

# College of Education and Human Services

Paul E. Chapman, Dean

J. Charles Blauvelt, Associate Dean of Assessment, Accountability and Accreditation

Peggy Ward, Executive Administrative Assistant to the Dean

John Cabaniss, Administrative Office Specialist

**MISSION:** To educate leaders committed to the advancement of the organizations and individuals they serve, competent in the skills and knowledge required to serve people in a diverse society, and caring in the way that their commitments to others are pursued.

**FIELD PLACEMENT REGULATION:** Longwood University requires that each student purchase a background check through [www.CertifiedBackground.com](http://www.CertifiedBackground.com). CertifiedBackground.com is a background check service that allows students to purchase their own background check. The results of a background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment. The student retrieves the report and posts to the Canvas course for the Office of Professional Services (OPS). OPS must also have negative tuberculosis test results and an automobile insurance form on file (via Canvas) before placements can be requested for a student.

Department of Education and Special Education

Department of Social Work and Communication Sciences and Disorders

Department of Health, Athletic Training, Recreation, and Kinesiology

Call Me MISTER Program

Infant and Toddler Connection (ITC)

Institute for Teaching through Technology and Innovative Practices (ITTIP)

Speech, Hearing and Learning Services

SLP Online (prerequisite courses)

# Department of Education and Special Education

Peggy L. Tarpley, *Chair*

Bonnie J. Campbell, *Administrative Office Specialist*

## Education Program

### Faculty

Gretchen Braun, PhD, *Associate Professor*

Patricia L. Horne, PhD, *Assistant Professor*

Stephen Keith, EdD, *Assistant Professor*

David Locascio, PhD, *Associate Professor and Middle School Education Coordinator-Undergraduate*

Katrina Maynard, PhD, *Assistant Professor, Co-Coordinator Elementary Education Program*

Sara Miller, EdD, *Assistant Professor, Co-Coordinator Elementary Education Program*

Wendy M. Snow, PhD, *Assistant Professor*

Peggy Tarpley, PhD, *Associate Professor*

The Department of Education and Special Education offer the following programs of study:

1. **Liberal Studies Elementary Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be elementary education (PK – 6) teachers. Students are Liberal Studies Elementary majors.
2. **Liberal Studies Middle School Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be middle education teachers (6 – 8). Students are Liberal Studies Middle School majors.
3. **Liberal Studies Special Education.** In collaboration with the Liberal Studies program, this department offers a five-year program in special education with licensure in Special Education: General Curriculum K-12. Students are Liberal Studies majors with a concentration in special education. Students who complete the undergraduate program will receive a bachelor's degree in Liberal Studies and upon the completion of the fifth year will receive a Master's degree and licensure in special education. Students must complete the fifth year to be endorsed to teach special education.
4. **Master of Education degree with a program in School Librarianship.**
5. **Master of Science degree with Education major graduate programs in Algebra & Middle School Mathematics, Counselor Education, Elementary & Middle School Mathematics, Literacy and Culture, Educational Leadership, Elementary Education, and Special Education.** Information on these programs is found in the Graduate Catalog.

### Office of Professional Services

Dr. Connie H. Ballard, *Assistant Professor of Education/Director Office of Professional Services*

Alissa A. Baldwin, *Assistant Director*

Judy Allen Kovach, *Administrative Office Specialist*

Office of Professional Services: <http://www.longwood.edu/professionalservices>

The Office of Professional Services (OPS) coordinates the application process for admittance to the Teacher Preparation Program and all field and clinical experience placements that prepare the teacher candidate to enter the field of education with an initial license. Field experiences (Practicum One-Week and Three-Weeks) represent a variety of early and ongoing school-based opportunities in which the teacher candidate may observe, assist, tutor, plan and present instruction. The clinical experience is student teaching. It provides the teacher candidate with experiences that allow for full immersion in a school setting so that s/he is able to demonstrate proficiencies in the professional roles for which s/he is preparing. Teacher candidates are placed in diverse educational settings for practica and student teaching placement experiences.

Prior to the first field placement, the teacher candidate, at her/his expense, is asked to present evidence of a criminal background check, negative tuberculosis test results, and an automobile insurance form. In addition to Longwood requirements, school divisions may have their own forms to complete and additional procedures to follow. This information is found on the OPS website. It is the teacher candidate's responsibility to obtain this information. The teacher candidate must submit all updates and changes to previously submitted forms. All forms can be found on the OPS website and the OPS Teacher Preparation Canvas course. It is the responsibility of the teacher candidate to access the OPS website on a regular basis for updates regarding requirements, meeting dates, applications for placement and other essential information.

