School of Education

School Dean: Dr. Jan S. Stennette
Department Faculty: Dr. Barnhill, Dr. Brown, Dr. Buck, Dr. Cash, Ms. Helms, Mr. Kelly, Dr. Martin, Dr. McKenzie, Dr. Thompson, Ms. Tolbert, Dr. Watts

The School of Education offers teacher preparation programs with several emphases for undergraduate study. Students enrolled in the School major in Interdisciplinary Studies - Teacher Education with emphasis in elementary education (grades PK-6) or special education (grades K-12). The School also offers the professional education component (as a minor) for students who wish to become teachers in secondary schools (grades 6-12).

Majors and Minors Listing
Interdisciplinary Studies - Teacher Education Major: Elementary Education Emphasis (PK-6)
Interdisciplinary Studies - Teacher Education Major: Special Education Emphasis (K-12)
Elementary Education Minor
Secondary Education Minor
Special Education Minor

INTERDISCIPLINARY STUDIES-TEACHER EDUCATION
ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)
The interdisciplinary studies - teacher education major with an elementary education emphasis is designed for individuals who will work with younger children in teaching situations.

<table>
<thead>
<tr>
<th>Core courses:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101 Introduction to Education and Related Professions</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 201 Classroom Management in the Instructional Context</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202 Field Experience I</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 245 Human Development from Birth through Adolescence</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 211 Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 313 Reading and Language Acquisition I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 320 Field Experience II</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 324 Methods: Social Studies Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 325 Methods: Language Arts Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 423 Reading and Language Acquisition II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 424 Methods: Science Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 425 Methods: Math Instruction</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 414 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101 History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102 History of Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 255 America to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 256 America Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>MATH 117-118 Introduction to School Mathematics I, II</td>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 377 Study Abroad</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 211 Physical Geography</td>
<td></td>
</tr>
<tr>
<td>INTL 213 World Regional Geography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
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<tbody>
<tr>
<td>ECON 100 Economic Perspectives on Current Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 201 Principles of Economics - Micro</td>
<td></td>
</tr>
<tr>
<td>ECON 202 Principles of Economics - Macro</td>
<td></td>
</tr>
</tbody>
</table>
Twelve hours of science courses from the following:

- BIOL 113 Evolution, Ecology, and Organisms
- BIOL 114 Cells: Genetic and Molecular Perspectives
- CHEM 111 Fundamentals of Chemistry I
- CHEM 112 Fundamentals of Chemistry II
- ENVS 101-101L Earth and Environmental Science I and Lab
- ENVS 102-102L Earth and Environmental Science II and Lab
- PHYS 141 College Physics I
- PHYS 142 College Physics II
- PHYS 161 General Physics I
- PHYS 162 General Physics II
- PHYS 181 Astronomy: The Solar System
- PHYS 182 Astronomy: The Universe
- SCIE 101 Principles of Science I
- SCIE 102 Principles of Science II

One of the following:

- ENGL 203 Expository Writing
- ENGL 205 Introduction to Creative Writing
- ENGL 315 English Grammar

Total Hours Required: 70

Licensure requirement:

- EDUC 420 Field Experience III
- EDUC 427 Student Teaching (E)
- EDUC 448 Student Teaching Seminar

Total Hours Required: 13

A minimum grade of C- is required for courses in the program except for field experience courses and student teaching, where a minimum grade of B- is required.

INTERDISCIPLINARY STUDIES-TEACHER EDUCATION
SPECIAL EDUCATION EMPHASIS (K-12)

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

Core courses:

- EDUC 101 Introduction to Education and Related Professions
- EDUC 201 Classroom Management in the Instructional Context
- EDUC 202 Field Experience I
- PSYC 245 Human Development from Birth through Adolescence
- SPED 213 Introduction to Special Education

Professional courses:

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

<table>
<thead>
<tr>
<th>Supplemental course:</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 212 Introduction to Behavior Modification</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:
MATH 117 Introduction to School Mathematics I
MATH 118 Introduction to School Mathematics II

One of the following (beyond general education requirements):
SCIE 101 Principles of Science I
SCIE 102 Principles of Science II

Total Hours Required: 51

Licensure requirement:
SPED 430 Field Experience III | 1
SPED 437 Student Teaching (SPED) | 11
EDUC 448 Student Teaching Seminar | 1

Total Hours Required: 13

A minimum grade of C- is required for courses in the program except for field experience courses and student teaching, where a minimum grade of B- is required.

ELEMENTARY EDUCATION MINOR
This minor will not lead to a teacher license.

Core courses:
EDUC 101 Introduction to Education and Related Professions
EDUC 201 Classroom Management in the Instructional Context
PSYC 245 Human Development From Birth Through Adolescence

^Professional courses:
*EDUC 211 Instructional Strategies
*EDUC 313 Reading and Language Acquisition I
*EDUC 324 Methods: Social Studies Instruction
*EDUC 325 Methods: Language Arts Instruction
*EDUC 423 Reading and Language Acquisition II
*EDUC 424 Methods: Science Instruction
*EDUC 425 Methods: Math Instruction
*ENGL 414 Children’s Literature

Total Hours Required: 18

^Minimum of 9 hours is required.
*All prerequisites and corequisites outlined in the course descriptions must be met.

SECONDARY EDUCATION MINOR
This minor is limited to students seeking teaching licensure in Grades 6-12.

