Virginia Board of Education Agenda Item

Agenda Item: F **Date:** May 22, 2014

Title	First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Teacher Education Program at Lynchburg College through a Process Approved by the Board of Education		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
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Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
No previous review or action.

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
Date: June 26, 2014

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Regulations Governing the Review and Approval of Education Programs in Virginia

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) set forth the options for the accreditation of "professional education

programs" at Virginia institutions of higher education. The regulations define the "professional education program" as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

A. Professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education….

E. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status….

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

   1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

   2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.

   3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

   1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education...

Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

> Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.
>
> Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.
>
> Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.
>
> Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. A copy of the Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Act (HEA), revised May 19, 2011, is included in Appendix A.

The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.

The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall

implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.

Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, on-site Team's Report of Findings, and Institutional Response (if needed), are part of the review process.

Lynchburg College currently offers the following Virginia Board of Education approved endorsement programs at the undergraduate and graduate levels:

Approved Program Endorsement Areas	Undergraduate	Graduate
Elementary Education PreK-6	X	
English	X	
Foreign Languages PreK-12: French	X	
Foreign Languages: Spanish PreK-12	X	
Health and Physical Education PreK-12	X	
History and Social Sciences	X	
Mathematics	X	
Mathematics – Algebra I (Add-on endorsement)	X	
Music Education: Vocal/Choral PreK-12	X	
Science: Biology	X	
Science: Chemistry	X	
Science: Earth Science	X	
Science: Physics	X	
Theatre Arts PreK-12	X	
Visual Arts PreK-12	X	
Administration and Supervision PreK-12		X
Reading Specialist		X
School Counselor PreK-12		X
Special Education: Adapted Curriculum K-12		X
Special Education: Early Childhood Special Education (Birth through Age 5)		X
Special Education: General Curriculum K-12	X	X

Summary of Important Issues:
Lynchburg College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on October 26-30, 2013. Attached are Appendix A - *Board of Education Definition of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by the Title II of the Higher Education Act (HEA), Revised May 19, 2011,* Appendix B - *Professional Education Program Review Team Report of Findings*, Appendix C - *March 7, 2014, Letter to Dr. Kenneth R. Garren*, *President, Lynchburg College*, and Appendix D - *April 17, 2014, Lynchburg College's Responses to the Professional Education Program Review Team Report of Findings***.**

The overall recommendation of the on-site review team was that the professional education program be "accredited with stipulations." The team made this recommendation based on the information available

in the 2013 *Institutional Report* and the evidence available during the October 26-30, 2013, on-site visit.

The following are the review team's recommendations for each of the four standards:

Standard	Review Team Recommendations
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

The following strengths and weaknesses were noted in Standards 1, 2, 3, and 4. Specific details for each standard are identified in the *Report of Findings* (Refer to Appendix B).

…II. Findings for Each Standard

A. *Standard 1: Program Design.* *The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community….*

***Weaknesses*:**

1. The philosophy, mission statement, and goals of the School of Education and Human Development are not clearly articulated and do not adequately reflect the understandings of the current faculty. Goals have not been developed to align with the stated conceptual framework.

2. Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

3. There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with School of Education and Human Development goals.

4. Other than at the point of candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the programs.

5. There is no evidence that a systematic and ongoing process of gathering, reporting, and analyzing program data has been established to report program strengths, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes. The process must be captured in formal communications with stakeholders and in established operational forms.

These processes need to be completed in cooperation with the arts and sciences faculty and other stakeholders in the program, including K-12 school and Community College partnership programs, alumni, students, and clinical faculty. This area of concern was noted in the 2006 accreditation report and continues to exist.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. *Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600….*

Strength:

The ratio of student teachers to supervisors ensures that candidates receive personal and individualized supervision.

***Weaknesses*:**

1. Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.

2. Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVEonline® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

3. Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

C. Standard 3: Faculty in Professional Education Programs. *Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning….*

***Strengths*:**

1. Field experiences, including the St. Lucia partnership, are well-organized and evaluated.

2. Faculty make significant scholarly and service contributions at the local, state, and national levels.

3. Competency, work ethic, expertise, and qualifications are faculty strengths.

4. The School of Education and Human Development provides a welcoming and caring environment for students.

Weaknesses:

1. An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

2. The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

3. No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

4. Funding for off campus professional development and scholarly activities are limited to an extent that faculty members are unlikely to be able to participate at a national level.