The instructions and forms for completing your criminal background, tuberculosis test results, and automobile insurance form may be found on the OPS website. The teacher candidates will upload these documents into the OPS Teacher Preparation Canvas course. OPS does not require annual updates; however, some school divisions do require current information and testing that will be at the candidate's expense. Travel distance and commute time to and from placements vary. Transportation and lodging, if needed, are at the expense of the candidate.

### Field Placements

- o Practicum One-Week (EDUC 270): The first field experience is an in-depth observation and analysis of the school classroom. The teacher candidate is placed in a public school setting for at least 30 hours. The university supervisor is assigned to observe and provide feedback. It is recommended that the teacher candidate complete Practicum One-Week after her/his first year of enrollment. Since Practicum One-Week is not required for all program areas, the teacher candidate must consult with her/his advisor before submitting an application.
- o Practicum Three-Weeks (EDUC 370 or SPED 327): The second field experience continues to be one of observation and analysis of the public school classroom for at least 90 hours. In addition, the teacher candidate plans and teaches at least one lesson. The university supervisor observes and provides feedback. In order to complete Practicum Three-Weeks, the teacher candidate must be admitted to the Teacher Preparation Program by the applicable deadlines (posted on the OPS website).
- o The teacher candidate must notify the OPS on the application if assigned to a school where s/he attended as a student or where an immediate family member attends or is employed. Failure to notify the OPS of such conflict may result in a cancellation of the Practicum placement and/or receiving a grade of incomplete.
- o Teacher candidates interested in completing Practicum One-Week or Three-Weeks must attend one of the Orientation sessions offered annually that are specific to the upcoming Practicum placements. These sessions will vary by date and time, but are listed on the OPS website. Practicum students must also attend a mandatory meeting with their respective university supervisor before contacting their cooperating teacher. The date, time, and location for this meeting will be posted on the OPS website and announced by email to Practicum students.

## Teacher Preparation Program (“Teacher Prep”)

- o Admission to Teacher Prep is required before placements can be made for Practicum Three-Weeks, Partnership and Student Teaching. Admission is also required for higher-level education courses.
  - The elementary, middle, secondary and PK-12 teacher candidate will not be allowed to enroll in 300-400 level EDUC courses until s/he is admitted into Teacher Prep. The SPED teacher candidate will not be allowed to enroll in SPED 321 or SPED/EDUC courses above this level until admitted into Teacher Prep.
  - The transfer student must meet requirements and apply for admission to Teacher Prep by March 1 or October 1 of her/his second semester at Longwood. ~~The transfer student may use her/his overall 2.5 (or higher) GPA from the transferring college/university to meet the GPA admission requirement.~~ For transfer students seeking admission into Teacher Prep during their first semester at Longwood, the overall GPA from the transferring college/university may be used to meet the GPA admission requirement. These GPA requirements for admission to Teacher Prep are summarized below.
- o Requirements for Admission
  - Qualifying Test Scores
    - o The OPS needs a copy of the score report you received submitted to the OPS Teacher Preparation Canvas course. Batch scores (not individual score reports) from the testing agency are submitted electronically to Longwood’s Registrar and cannot be used by the OPS for admission to Teacher Prep. Please note you will receive your score report electronically, but it will become inactive after 30 days. Make sure you print or save a copy during that window of time or you will need to pay for another copy. Please keep the original for your personal records.
      - Composite SAT score of 1100, with 530 or higher on the subtests for math and verbal/reading, OR
      - Composite ACT score of 24, math minimum 22, reading and English total 46 OR
      - Virginia Communication and Literacy Assessment (VCLA) Composite Score of 470 and SAT Mathematics Score 530 (with SAT Composite score of 1100) OR
      - Virginia Communication and Literacy Assessment (VCLA) Composite Score of 470 and ACT Mathematics Score 22 (with ACT Composite score of 24) OR
      - Virginia Communication and Literacy Assessment (VCLA) Composite Score of 470 and Praxis I Mathematics Score 150 (test code 5732) OR
      - Praxis I – CASE Reading 156, Writing 162, Mathematics 150
  - Two Positive Faculty Recommendations as specified by the program area
    - o Full directions are posted on the OPS website. Teacher candidate must request recommendations from appropriate faculty using the link in myLongwood.
    - o Faculty submit online using myLongwood.
    - o Confirm in myLongwood that the required recommendations have been completed (before the deadline).
  - Course Prerequisites
    - o You must have a “C-” or better in ENGL 150 or the transfer equivalent regardless of your major/program area.
    - o You must have a “C” or better in the introductory courses associated with your program area:
      - PK-6, 6-8, Secondary 6-12: EDUC 245, EDUC 260
      - Special Education: SPED 202
      - Music Education: MUSC 145 and EDUC 245
      - Physical and Health Education: HLTH 201, HLTH 205, KINS 201, and KINS 203
- ~~Have an Overall GPA of 2.5 or higher~~ Individual applicants with an overall GPA of at least 3.0 will be immediately eligible for admission to Teacher Prep and will have their applications to the program processed after the October 1<sup>st</sup> or March 1<sup>st</sup> deadline in advance of the following advising and registration period. Prospective teacher candidates who have an Overall GPA ranging from 2.5 to 2.99 will be put on a waitlist by the OPS and admitted in descending GPA order such that the cohort average GPA remains at 3.0 for that semester. Longwood University requires that the cohort average GPA of students being admitted to Teacher Prep in any given semester be at least 3.0 (overall). The OPS will admit as many other students as mathematically possible while maintaining the cohort’s average GPA at the 3.0 required by the Council for the Accreditation of Educator Preparation (CAEP). These calculations will not be completed for these waitlisted students until the end of the semester of application, so any improvements in the GPA during that semester would improve students’ chances of admittance and semesters’ end. In the event that students cannot be admitted as part of the semester’s cohort, they will be expected to work with their academic advisors to develop a plan for improving their overall GPA, which may include course retakes and/or tutoring services. Students will remain on the waitlist until such time as they have the 3.0, can be admitted as part of a future cohort, or request that OPS cancel their application to the Teacher Preparation Program.
- Complete/submit the application via myLongwood upon selecting an education-related major/concentration.
- Students need to meet requirements by the applicable deadline (March 1 for summer and fall course registration purposes and October 1 for spring course and Practicum Three-Weeks

