School of Education

Administration

Interim Dean, School of Education
Professor of Education

Associate Dean
Assistant Professor of Education

Michelle E. Goodwin, B.S., M.Ed., Ed.D.
Senior Assistant Dean, Teacher Education/Licensure
Professor of Education

Program Directors

A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. The entire roster can also be viewed online at https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES

All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE

The School of Education is committed to providing the highest quality Christian education based on the principles of God’s Word. Our school, by virtue of its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare undergraduate and graduate students for careers in teaching and school administration as well as programs in the area of Sport Management.

- Teacher Education
- Sport Management
PURPOSE
The mission of the Educator Preparation Program at Liberty University is to develop competent professionals with a Christian worldview for Christian, public, and private schools.

Excellent teachers are an invaluable asset to the home, church, community, and nation. The Educator Preparation Program at Liberty is designed to provide a program of study and preservice experiences that will foster teaching excellence and stimulate improvements in teaching practices in Christian, public, and private schools. The program is designed for teacher candidates who are preparing to teach kindergarten, elementary, and middle school, as well as high school students. Those wishing to pursue careers in middle school, or high school teaching may do so in the following areas: biology, business, computer science, English, family and consumer sciences, history/social sciences, mathematics. Comprehensive licensure may be completed in the following areas: music (vocal or instrumental), health/physical education, Spanish, special education, studio art, teaching English as a second language, and theatre arts.

PROGRAM LEARNING OUTCOMES
The teacher candidate:

**INT-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge**

- INT-A1. Demonstrates a broad base of professional and general knowledge.
- INT-A2. Demonstrates knowledge of content in the endorsement area.

**INT-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God**

- INT-B3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
- INT-B4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
- INT-B5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
- INT-B6. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
• INT-B7. Manages classroom climate and procedures to motivate students and maximize learning.
• INT-B8. Integrates a variety of assessment strategies to improve student learning.
• INT-B9. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
• INT-B10. Provides evidence of student learning at the grade level and content appropriate for the endorsement.

INT-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools

  • INT-C11. Models personal integrity and sensitivity to human needs.
  • INT-C12. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

DEFINITIONS FOR DISPOSITIONS – S C R I P :

1. Displays a sense of Social responsibility
2. Demonstrates Commitment/ work ethic
3. Demonstrates Reflective practice
4. Displays personal Integrity
5. Displays Professionalism

TEACHER ENDORSEMENT AREAS
Teacher preparation and endorsement are available through the Teacher Education Department in cooperation with departments offering majors in the following teacher endorsement areas:

**Elementary**
Elementary education (preK – 6) [Integrated Studies major]
Middle education (grades 6 – 8) [only with preK – 6]

**Secondary (6-12)**
Biology
Business
Computer Science
English
Family and Consumer Sciences
History/Social Sciences
Mathematics
Studio Art

**Comprehensive (preK-12)**
English as a Second Language
Health/Physical Education
Music: Choral or Instrumental
Spanish
Special Education (K-12) [Integrated Studies major]
General Curriculum
Theatre Arts (preK-12)

Add-on Endorsements
Algebra I
Chemistry (only with Biology)
Computer Science
Journalism
Speech
Theatre Arts (preK-12)

Minor (non-licensure)
Special Education

**EPP – EDUCATOR PREPARATION PROVIDER**
The Educator Preparation Provider (EPP) Program is designed to meet licensure requirements of the Commonwealth of Virginia in the candidate’s approved concentration. The University has approval from the State Council of Higher Education for Virginia and is accredited by the Southern Association of Colleges and Schools. The Educator Preparation Provider Program has been officially approved by the Virginia Department of Education and is accredited under NCATE Standards through the CAEP Accreditation System. Graduates of Liberty’s approved educator preparation programs are eligible for licensure within the Commonwealth of Virginia. Completing Virginia licensure requirements will generally be necessary if the teacher candidate intends to seek licensure in another state.

Several states have additional licensure requirements beyond what is specified for graduation from an approved program at Liberty. However, teacher candidates are typically able to gain licensure and to begin teaching in another state while completing the additional requirements. Assistance in securing licensure from other states, information about licensure requirements in states other than Virginia, and help in obtaining necessary applications for out-of-state teaching credentials may be obtained from the Teacher Licensure Office. In addition to state licensure, candidates who complete the Educator Preparation Program at Liberty are eligible for the Association of Christian Schools International certificate.