D. Standard 4: Governance and Capacity. *The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards....*

Weaknesses:

1. The professional education program is not clearly defined. The Dean of the School of Education and Human Development (the designated administrator responsible for programs leading to licensure of school personnel), has no authority regarding the budget, allocation of resources, or overall governance for the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

2. Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program. This is a continued area cited during the previous on-site accreditation visit.

3. No evidence of long-range planning for the professional education program was provided.

4. There is no evidence of consistent and regular meeting times for community partners, faculty and staff, decision making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

5. No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent

meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

At the April 28, 2014, meeting, the Advisory Board on Teacher Education and Licensure discussed the *Professional Education Program Review Team Report of Findings* (Refer to Appendix B) and *Lynchburg College's Response to the Professional Education Program Review Team Report of Findings* (Refer to Appendix D)**.** Dr. Jan Stennette, dean of the School of Education and Human Development, was available at the meeting to respond to questions from Advisory Board members.

The following motion was approved by the Advisory Board on Teacher Education and Licensure on April 28, 2014:

> The Advisory Board on Teacher Education and Licensure recommends to the Board of Education that the Lynchburg College professional education program be "accredited with stipulations." The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (Effective September 21, 2007 and Amended January 19, 2011).

Impact on Fiscal and Human Resources:
Expenses, with the exception of those for the state representative, incurred during the on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:
The final review of this recommendation is expected to be presented to the Board of Education on June 26, 2014.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Advisory Board on Teacher Education and Licensure's recommendation that the professional education program at Lynchburg College be "accredited with stipulations."

Appendices

Appendix A

Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia As Required by Title II of the Higher Education Act (HEA), Revised May 19, 2011

Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia As Required by Title II of the Higher Education Act (HEA)

(Revised May 19, 2011)

Background Information:

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II "Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation," April 19, 2000:

> *To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).*

On September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval, approval with stipulations, and denial of accreditation" were used in these definitions. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, separated the accreditation and program approval processes; therefore, revisions were needed in Virginia's definitions for "low-performing" and "at-risk of becoming low-performing institutions." On November 20, 2008, the Board of Education approved revisions to the definitions to align with the accrediting bodies' designations.

Title II HEA, was reauthorized on August 14, 2008. Section 205 of Title II of the Higher Education Opportunity Act (HEOA) mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required. Based on recent changes made to accrediting body designations by the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council, there is a need to align the definitions for at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at-risk of becoming low-performing institutions of higher education or low-performing institutions of higher education.

On March 21, 2011, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The revised definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education were approved by the Virginia Board of Education at its May 19, 2011, meeting.

Options for Accreditation

The three options for accreditation are as follows:

Option I: National Council for the Accreditation of Teacher Education (NCATE)
Option II: Teacher Education Accreditation Council (TEAC)
Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

- Accreditation for five years[1]
- Accreditation for seven years[2]
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

[1]*All standards are met, no serious problems exist across standards, and the state retains a five-year cycle*.

[2]*All standards are met and no serious problems exist across standards*. (Note: Virginia maintains a seven-year cycle.)

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

Option III: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Definitions of At-Risk of Becoming a Low-Performing Institution and Low-Performing Institution of Higher Education in Virginia

The following definitions of becoming at-risk of becoming a low-performing and low-performing institution of higher education in Virginia as required by the August 14, 2008 Title II HEA provisions were approved by the Virginia Board of Education on May 19, 2011.