registration purposes) in order for OPS to guarantee processing before the registration window/closes.

- Email OPS when all requirements have been met so your application will be processed.

#### Clinical Experience (Student Teaching)

- o Student teaching is the pinnacle of a teacher candidate's preparation for initial licensure. This clinical experience occurs during a teacher candidate's final semester. The placement is for 15 weeks, which is divided into two 7 ½ weeks placements for teacher candidates who require multiple grade level/subject area placements before licensure.
- o Students who wish to graduate in a timely manner must complete the application, meet the overall and major GPA requirements of 2.5 or higher, and have two positive faculty recommendations as specified by the program area (submitted online using myLongwood) one year in advance of the student teaching semester. Teacher candidates must meet the deadline (February 1 for Spring placement or September 1 for Fall placement).
- o All other placement requirements must be submitted and met by February 1 for a fall placement and September 1 for a spring placement. Clinical experience placement requests will only be sent to school divisions for the teacher candidates who meet all criteria and requirements by the posted deadlines. Any teacher candidate denied admission to student teaching may reapply upon meeting requirements. Licensure assessments are due on or before Seminar Day.
- o The teacher candidate must notify the OPS if assigned to a school where s/he attended or where a family member currently attends or works. Failure to notify the OPS of such conflict may result in a cancellation of the placement and/or receiving a grade of incomplete.
- o Important dates for student teaching are included in the OPS Calendar of Important Dates on the website and announced to teacher candidates by email, OPS Alert newsletter, course announcements, and Facebook posts as well. Student teachers are required to attend the following training sessions and meetings:
  - Student Teaching Orientation Meeting
  - Student Teaching Follow-Up Meeting
  - Seminar Day
  - Wrap-Up Day (optional licensure workshop, but strongly recommended by former student teachers)

#### Initial Licensure

- o Admission to the Teacher Preparation Program
- o Field Experience Placements
- o Partnership (for Liberal Studies Majors only)
- o Clinical Experience Placement (Student Teaching)
- o Assessments
  - The teacher candidate seeking initial licensure in Virginia is required to take and submit to the OPS Teacher Preparation Canvas course evidence of passing scores on all tests required for licensure.
  - Consult with your program area and/or advisor to determine which assessments are required for your initial licensure and when they should be taken and completed.
  - Please submit a copy of the first page of all assessment score reports to the OPS Teacher Preparation Canvas course and keep the original for your personal records.
  - Virginia Communication and Literacy Assessment (VCLA)
    - Passing Scores
      - Composite: 470
    - For more information, refer to [www.va.nesinc.com](http://www.va.nesinc.com)
  - Reading for Virginia Educators (RVE)
    - Passing Scores
      - Teachers: 157