**Licensure Programs**
The Liberty University School of Education utilizes a gate system to ensure the successful progression of its candidates through the EPP (Educator Preparation Provider) program. The following gates are described below:

**Gate 1:** University Admission and Declaration of Major
**Gate 2:** Program Status Check
**Gate 3:** Program Admission/Student Teaching Application
Gate 4: Program Exit/Licensure Application

Please visit www.liberty.edu/uguide for specific requirements at each gate.

ADMISSION TO THE EDUCATOR PREPARATION PROGRAM (Gate 2)

Gate 1: ADMISSION TO THE UNIVERSITY
Please see the admission guidelines found at www.liberty.edu/admissions

Gate 2: PROGRAM STATUS CHECK
Preparation for the Program Status Check (Gate 2) begins in the first EDUC course. Candidates will be presented with an overview of the program and how to proceed to Gate 2. The Program Status Check (Gate 2) includes (but is not limited to) the following:

1. A minimum cumulative GPA of 3.0;
2. Satisfactory conduct / dispositions;
3. Completion of EDUC 125, *Introduction to Education*, with a minimum grade of “C”, (Transfer credit must be approved by the program coordinator);
4. Required test scores (as stated at www.liberty.edu/uguide);
5. Completion of 30-hour practicum (EDUC 125) and computer competencies;
6. Clearance of the required background check;
7. Receipt of current liability insurance;
8. Results of current TB test.

Please see www.liberty.edu/uguide for specific, current guidelines concerning the Gate 2 Program Status Check.

Professional Semester
The student teaching experience is required of all candidates seeking teacher licensure and takes place during the student’s final semester of study. It will involve the commitment of the entire semester for student teaching and related coursework.

<table>
<thead>
<tr>
<th>Professional Semester</th>
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<tbody>
<tr>
<td>EDUC 475 <em>Seminar in Classroom Management</em></td>
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<tr>
<td>EDUC 476 <em>Student Teaching I</em></td>
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<tr>
<td>EDUC 477 <em>Student Teaching II</em></td>
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Student teaching experiences are arranged to take place within Christian and public school settings in Central Virginia and abroad. A listing of local school divisions may be found at http://www.liberty.edu/uguide. A limited number of external placements in accredited schools are available for students who meet the criteria for external placement. The University seeks to locate student teachers in positive classroom settings with well-qualified cooperating teachers.

The student teaching experience should be approached with a great deal of respect for the responsibilities involved and should be regarded as a very important experience for the aspiring teacher. During the student teaching semester, the candidate will assume an important role in terms of responsibilities.
and obligations to the school and the candidates where the student teaching is to take place. It is also imperative that student teachers plan to arrange personal time schedules so that proper attention is given to student teaching and those activities associated with outside preparation and school responsibilities.

For these reasons, the School of Education very strongly suggests that teacher candidates should not plan to have significant amounts of outside diversions during the student teaching semester. Examples of activities which have previously caused problems for student teachers include jobs, excessive social commitments, and extracurricular activities. In such circumstances, the quality of the teaching inevitably suffers. For these reasons, planning and prior arrangement to avoid such problems is expected. Please see the Teacher Education Handbook and the Student Teaching Handbook found at http://www.liberty.edu/uguide for specific policies concerning the requirements for student teaching.

ADMISSION TO STUDENT TEACHING (Gate 3)

Gate 3: PROGRAM ADMISSION / STUDENT TEACHING APPLICATION
Gate 3 is considered the official admission stage for the Liberty University EPP (Educator Preparation Provider) Program. The standards of admission to the EPP are inclusive of those for admission to the University and include other criteria outlined by the School of Education as indicated below. Policies governing admission to the program originate in, or are channeled through the Teacher Education Department. The Department formulates policies, coordinates the EPP program, and works for selective recruitment, admission, and retention of diverse candidates for and in teacher licensure. It must be clearly understood that admission to the University is not synonymous with admission to the EPP. For Gate 3, candidates must complete an application that a.) documents they have met the requirements to be in the program and b.) makes the official request for a student teaching placement.

The Gate 3: Program Admission / Student Teaching Application includes (but is not limited to) the following:

1. Results of current TB test;
2. Receipt of current liability insurance;
3. Cleared background check;
4. Satisfactory conduct / dispositions;
5. A minimum cumulative GPA of 3.0;
6. Completion of all professional education coursework, as well as all courses in the candidate’s major area of study. Grades below a “C” are not acceptable in any EDUC course, or in any concentration course (Elementary and Special Education Licensure), or in any upper level course in the major (Secondary/Comprehensive Licensure);
7. Completion of all required test scores (as stated at www.liberty.edu/uguide)
   Licensure tests must be passed before the student teaching application can be accepted and a request for placement can be made; and
8. DCP Audit that indicates all coursework except student teaching is completed.

