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**SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**


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School Dean: Dr. Jan S. Stennette

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

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

### Majors and Minors Listing

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

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

Secondary Education Minor

Special Education Minor

### INTERDISCIPLINARY STUDIES-TEACHER EDUCATION

#### ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)

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

Core courses:			<b>Hours</b>
^EDUC	101	Introduction to Education and Related Professions	3
^EDUC	201	Classroom Management in the Instructional Context	3
#EDUC	202	Field Experience I	1
^PSYC	241	Developmental Psychology	3
Professional courses:			
EDUC	211	Instructional Strategies	3
EDUC	313	Reading and Language Acquisition I	3
#EDUC	320	Field Experience II	1
EDUC	324	Methods: Social Studies Instruction	2
EDUC	325	Methods: Language Arts Instruction	2
EDUC	423	Reading and Language Acquisition II	3
EDUC	424	Methods: Science Instruction	2
EDUC	425	Methods: Math Instruction	2
Supplemental courses:			
ENGL	414	Children's Literature	3
HIST	101	History of Civilization I	3
HIST	102	History of Civilization II	3
HIST	255	America to 1877	3
HIST	256	America Since 1877	3
MATH	117-118	Introduction to School Mathematics I, II	6
One of the following:			3
EDUC	377	Study Abroad	
ENVS	211	Physical Geography	
INTL	213	World Regional Geography	
One of the following:			3
ECON	100	Economic Perspectives on Current Issues	
ECON	201	Principles of Economics - Micro	
ECON	202	Principles of Economics - Macro	

			Hours
Twelve hours of science courses from the following:			12
BIOL	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	Physics I	
PHYS	162	Physics II	
PHYS	181	Solar System Astronomy	
PHYS	182	Stellar Astronomy	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
One of the following:			3
ENGL	203	Expository Writing	
ENGL	205	Introduction to Creative Writing	
ENGL	315	English Grammar	
<i>Total Hours Required</i>			<u>70</u>
Licensure requirement:			
#EDUC	420	Field Experience III	1
EDUC	427	Student Teaching (E)	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			13

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

# Minimum grade of B- is required for this course.

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

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

#### Core courses:

^EDUC	101	Introduction to Education and Related Professions	3
^EDUC	201	Classroom Management in the Instructional Context	3
#EDUC	202	Field Experience I	1
^PSYC	241	Developmental Psychology	3
^SPED	213	Introduction to Special Education	3

#### Professional courses:

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

Supplemental course:			Hours
PSYC	212	Introduction to Behavior Modification	3
One of the following:			3
MATH	117	Introduction to School Mathematics I	
MATH	118	Introduction to School Mathematics II	
One of the following (beyond general education requirements):			4
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
<i>Total Hours Required</i>			<u>51</u>
Licensure requirement:			
#SPED	430	Field Experience III	1
SPED	437	Student Teaching (SPED)	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			<u>13</u>
^ Minimum grade of C- is required for this course.			
# Minimum grade of B- is required for this course.			

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

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

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

**SPECIAL EDUCATION MINOR**

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

### TEACHER PREPARATION PROGRAM

The Teacher Preparation Program (TPP) of Lynchburg College includes the preparation of teachers in elementary, secondary, and special education 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)	Health and Physical Education (PK-12)
Art (PK-12)	History and Social Science
Biology	Mathematics
Chemistry	Music Education (PK-12) Vocal
Earth Science	Physics
Elementary Education (PK-6)	Special Education (K-12)
English	Science
Foreign Languages (PK-12)	Spanish
French	Theatre Arts (PK-12)

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

#### Admission to the Teacher Preparation Program

All students who plan to be licensed as teachers must apply for admission to the Teacher Preparation Program (TPP) before March 20 of the sophomore year or by November 1 of the junior year. The completed application must be submitted to the administrative office of the School and will be forwarded to the TPP Admissions Committee for review.

The following criteria must be met before a student can be fully admitted

1. Overall QPA of 2.50 or above;
2. Completion of (or currently enrolled in) core courses with grades of C- or above and B- or above for field experience courses;
3. Courses completed with grades of D+ or below must be retaken prior to application; and
4. Passing test scores on VCLA and Praxis I: Math or combined test scores on Praxis I: Reading, Writing, and Math of 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 February 1 of the junior year for transfer students or new majors. Applicants receive written notification of their admission status. Students who are denied admission to TPP are informed of the basis for this determination. If the student wishes to rectify the deficiency and re-apply, he/she must do so in writing, usually after an interval of one semester.

#### Admission to Student Teaching

Students completing the teacher licensure program must apply prior to February 1 for a fall semester placement and September 15 for a spring semester placement and be admitted to student teaching. All listed requirements must be satisfied:

1. Prior acceptance into the Teacher Preparation Program;
2. Submission of a written application with three Lynchburg College faculty recommendations, including two from faculty members in the major;
3. Completion of all major courses, with grades of C- or above and B- or above in all field experience courses, including completion of supplemental content courses and secondary education minor courses if applicable;
4. Minimum overall QPA of 2.50 and minimum QPA in the major and secondary education minor, if applicable, of 2.75;
5. Submission of scores on PRAXIS II 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 the first year of graduating from Lynchburg College

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

### **Teacher Licensure**

Students who successfully complete one of LC's approved teacher preparation programs (including passing scores on Praxis I, Praxis II, Virginia Communications and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE), and demonstrated technology and child abuse and neglect competencies will be recommended for licensure. ISTE Elementary students must complete the required Virginia Civics module for licensure.

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