Core courses:
EDUC 101 Introduction to Education and Related Professions | 3
EDUC 201 Classroom Management in the Instructional Context | 3
EDUC 202 Field Experience I | 1
PSYC 245 Human Development from Birth through Adolescence | 3

Professional courses:
EDUC 351 Reading in the Content Area | 3
EDUC 352 Teaching in Middle/Secondary School | 3

Total Hours Required: 16
**School of Education**

**Licensure requirement:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 444</td>
<td>Field Experience II (S)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 447</td>
<td>Student Teaching (Secondary)</td>
<td>11</td>
</tr>
<tr>
<td>EDUC 448</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

*Total Hours Required* 14

A minimum grade of C- is required for courses in the program except for field experience courses and student teaching, where a minimum grade of B- is required.

Note: Some secondary education teacher preparation programs have specific requirements beyond those listed above and in addition to those listed in the specific major. Students should consult with the faculty advisor in their major area as well as with the Dean of the School of Education. The dean will assign an education minor advisor.

**SPECIAL EDUCATION MINOR**

This minor will not lead to a teacher license.

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<td>Instructional Strategies</td>
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<td>SPED 213</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 234</td>
<td>Characteristics of Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 334</td>
<td>Characteristics of Learning and Related Disabilities</td>
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</table>

Two of the following: (depending upon career goals) 6

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<tr>
<td>SPED 336</td>
<td>Collaboration with Families, Educators, and Related Service Providers</td>
</tr>
</tbody>
</table>

*Total Hours Required* 18

**TEACHER PREPARATION PROGRAM**

The Teacher Preparation Program (TPP) of Lynchburg College includes the preparation of teachers in elementary, secondary, and special education endorsements.

The Virginia Department of Education has approved all programs within LC’s TPP, and that approval serves as the basis for licensure in Virginia. The Commonwealth of Virginia participates in certification reciprocity with more than forty states and areas. Eligibility for interstate reciprocity is based on completion of a specifically approved program as directed and delivered by LC.

Approval has been received for the following programs:

- Algebra I (add-on)
- Art (PK-12)
- Biology
- Chemistry
- Earth Science
- Elementary Education (PK-6)
- English
- Foreign Languages (PK-12)
- French
- Health and Physical Education (PK-12)
- History and Social Science
- Mathematics
- Music Education (PK-12) Vocal
- Physics
- Special Education (K-12)
- Science
- Spanish
- Theatre Arts (PK-12)

The Council of Teacher Preparation has advisory responsibilities. The Council is comprised of representatives from the administration, academic programs, and the School of Education. The Council acts in an advisory capacity to assist the School in meeting licensure criteria for the program, recommending changes in the program to the Virginia Department of Education (VDOE), ensuring that the program meets the standards established by the VDOE, and conducting continuing evaluation of the programs.

**Admission to the Teacher Preparation Program**

All students who plan to be licensed as teachers must apply for admission to the Teacher Preparation Program (TPP) before March 20 of the sophomore year or by November 1 of the junior year. The completed application must be submitted to the administrative office of the School and will be forwarded to the TPP Admissions Committee for review.
The following criteria must be met before a student can be fully admitted:
1. Overall QPA of 2.50 or above;
2. Completion of (or currently enrolled in) core courses with grades of C- or above and B- or above for field experience courses;
3. Courses completed with grades of D+ or below must be retaken prior to application; and
4. Passing test scores on VCLA and Praxis Core Math or combined test scores on Praxis I: Reading, Writing, and Math of 532 or approved exemption based on SAT or ACT scores.

Formal applications are generally completed by the end of the sophomore year by traditional students and no later than March 20 of the junior year for transfer students or new majors. Applicants receive written notification of their admission status. Students who are denied admission to TPP are informed of the basis for this determination. If the student wishes to rectify the deficiency and re-apply, he/she must do so in writing, usually after an interval of one semester.

Admission to Student Teaching
Students completing the teacher licensure program must apply prior to February 1 for a fall semester placement and September 15 for a spring semester placement and be admitted to student teaching. All listed requirements must be satisfied:
1. Prior acceptance into the Teacher Preparation Program;
2. Submission of a written application with three Lynchburg College faculty recommendations, including two from faculty members in the major;
3. Completion of all major courses, with grades of C- or above and B- or above in all field experience courses, including completion of supplemental content courses and secondary education minor courses if applicable;
4. Minimum overall QPA of 2.50 and minimum QPA of 2.75 in the major and secondary education minor;
5. Submission of scores on PRAXIS II and VCLA, as appropriate. Passing scores are not required for student teaching but are required for licensure;
6. Submission of RVE score, if applicable. Passing scores are not required for student teaching but are required for licensure; and
7. Student teaching is offered to qualified individuals within two semesters of graduating from Lynchburg College.

After committee review, students receive written notification of their admissions status, including conditions resulting in a delayed decision or denial. Following admission to student teaching, the director of field experiences with each local school division handles placement locations and arrangements. Students are notified in writing after placements are finalized. More specific information about this experience and its procedures are included in the Student Teaching Handbook distributed to each student teacher.

Teacher Licensure
Students who successfully complete one of LC’s approved teacher preparation programs (including passing scores on Praxis Core Math, Praxis II, Virginia Communications and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE), and demonstrated technology and child abuse and neglect competencies will be recommended for licensure. All licensure students must pass training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

To apply for a Virginia teacher’s license, the student must submit a formal application, fee, and required test documents to the Teacher Licensure Officer who will send the necessary information to the Virginia Department of Education. This request should be made just prior to graduation. Forms for this process are available in the School’s office.