At-Risk of Becoming a Low-Performing Institution of Higher Education: An at-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	Accreditation for two years with a focused visit; or Accreditation for two years with a full visit
TEAC:	Accreditation (two years) Initial Accreditation (two years)
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: A low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation for seven years
TEAC:	Accreditation (ten or five years) [3]
BOE:	Accredited

[3]The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007 and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Appendix B

Professional Education Program Review Team Report of Findings

VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Lynchburg College
Lynchburg, Virginia
October 26-30, 2013

***Members of the Review Team*:**

Dr. Donna Jones-Miles, Chair
Dr. Stephanie Johnson
Dr. Timothy Reynolds
Dr. Dorothy Sluss

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Lynchburg College

Standards **Overall Recommendation:**		**Team Findings**:
A. Standard 1	**Program Design.** The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.	____ Met _X_ Met Minimally with Significant Weaknesses ____ Not Met
B. Standard 2	**Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
C. Standard 3	**Faculty in Professional Education Programs.** Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
D. Standard 4	**Governance and Capacity.** The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	___ Met _X_ Met Minimally with Significant Weaknesses ___ Not Met

Overall Recommendation: ***Accredited with Stipulations***: The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (Effective September 21, 2007 and Amended January 19, 2011).

I. Introduction:

Institutional Description

Lynchburg College, a private coeducational institution founded in 1903, with a historical and current relationship to the Christian Church (Disciples for Christ), offers undergraduate and graduate programs that reflect its commitment to teaching and learning, scholarship, and service to the broader community. "The mission of Lynchburg College is to develop students with strong character and balanced perspectives and to prepare them for engagement in a global society and for effective leadership in the civic, professional, and spiritual dimensions of life." (*2012-2013 Lynchburg College Course Catalogue*, page 10)

The 2013 Lynchburg College School of Education and Human Development *Institutional Report* (henceforth referred to as the *Institutional Report*) states, in part, the following:

> *Lynchburg College provides its students with a wide range of rigorous educational experiences delivered through multiple modes of instruction. Undergraduate programs are grounded in the liberal arts, enhanced by professional studies, and nurtured by a residential community. Further, the College's quality graduate programs respond to identified community needs, advanced scholarship in the discipline, and promote student career goals. Lynchburg College extends its reach beyond the campus through experiential learning, cultural opportunities, and service by sharing the expertise and commitment of faculty, staff, and students with the broader community….*
>
> *…In support of its mission, Lynchburg College is an academic community that:*
>
> - *fosters a student centered environment;*
> - *develops the breadth of knowledge associated with liberal education;*
> - *develops depth of knowledge and promotes focused inquiry in academic disciplines;*
> - *respects and supports diversity;*
> - *values and celebrates diverse faith traditions; and*
> - *sustains close working relationships among faculty, staff, students, alumni, and community partners….*

The College is a member of the Tri-College Consortium of Virginia, which includes Randolph College and Sweet Briar College. Students at each of college are granted access to libraries at all three campuses. A full-time undergraduate student may enroll, without additional tuition, in a course offered at either of the other campuses provided the course is not offered at Lynchburg College. This arrangement provides a working partnership for development and implementation of numerous grants and special education opportunities for students enrolled in teacher education programs.

The Professional Education Program

As stated on page nine of the *Institutional Report*, "…The Teacher Preparation Program, building on Lynchburg College's liberal arts (i.e., general education) background, provides professional coursework and leadership opportunities. Field and school services experiences, and student teaching provide practical experiences to help teacher candidates become proficient practitioners…."

As of July 1, 2013, the newly created, separate School of Graduate Studies was established. The School of Graduate Studies includes programs from several academic schools, including the School of Education and Human Development. Programs in Educational Leadership and School Counseling are now housed in the School of Graduate Studies under the administration of the Dean of Graduate Studies. The graduate educator preparation programs in reading and special education remain under the administration of the Dean of the School of Education and Human Development.

Lynchburg College currently offers the following Board of Education approved program endorsement areas at the undergraduate and graduate levels:

Approved Program Endorsement Areas	Undergraduate	Graduate
Elementary Education PreK-6	X	
English	X	
Foreign Languages: French PreK-12	X	
Foreign Languages: Spanish PreK-12	X	
Health and Physical Education PreK-12	X	
History and Social Sciences	X	
Mathematics	X	
Mathematics – Algebra I (Add-on endorsement)	X	
Music Education: Vocal/Choral PreK-12	X	
Science: Biology	X	
Science: Chemistry	X	
Science: Earth Science	X	
Science: Physics	X	
Theatre Arts PreK-12	X	
Visual Arts PreK-12	X	
Administration and Supervision PreK-12		X
Reading Specialist		X
School Counselor PreK-12		X
Special Education: Adapted Curriculum K-12		X
Special Education: Early Childhood Special Education (Birth through Age 5)		X
Special Education: General Curriculum K-12	X	X

II. Findings for Each Standard:

8VAC20-542-60. Standards for Board of Education approved accreditation process.