The application deadlines for placement in student teaching are September 1 for placement in the spring semester and February 1 for placement in the fall semester.
GATE 4: PROGRAM EXIT / LICENSURE APPLICATION
Candidates are ready to proceed to Gate 4 when they have a conferred degree (with the required GPA, coursework, etc.) and the required paperwork documenting that they are eligible for a teaching license. The Gate 4 checklist for the required documents may be found at www.liberty.edu/uguide.

TEACHER LICENSURE TESTS
An important requirement for meeting Teacher Licensure standards in the Commonwealth of Virginia is the successful completion of the required tests for licensure. Tests include Praxis Core Mathematics, the Praxis Core Reading, the VCLA (Virginia Communication and Literacy Assessment), the Praxis Subject Assessment, and the RVE (Reading for Virginia Educators) for Elementary and Special Education candidates.

These tests must be passed before applying for Gate 3. The tests may be repeated, if necessary. More information about the required licensure tests may be found at http://www.liberty.edu/uguide.

ELEMENTARY AND SPECIAL EDUCATION LICENSURE
A teacher candidate who plans to teach in elementary or special education must complete a major in Elementary Education Integrated Studies or Special Education Integrated Studies. The candidate will choose from a specified list of concentrations that have been approved by the respective department chairs. The middle school option provides additional endorsement in the concentration selected. Professional education requirements for teacher candidates preparing to be elementary and special education teachers are outlined in the program DCP. Course requirements are available online at http://www.liberty.edu/education.

SECONDARY LICENSURE
A candidate who plans to teach in secondary school must complete a major in the subject area(s) in which he wishes to teach. The secondary areas of licensure available at Liberty are biology, business, computer science, English, history/social sciences, mathematics, and work and family studies. Add-on licensure is available in Algebra I, biology, chemistry, computer science, journalism, speech, and theatre arts.

The typical professional education requirements for students preparing to be secondary school teachers are outlined in the program DCP. Requirements for the various subject matter areas are available on the Degree Completion Plan (DCP) of the respective major.

COMPREHENSIVE LICENSURE
Comprehensive licensure includes certification in both elementary and secondary school levels for the teacher candidate who plans to teach in areas such as music (vocal and instrumental), health/physical education, Spanish, special education, teaching English as a second language, studio art, and theatre arts. Requirements vary slightly among majors. Requirements for the various subject matter areas are available on the Degree Completion Plans of the respective majors.

LICENSURE INFORMATION
Graduates who have successfully completed Liberty’s Educator Preparation
Program are eligible for a standard Collegiate Professional License from the Virginia Department of Education. Though candidates must pass a background check for entrance into the Liberty University School of Education EPP (Educator Preparation Provider) program, the VDOE (Virginia Department of Education) also makes determinations concerning the eligibility of candidates.

Please see the VDOE website to see the list of questions that will be asked of each applicant.

LICENSURE IN OTHER STATES
Graduates who have successfully completed Liberty’s Educator Preparation Program and who have met all standards for Teacher Licensure in Virginia can be recommended for licensure in other states. The Commonwealth of Virginia operates within the Interstate Licensure Compact, which means that other states in the compact recognize and freely accept incoming licensure applications from Virginia-based programs.

The remaining states utilize different processes to evaluate out-of-state applicants for licensure. In most cases, other states will require proof that the candidate has successfully completed a state-approved Educator Preparation Program. Assistance in securing this license is provided to all of those who are completing student teaching. Licensure applications will be processed after all undergraduate work has been successfully completed.

Teacher Licensure personnel can provide addresses of the various State Departments of Education for those wishing to pursue licensure in other states. The Teacher Licensure personnel will assist candidates in the preparation and submission of the required documents.

As a condition of Liberty’s Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty’s online programs in Teacher Education:

Teacher Education: State Authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

TIME FRAME FOR PROFESSIONAL LICENSURE AND FIELD WORK
Teacher candidates must have completed all requirements necessary for professional licensure within five years after completion of the undergraduate degree.

Teacher candidates who have received a degree and wish to return to Liberty University for field experience (elementary/secondary student teaching) for licensure will be subject to the same five-year timeframe.

Each case will be evaluated on an individual basis according to time elapsed from
completion of coursework, transcripts, program changes, and recent experiences in the field of education.

As a condition of Liberty’s Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty’s online programs in Teacher Education:

Teacher Education: State Authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

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Elementary Education Integrated Studies (B.S.)

Special Education Integrated Studies (B.S.)

