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1. Match leadership style to the organizational or agency problem context;
2. Articulate rationale for a problem-solving approach;
3. Anticipate ethical dilemmas for a problem;
4. Acknowledge, anticipate, and identify cultural differences and sensitivities and build in cultural sensitivity components to address the problem;
5. Formulate plans for action in keeping with criminal justice codes of conduct;
6. Evaluate situations and determine how criminal justice governance affects the work setting;
7. Evaluate the interdependence of various organizational components (e.g., litigation, corrections, law enforcement) within the criminal justice system.

Required Courses			Hours
EDLS	690	Principles of Leadership	3
CRJU	602	Criminology	3
CRJU	603	Ethics and Leadership	3
CRJU	604	Victimology	3
CRJU	612	Statistics	3
CRJU	620	Cultural Diversity	3
CRJU	625	International Crime and Justice	3
CRJU	696	Directed Study	3
One of the following:			
CRJU	610	Research Methods <i>or</i>	3
L S	610	Leadership Research, Evaluation, and Analytics	3
One of the following			
CRJU	697	Professional Project / Portfolio	3
CRJU	698	Thesis	3
<i>Total Hours Required</i>			<i>30</i>

MASTER OF EDUCATION

The MEd 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.

The MEd program in education 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 30 to 60 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 12 hours or, for counseling students, after completion of COUN 615 or COUN 616. The University of Lynchburg also offers seven graduate certificate programs that are linked to MEd programs.

COUNSELOR EDUCATION PROGRAMS

Program Director: Dr. Karena Heyward

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.

The Clinical Mental Health Counseling and School Counseling programs are both approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). They are designed to meet the 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:

1. demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing;
2. expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society;
3. gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts;
4. cultivate an understanding of career development and related life factors;
5. convey an understanding of the counseling process in a multicultural society;
6. develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society;
7. extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society; and
8. 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 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 University'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.
- The counselor education faculty conducts a systematic developmental assessment of each student's progress through the program, including consideration of the student's academic performance, professional development, and personal development.
- Transfer credits from non-CACREP accredited programs will not be considered for approval by the faculty for COUN 601, COUN 605, COUN 620, COUN 625, COUN 660, and COUN 670.
- 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.

CLINICAL MENTAL HEALTH COUNSELING

Faculty Coordinator: Dr. Karena Heyward

The MED in clinical mental health counseling requires 60 credits. Each course constitutes three credit hours unless otherwise indicated.

Hours

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Required Courses

COUN	601	Professional Identity and Function of Clinical Mental Health Counselors
COUN	602	Counseling Across The Lifespan
COUN	605	Counseling Theories
COUN	609	Research in Counseling
COUN	610	Career Development
COUN	611	Crisis Counseling
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	660	Evaluation and Assessment
COUN	665	Cross-Cultural Counseling
COUN	670	Legal and Ethical Issues in Counseling
COUN	687	Clinical Mental Health Counseling Internship I
COUN	697	Clinical Mental Health Counseling Internship II

51

Electives

COUN	618	Counseling Children and Adolescents
COUN	625	Professional Identity and Function of School Counselors
COUN	635	Parent and Family Consultation
COUN	661	Sexuality in Counseling
COUN	662	LGBT Considerations in Counseling
COUN	669	Special Topics in Counseling
COUN	678	Adventure-based Counseling
COUN	683	Dynamics of Play
COUN	695	Independent Study
SPED	600	Survey of Special Education

9

Total Hours Required

60

- ¹ A full-time supervised counseling experience totaling a minimum of 600 hours in a clinical mental health agency setting.

SCHOOL COUNSELING

Faculty Coordinator: Dr. Jeanne Booth '76, '88 MEd

The MEd in school counseling requires a minimum of 48 credit hours. Each course constitutes three credit hours unless otherwise indicated.

Required Courses

COUN	602	Counseling Across The Lifespan
COUN	605	Counseling Theories
COUN	609	Research in Counseling
COUN	610	Career Development
COUN	611	Crisis Counseling
COUN	614	Counseling Techniques
COUN	616	School Counseling Practicum
COUN	618	Counseling Children and Adolescents
COUN	620	Group Counseling Procedures and Techniques
COUN	625	Professional Identity and Function of School Counselors
COUN	660	Evaluation and Assessment
COUN	665	Cross-Cultural Counseling
COUN	670	Legal and Ethical Issues in Counseling

Hours

45

COUN	686	School Counseling Internship I
COUN	696	School Counseling Internship II
SPED	600	Survey of Special Education

