schools, colleges, non-profits, community agencies, or other organizations to meet identified goals and objectives
3. To develop visionary leaders who can work across boundaries and disciplines to positively impact the community

The program objectives include the following:

1. To provide students with interdisciplinary knowledge, skills, and attitudes necessary to lead an organization in changing and adapting in an increasingly global environment
2. To enable students to examine community issues from an interdisciplinary, systemic perspective
3. To provide students with an opportunity to develop creative and innovative responses to local, state, national, and international issues
4. To allow students to demonstrate analytical, problem-solving, and research skills grounded in sound empirical study
5. To implement and evaluate leadership practices based on various theories, models, and approaches to achieving organizational effectiveness
6. To examine the dynamics of communities with a focus on interrelationships of leadership, capital, vision, and culture

The program is designed to be completed by cohort groups. All cohort members must have completed a prior master's degree as a prerequisite to be considered for admission.

Ed.D. Requirements

The program includes a minimum of fifty-four hours of coursework beyond the master's degree and twelve hours of dissertation research, for a minimum of sixty-six hours. Fourteen core interdisciplinary doctoral courses for a total of forty-two hours and a minimum of twelve hours of additional master's level cognate courses are required.

- I. Doctoral Seminars

LS	800	Human Resource Management
LS	801	Epidemiology of Community Public Health Issues
LS	802	Quantitative Research
LS	803	Legal and Ethical Dimensions of Leadership
LS	804	Qualitative and Action Research

LS	805	Community Dynamics
LS	806	Public Policy
LS	807	Government, Politics, and Leadership
LS	808	Dissertation Seminar: Research and Readings in Leadership Studies
LS	809	Organizational Leadership and Change
LS	810	Diversity and Disability in School and Community: Policy and Issues
LS	811	Organizational Communication
LS	812	Planning for the Future: Economic Trends in the 21st Century
LS	813	System Design and Tools for Sustainability
LS	890	Dissertation Research (6 hrs.)
LS	891	Dissertation Capstone (6 hrs.)

2. Cognate Courses

The doctoral program also requires a minimum of twelve graduate semester credits in a specific cognate area. The cognate and the specific courses are intended to provide a focused area of study that will complement prior master's degree work, as well as the specific required doctoral courses within the program. The selection of the cognate must be approved by the faculty advisor, the leadership studies program director, and the dean of graduate studies.

The twelve hours are selected from one discipline and will comprise graduate courses taught within related fields at Lynchburg College. Cognate options currently include educational leadership, business, reading, special education, science education, counseling, curriculum and instruction, history, English, music, and nursing. (Note: students should be aware of any prerequisites that may affect specific cognate and course selection.) Additional coursework may be required based on career goals.

All cognate courses must have been taken after completion of the master's degree. Coursework considered for the cognate requirement is not acceptable for transfer credit from other institutions. At least one question on the written comprehensive exam will be selected from the identified cognate area.

Two exceptions to the cognate requirement will be considered. First, students who have completed two master's degrees may request that the second degree be considered their cognate. Second, students who have completed one of Lynchburg College's recognized graduate certificate programs (i.e., 12-27 credits) after having completed their master's degree may request that the additional cognate requirement be waived. In both instances, students will be responsible for the content within this cognate area as part of the comprehensive examination.

TEACHER LICENSURE PROGRAMS

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, under the link of "teacher licensing," or at 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 Reading for Virginia Educators (RVE) 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) ¹	Journalism (add on)
Algebra I (add on) ¹	Mathematics (6-12) ¹
Art (PK-12)	Music Education (PK-12)
Biology ¹	Vocal/Choral ¹
Earth Science ¹	Instrumental ¹
Elementary Education (PK-6) ¹	School Counseling (K-12) ¹
English (6-12) ¹	Special Education ¹
Foreign Languages	Adapted Curriculum ¹
French	Early Childhood (ages 0-5) ¹
Spanish	General Curriculum ¹
Health and Physical Education (PK-12)	Theatre Arts (6-12) (add on)
History and Social Science (6-12) ¹	
Note:	

¹ 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.