PURPOSE
The Bachelor of Science in Elementary Education Integrated Studies and Special Education Integrated Studies majors are designed for those candidates who desire a liberal arts degree that meets the competencies for teacher candidates. The emphases of these majors are on the content of the core areas, as defined by the federal guidelines and the state guidelines of the Virginia Department of Education. The guidelines for these majors are subject to changes in federal or state regulations for the licensure of elementary or special education teachers.

Requirements for this degree are:

1. Fulfill institutional General Education Requirements using courses recommended to meet teacher licensure competencies;
2. Complete a 45-hour major which must be drawn from two or three academic disciplines with no more than 30 hours and no less than 15 from any one discipline.
   - The Elementary Education Integrated Studies major includes the Core Concentration cluster, one Cognate cluster, choice of cognate areas must be one of the following: math, English, social studies, or science or Spanish: and the Education cluster will be the third concentration.
   - The Special Education Integrated Studies major includes the Core Concentration cluster, the Special Education cluster, and the Education cluster.
3. Complete 15 hours of electives in any disciplines, including areas that are covered in the major, that are selected to meet teacher licensure competencies;
4. Complete at least 30 hours at the 300-400 level;
5. Complete 50 percent of each cognate at Liberty;
6. Candidates who break enrollment must renegotiate the proposal.

Admission to the Educator Preparation Program (EPP) is required prior to registering for student teaching. **Candidates who fail to meet the requirements for EPP admission may be required to change to another major.** As part of the EPP admissions process, each candidate must submit an approved Degree Completion Plan (DCP) which becomes the candidate’s contract for graduation and may be modified only upon written request to the Program Chair or the School of Education Dean. The professional semester (student teaching) is required for teacher licensure, and is therefore required to complete the Elementary Education Integrated Studies and Special Education Integrated Studies Major.

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**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**
- Bachelor of Science in Elementary Education Integrated Studies (B.S.) - English
- Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Mathematics
- Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Science
- Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Spanish
- Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Social Science
- Bachelor of Science in Special Education Integrated Studies (B.S.)

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**NON-LICENSURE PROGRAMS**

The School of Education offers the following programs in an online format. The requirements for the programs are listed below.

**ADMISSION REQUIREMENTS:**

- Application Submission.
- High School Self-Certification Form.
- College transcripts from all previously attended institutions.

Students must have above a 2.0 cumulative combined GPA for all accredited colleges attended or for high school.

**Early Childhood Education Interdisciplinary Studies Major (B.S.) (Non-Licensure Program)**

**PROGRAM LEARNING OUTCOMES**

A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God
• PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
• PRE-B3. Demonstrates the understanding of differentiated instruction,
• PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

• PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Early Childhood Education Interdisciplinary Studies (B.S.)

Elementary Education Interdisciplinary Studies Major (B.S.)

(With Fifth-Year Option for M.A.T. and Licensure)*

PURPOSE
The purpose of the non-licensure Bachelor of Science in Elementary Education Interdisciplinary Studies program is to provide a foundation of education that can assist a student in becoming a teacher candidate in a graduate education program. The program also provides theories and methodology of Christian education that will assist those who will work in Christian schools, churches and home.

PROGRAM LEARNING OUTCOMES
A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

• PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

• PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
• PRE-B3. Demonstrates the understanding of differentiated instruction,
• PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

• PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical
Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Elementary Education Interdisciplinary Studies (B.S.)

Special Education Interdisciplinary Studies Major (B.S.)

(With Fifth-Year Option for M.A.T. and Licensure)*

PROGRAM LEARNING OUTCOMES
A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
   • PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God
   • PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
   • PRE-B3. Demonstrates the understanding of differentiated instruction,
   • PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity
   • PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Special Education Interdisciplinary Studies (B.S.)

Education Major (A.A.)

Early Childhood Education Major (A.A.)

(Non-Licensure Programs)

PROGRAM LEARNING OUTCOMES
A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

Associate of Arts in Education (A.A.)
Associate of Arts in Early Childhood Education (A.A.)

MINORS

Autism Minor

PROGRAM LEARNING OUTCOMES
PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity.

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.
Special Education Minor

Delivery Format: Residential and Online
Special Education Minor (Resident)
Special Education Minor (Online)

Undergraduate Certificate

Division of Teacher Education

The School of Education offers an undergraduate certificate in Preschool through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA.
2. All courses must be completed through Liberty University.
3. No grade of “D” may be applied to the certificate.
4. Submission of Certificate Completion Application at beginning of final semester.

Certificate in Preschool

Delivery Format: Online Only
Preschool