Electives

COUN	635	Parent and Family Consultation
COUN	661	Sexuality in Counseling
COUN	662	LGBT Considerations in Counseling
COUN	669	Special Topics in Counseling
COUN	678	Adventure-based Counseling
COUN	683	Dynamics of Play
COUN	695	Independent Study

3

Total Hours Required

48

ADVANCED COUNSELING CERTIFICATE

Faculty Coordinator: Dr. Jeanne Booth '76, '88 MEd

This certificate program is designed for individuals seek to become licensed as professional counselors who have already completed a 48 credit-hour 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 which 12 credits (taken post-master's) best complement an individual's prior training and professional goals. Course options include:

COUN	618	Child and Adolescent Counseling
COUN	635	Parent and Family Consultation
COUN	640	Abnormal Behavior
COUN	645	Addiction Counseling
COUN	661	Sexuality in Counseling
COUN	662	LGBT Considerations in Counseling
COUN	669	Special Topics in Counseling
COUN	683	Dynamics of Play
COUN	695	Independent Study

CURRICULUM AND INSTRUCTION

Program Director: Dr. Mary Ann Mayhew, '74 BA, '78 MEd

The MEd 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.

The MEd 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 mas-

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ter's level program of 36 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.

For the teacher licensure emphasis, students also:

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

INSTRUCTIONAL LEADERSHIP EMPHASIS^{1,2}

			Hours
EDCI	606	Effective Instructional Strategies	
EDCI	617	Foundations and Curriculum of American Education	
EDLS	603	Legal and Ethical Issues	
EDLS	609	Research Methods and Applications for Educational Leaders	
EDLS	646	Improving the School Structure and Climate	
EDLS	653	Supervision and Evaluation of Instruction	
EDLS	690	Principles of Leadership	
RDNG	625	Survey of Effective Reading Methods	
or			
RDNG	672	Reading and Study Skills in the Content Area	
Electives (6)			
<i>Total Hours Required</i>			<i>30</i>

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

² The comprehensive exam is required for program completion.

TEACHER LICENSURE EMPHASIS^{1,2,3}

Required Courses			Hours
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	603	Legal and Ethical Issues	
EDLS	609	Research Methods and Applications for Educational Leaders	
EDLS	646	Improving the School Structure and Climate	
SPED	600	Survey of Special Education	

0-6 hours from the following (should be selected based on licensure goals/requirements)⁴:

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, one year of successful teaching may 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 MEd in curriculum and instruction. **Please see the detailed information on Teacher Licensure Programs for a full description of licensure requirements and processes.**
- ² In addition to professional studies/licensure requirements, students must meet the content requirements for their particular endorsement prior to completion of the MEd.
- ³ The 36 hours are exclusive of the content course requirements. 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 or concurrent with RDNG 640.
- ⁵ Prerequisites include passing scores on Praxis Mathematics Core, Praxis II, and VCLA (and RVE for elementary and middle school licensure) and successfully meeting the minimum grade point average for content classes. Further information is included in the section on Teacher Licensure programs within this catalog.
- ⁶ Comprehensive exam is also required for completion of program.

EDUCATIONAL LEADERSHIP

Program Director: Dr. Roger Jones

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

SCHOOL (K-12) ADMINISTRATION EMPHASIS

The Interstate School Leaders Licensure Consortium Standards (ISLLC) manifest the overarching goals of this program emphasis. 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 these six ISLLC standards.

Hours

EDLS	603	Legal and Ethical Issues
EDLS	609	Research Methods and Applications for Educational Leaders
EDLS	613	Fiscal and Resource Accountability

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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
EDLS	690	Principles of Leadership
EDLS	698	Leadership Internship I
EDLS	699	Leadership Internship II
SPED	600	Survey of Special Education

Total Hours Required

36

HIGHER EDUCATION LEADERSHIP EMPHASIS

The program serves to expand the candidates' capacity to lead in the higher-education environment. Students in the program will:

- Develop leadership knowledge and skills and the understanding that a positive attitude can make a difference in the lives of students, colleagues, community, and the organization.
- Explore and apply knowledge and skills in a variety of leadership situations in higher education.
- With the support of University and community-based leaders, investigate and apply leadership concepts in a variety of settings across campuses and within community agencies.