- Reading Specialist: 162
- For more information, refer to [www.ets.org](http://www.ets.org)
- Praxis II
  - Specialty Content Area Tests (if applicable)
  - For more information, refer to [www.ets.org](http://www.ets.org)
- Required Documents
  - Child Abuse Recognition and Intervention Training Module
    - The certificate of completion needs to be submitted to the OPS Teacher Preparation Canvas course to fulfill the Virginia Department of Education requirement.
    - Go to [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html) to complete the training module. The link is also on the OPS website.
  - Civics Education in Virginia Training Module
    - Elementary, middle, and history teacher candidates must complete this online module. Special education teacher candidates must also complete the module if seeking dual endorsement in elementary education.
    - The certificate of completion needs to be submitted to the OPS Teacher Preparation Canvas course to fulfill a Virginia Department of Education licensure requirement.
    - Go to <http://www.civiceducationva.org/> to complete the training module. The link is also on the OPS website. NOTE: The module is not very compatible with Internet Explorer. OPS recommends using Google Chrome, Mozilla Firefox, or Safari instead.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).
  - The card or certificate of completion needs to be submitted to the OPS Teacher Preparation Program Canvas Course to fulfill the Virginia Department of Education requirement.

The OPS will assist teacher candidates with completion of initial licensure paperwork via the online (optional) Wrap-Up Day Workshop. Full details are shared with student teachers at the appropriate student teaching meetings and by email.

## **LIBERAL STUDIES ELEMENTARY AND MIDDLE SCHOOL EDUCATION PROGRAM**

The Liberal Studies major has been designed specifically for students seeking licensure to teach with an Elementary or Middle School Endorsement. Requirements for the BS Degree in Liberal Studies are listed in the Catalog. With careful scheduling and attention to the requirements for admission to the teacher preparation program, a student can complete all degree and program requirements in four years. After completing the degree and program requirements, students receive a BS Degree in Liberal Studies and are eligible for licensure in Elementary Education, or Middle School Education, or Elementary Education with Middle School Endorsements.

Students seeking teacher licensure and majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the Office of the Registrar that they will be majoring in Liberal Studies and seeking teacher licensure in Elementary Education, or Middle School Education, or Elementary Education with Middle School Endorsements.

Dr. Patricia D. Lust is the Director of the Liberal Studies program.

### **Liberal Studies Elementary Education/40 credits**

The 40-credit Liberal Studies Elementary program consists of the following education courses:

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 310	Foundations of Literacy Instruction/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 441	Elementary School Literacy Instruction (PK-6)/3 credits
EDUC 440	Field Experience in Literacy Instruction/1 credit
EDUC 450	Principles of Instruction (PK-8)/2 credits
EDUC 451	Curriculum in the Elementary School (PK-6)/2 credits
EDUC 487	Classroom Management and System Issues/3 credits
SPED 489	Survey of Exceptional Children/3 credits

**Practica:** Two practica are required: one on the lower primary level and one on the upper primary level.

EDUC 270                      Practicum One-Week - Lower Primary or Upper Primary level/1 credit  
(Take in first session of summer school at end of freshman or sophomore year)

EDUC 370                      Practicum Three-Weeks – Lower Primary or Upper Primary Level/3 credits  
(Prerequisite: Admission to Teacher Prep)  
(Take in first session of summer school at end of sophomore or junior year)

(All of the above will be taken prior to enrolling in the Student Teaching semester. See office of professional services section for requirements for admission to Teacher Preparation and Student Teaching. ~~A minimum cumulative 2.5 GPA is required.~~ See undergraduate catalog for other requirements.)

\* Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### **Partnership Program**

Elementary and middle education teacher candidates participate each week in a semester of Partnership Program courses. The program consists of four days of on-site methodological preparation in reading/language arts, mathematics, science and social science; one-half of each of the four days is spent in the classrooms working with the children. Teacher candidates return each Friday to the campus for courses that focus upon exceptional learners and classroom management. Special education teacher candidates follow a modified form of this program.