Hours

EDLS	609	Research Methods and Applications for Educational Leaders
EDLS	610	Legal and Ethical Issues in Higher Education
EDLS	611	Student Development in Higher Education
EDLS	612	Contemporary Issues in Higher Education
EDLS	614	History and Philosophy of Higher Education
EDLS	615	Higher Education Administration
EDLS	617	International and Comparative Higher Education
EDLS	619	Curriculum, Instruction, Supervision, and Assessment in Higher Education
EDLS	623	Personnel
EDLS	646	Improving the School Structure and Climate
EDCI	690	Principles of Leadership
EDLS	696	Higher Education Internship I

Total Hours Required

36

EDUCATIONAL STUDIES

Program Director: Dr. Bobbi Johnson, '81 BA, '93 MEd,

The Master of Education in Educational Studies Program provides students with the opportunity to customize an interdisciplinary course of study across program areas to meet their personal and professional development needs. As a result, students can maximize their impact and expertise by obtaining a general theoretical background for understanding past and future practice while also developing skills for use in education-related work. Students consult with an advisor to select eight courses related to their intellectual and career goals as well as four required courses which include a capstone project. The capstone project is completed in conjunction with a selected faculty member who serves as a mentor during the project.

- This program prepares individuals for a multitude of education-related careers. The program is not limited to professionals in education but also may benefit those in business, health fields, military, and non-profit organizations. The program is designed for individuals who desire a graduate degree in education but who do not require initial or additional teaching or other professional certifications.

By developing a customized, broad-based, interdisciplinary program of study to meet individual intellectual and professional development needs, students in the program will:

- demonstrate enhanced professional knowledge within selected areas of study;
- analyze changes in views of knowledge and learning in the 21st century;

- apply digital technologies in professional communication, collaboration, and problem solving;
- analyze legal and ethical issues for educational and organizational environments;
- apply discipline-specific methods of educational research, including interpretation of data and results, to integrate learning into a capstone project

Education requirements			Hours
EDCI	617	Foundations and Curriculum of American Education	12
EDHD	609	Research Methods and Applications	
OR			
EDLS	603	Legal and Ethical Issues	
EDLS	609	Research Methods & Applications/Educational Leaders	
EDHD	671	Professional Project in Education	
AND 24 credit hours of electives from other master’s level courses (with faculty/advisor approval)			24
<i>Total Hours Required</i>			36

READING PROGRAMS

Program Director: Dr. Stefanie Copp

The master of education in reading at the University of Lynchburg has two tracks: the master of education — reading instruction, and the master of education — reading specialist, 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 on 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 dialects;
- 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

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- 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;
- 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			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

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 EDHD	609	Research Methods and Applications	3
Teaching: SPED or SPED	600 620	Survey of Special Education Language Development/Instruction and Assistive Technology	3
Elective		To be selected in consultation with advisor	3
		<i>Total Hours Required</i>	<i>36</i>

LITERARY STUDIES CERTIFICATE

Faculty Advisor: Dr. Stefanie Copp

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

SCIENCE EDUCATION

Program Director: Dr. David Perault

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.

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;
- demonstrate research and laboratory skills relevant to becoming a master teacher in the sciences.

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			Hours
Core requirements			6
EDHD	609	Research Methods and Applications	
EDCI	686	Methods of Science Teaching (or)	
MATH	610	Mathematics Education	
 Education Courses:			
	3-15		
EDCI	600	Classroom Management and Instructional Methodology	
EDCI	606	Effective Instructional Strategies	
EDCI	617	Foundations and Curriculum of American Education	
EDCI	661	Instructional Strategies for School Math	
EDHD	602	Human Development	
RDNG	672	Reading and Study Skills in the Content Area	
SPED	600	Survey of Special Education	
 Science courses from the following: ^{1, 2, 3, 4}			15- 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	
BIOL	641	Applied Ecology	
BIOL	669	Special Topics in Biology	
BIOL	670	Independent Study in Biology	
ENVS	600	Concepts in Earth and Environmental Science	
ENVS	610	Astronomy	
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	670	Independent Study in Science	
SCIE	680	Special Topics in Science	
SCIE	695	Individual Research in Science (6 credit hours maximum)	
SCIE	699	Science Education Internship (six credit hours maximum)	
 <i>Total Hours Required</i>			36

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 ENVS 650 - Water Quality also meets the requirements for three credits within the 18-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
MATH	610	Mathematics Education
MATH	669	Special Topics in Math

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

SPECIAL EDUCATION

Program Director: Dr. Deanna Cash

The graduate special education program prepares 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 addresses 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. Structured learning experiences provide students a comprehensive knowledge of the multifaceted nature of special education. The M.Ed. program offers four emphasis options: Special education – Adapted Curriculum, Special Education – General Curriculum, Early Childhood Special Education, and Autism Spectrum Disorder. In addition, three areas of emphasis offer an endorsement/initial teacher licensing option: Early Childhood Special Education, Special Education - General Curriculum, 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);

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- 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.