### **Student Teaching:**

- EDUC 400 Elementary and Middle School Directed Teaching/12 credits
- or**
- EDUC 401 Elementary Directed Teaching/12 credits
- or**
- EDUC 405 Middle Directed Teaching/12 credits
- or**
- EDUC 406 Directed Teaching for Students with Exceptional Needs/12 credits

### **Liberal Studies Middle School Education**

Students wishing to teach at the middle school level, grades 6 - 8, have three options:

1. They may pursue middle school only licensure by completing a Liberal Studies program with two areas of concentration and two areas of non-concentration, by completing the middle school education

courses (EDUC 442 and 452) and by choosing EDUC 405 for student teaching. They complete practica at the middle school level in the selected areas of concentration.

2. They may add middle grades (6-8) endorsement to the elementary education licensure (pre-K-6) by completing all Liberal Studies and Education requirements for elementary licensure and adding specified courses in two subject concentrations as well as two middle school education courses, EDUC 442 and 452. These students should select EDUC 401 for student teaching. They complete one practica at the primary level and one at the middle school level.
3. If they wish to teach a single subject, they may major in that subject and seek 6-12 endorsement in it. (See below.) They complete one practica at the middle level and one at the secondary level.

## SECONDARY EDUCATION PROGRAMS 6-12/28-38 credits

Teaching Area	Department
Biology	Biological and Environmental Sciences
Chemistry	Chemistry and Physics
Physics	
English	English and Modern Languages
History and Social Science	History, Political Science, and Philosophy
Mathematics	Mathematics and Computer Science

To teach on the secondary level, a student must have an advisor in one of the departments listed above. Further information on course requirements can be found in the section of this catalog related to that particular major. With careful scheduling, a student can complete all degree and program requirements in four years.

### Professional Studies/15-18 credits

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits

Methods course in the student's major/3-6 credits (Please see undergraduate catalog for course number and title)

- Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### Practica - Field Placement/1-4 credits

Take in First Summer School session at end of freshman or sophomore year:

EDUC 270	Practicum One-Week (middle school or secondary level)/1 credit
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Take in First Summer School Session at end of sophomore or junior year:

EDUC 370	Practicum Three-Weeks (middle school or secondary level)/3 credits
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(All courses listed above will be taken prior to enrolling in Student Teaching. **A minimum Cumulative 2.5 GPA is required in both overall and major in order to be admitted to Student Teaching.** See Office of Professional Services section.)

### Professional Semester/12 credits

See program area for Student Teaching course.



## TEACHER EDUCATION PROGRAM Pre-K-12

Teaching Area	Department
Art	Theatre, Art and Graphic Design
Modern Languages: French, German, Spanish, English as a Second Language	English and Modern Languages
Instrumental Music: Vocal/Choral Music	Music
Kinesiology: Physical and Health Education	Health, Athletic Training, Recreation, and Kinesiology
Theatre Arts	Theatre, Art and Graphic Design

### Professional Studies/15-18 credits

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits

Methods course in the student's major/3-6 credits (Please see undergraduate catalog for course number and title)

- Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### Practica - *Field Placement*/1-4 credits

Take in First Summer School session at end of freshman or sophomore year:

EDUC 270	Practicum One-Week (middle school or secondary level)/1 credit
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Take in First Summer School Session at end of sophomore or junior year:

EDUC 370	Practicum Three-Weeks (middle school or secondary level)/3 credits
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(All courses listed above will be taken prior to enrolling in Student Teaching. **A minimum Cumulative 2.5 GPA is required in both overall and major in order to be admitted to Student Teaching** See Office of Professional Services section.)

### Professional Semester/12 credits

See program area for Student Teaching course.

For students who want to teach art, modern languages (French, German, and Spanish), music, or physical education on the PK-12 level, please review the information under that department for the courses that need to be taken. An academic/professional advisor will be assigned by that department. With careful scheduling, a student can complete all degree and program requirements in four years.

### ADD-ON ENDORSEMENTS

It may be possible for some teacher education students to add a second endorsement to a teaching license while completing degree and teacher education requirements. To receive an add-on endorsement, a student must complete all requirements in one of the disciplines listed below. Students interested in an Add-on-Endorsement should meet with the Department Chair of the endorsement to plan their schedule. With careful scheduling, it may be possible for a student to complete degree requirements, teacher education program requirements, and an add-on endorsement, in four years.