MED IN SPECIAL EDUCATION^{1,14}

			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 ³	
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	
Emphasis (dependent upon endorsement goals):			15-30
<i>Special Education General Curriculum</i>			
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 ⁶	
SPED	695	Advanced Applications in Special Education	
or			
SPED	696-697	Internships (3-6) ⁵	
<i>Early Childhood Special Education (ECSE)⁷</i>			
Program Advisor: Dr. Glenn Buck			
SPED	600	Survey of Special Education	
EDHD	601	Diverse Developmental Pathways in Early Childhood	
OR			
SPED	605	Characteristics of Individuals with Intellectual and Developmental Disabilities ⁸	
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 ⁶	
or			
RDNG	640	Strategies for Teaching Phonics, Spelling and Vocabulary	

SPED	695	Advanced Applications in Special Education
or		
SPED	691	Internship in Early Childhood Special Education (Ages 0-2 years) ⁸
AND		
SPED	692	Internship in Early Childhood Special Education (Ages 3-5 Years) ⁸

Autism Spectrum Disorder (ASD)

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

Special Education Adapted Curriculum

SPED	605	Characteristics of Individuals with Intellectual and Developmental Disabilities (DD)
SPED	616	Psychoeducational Assessment
SPED	665	Daily Living Skills for Students with Significant Disabilities
SPED	666	Designing and Implementing Adapted Curriculum for Students with Significant Disabilities
SPED	635	Social, Functional, and Transition Programming
RDNG	625	Survey of Effective Reading Methods ⁶
SPED	670	Introduction to Autism Spectrum Disorder
SPED	671	Instructional and Behavioral Assessment and Programming for Students with ASD
SPED	672	Medical and Sensory Aspects of ASD, Collaboration
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

Total Hours Required

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- 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 disorder (ASD), 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. SPED 600 or its equivalent is required for students seeking the MEEd in early childhood special education.
- ³ SPED 601 is not required for students in early childhood special education. EDCI 617 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. Internships at the graduate level are analogous to student teaching at the undergraduate level.
- ⁶ Special Education - Adapted Curriculum and ECSE candidates must complete RDNG 625 unless prior equivalent coursework has been completed.
- ⁷ Courses within the ECSE program are all available online. In part, some of these courses are in conjunction with Radford University as part of the University's VDOE ECSE consortium.
- ⁸ For the ECSE endorsement, the licensure program includes internships in early intervention (birth-2 years) and early childhood (ages 3-5).
- ⁹ For international offering of the program, minor changes in curriculum have been made to en-

hance program relevance.

CERTIFICATE PROGRAMS

Certificate programs are stand-alone training in specific professional areas for professional development and/or continuing education. They are not endorsement/licensing programs. Coursework for certificate programs applies to courses required for M.Ed. programs in Special Education or may be used as an extension of a prior master's degree program. Notation of completion of certificate programs will appear on University of Lynchburg transcripts.

AUTISM SPECTRUM DISORDER (ASD) CERTIFICATE

Faculty Advisor: Dr. Deanna Cash

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 disorder 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 (or the equivalent)

Course requirements (12 credits):

SPED	670	Introduction to Autism Spectrum Disorder
SPED	671	Instructional and Behavioral Assessment and Programming for Students with ASD
SPED	672	Medical and Sensory Aspects of ASD, Collaboration
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. Selected courses within the ECSE program are offered online and in conjunction with Radford University as part of the University's VDOE ECSE consortium.

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, sensorimotor 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.

Prerequisite: SPED 600

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. Deanna Cash

Program description: This certificate program enables individuals to complete professional development training with coursework that is particularly relevant to teaching students with significant disabilities. The courses correspond to certain specific requirements that are components of the University of Lynchburg 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 disorder 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 and SPED 605 (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 Disorder (ASD)
SPED	671	Instructional and Behavioral Assessment and Programming for Students with ASD

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 or special education. Under licensing guidelines, the Virginia Department of Education has established four broad categories of requirements for the teaching endorsements in these categories. Coursework for teacher licensure can be aligned with certain MEd programs. The special education course requirements for licensure are embedded within the respective degree programs emphases (special education – general curriculum, adapted curriculum, early childhood).

Licensure Requirements

1. **Content courses (elementary/secondary).** 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 <http://teachvirginia.org/>. Content courses may be taken at the graduate or undergraduate level. Some courses taken at the graduate level may also count toward a MEd or MA. Students must have a minimum 2.75 GPA in the content areas courses required for licensure as a prerequisite for student teaching. MEd in Curriculum and Instruction – Teacher Licensure track