A. **Standard 1: Program Design.** The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.

Indicators of the achievement of this standard shall include the following:

1. **The program design includes a statement of program philosophy, purposes and goals.**

The program's philosophy and purposes are evidenced in the Mission Statement. Based on a review of records and interviews with Lynchburg College faculty, individual programs provide different versions of the Mission Statement. As a result, it is unclear to the on-site review team exactly what the faculty have approved, or are using, as the central philosophy and purposes of the School of Education and Human Development and the newly instituted School of Graduate Studies.

Stated program goals in the *Institutional Report* are problematic. First, goals are not clearly evident for education programs offered at Lynchburg College. This was concluded after examining the professional education program's Web site, *Student Teaching Handbook*, *Institutional Report*, *Teacher Preparation Handbook*, and WEAVEonline®, a Web-based assessment management system developed by Virginia Commonwealth University. (The WEAVEonline® system supports, in part, program/unit-level planning and improvement, and enhances institutional responses to program accreditation and other accountability and improvement initiatives.)

Second, the goals that were provided in the *Institutional Report* are not clearly designated as to whether or not the goals are for all programs or designated only for specific programs. The goals stated in the *Institutional Report* clearly referenced the elementary education and special education programs. If these are the goals for elementary and special education, the goals for secondary and PreK-12 offerings are missing from the evidence provided.

In the *Institutional Report*, goals also are missing for the graduate programs in Counseling Education and the Reading Specialist. The foundation for the program in Educational Leadership is represented by the Interstate School Leaders Licensure Consortium Standards and the goals and competencies required by the Virginia Board of Education. These standards, goals, and competencies are linked to Lynchburg College through the vision and mission statement, the curriculum framework, the curriculum syllabi, faculty qualifications, and the expectations and experiences required throughout the program.

When the faculty were interviewed and asked when the goals were developed and the rationale for the goals, the consensus of the group was that the goals have been in place since the 1990s. No evidence was provided to the on-site review team to indicate that the goals have been reviewed and evaluated since that time to ensure they address the needs and trends of current educators and educational practices.

2. **The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.**

   Lynchburg College offers programs at the initial level of licensure in elementary, special, PreK-12, and secondary education that incorporate competencies consistent with the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

3. **The program design includes a knowledge base that reflects current research, best educational practice and the Virginia *Standards of Learning*.**

   The *Institutional Report* (page 16) states that faculty emphasize the relationship between content and skill knowledge acquired in General Education and major content courses with professional application as teacher background knowledge. Curriculum and methods courses fully incorporate a broad knowledge base in studies of Virginia *Standards of Learning* and instructional preparation and practice activities.

   Based on an examination of results of required assessments and comments made by teachers in collaborating K-12 schools during interviews with on-site review team members, teacher education candidates are well-prepared in content areas and pedagogy. Undergraduate students must complete General Education requirements that are specially intended to provide a broad knowledge base in the liberal arts and that are concurrently supportive of mastery of the Virginia *Standards of Learning* by teacher preparation candidates.

   Per the *Institutional Report* and confirmation by the Dean of the School of Education and Human Development, all undergraduate students at Lynchburg College must complete, at a minimum, the following General Education courses:

   1. English/Communication Skills – at least 12 hours including courses in composition, literature, and oral communications;

   2. Mathematics – at least three hours in either a general survey of college mathematics or calculus;

   3. Laboratory science – at least eight hours that include two semesters of laboratory experiences that emphasize concepts of research and scientific inquiry;

4. Social Studies – at least six hours in world history and at least six hours in social sciences (i.e., economics, political science, international relations, or sociology);

5. Humanities – at least 12 hours including course in the fine arts, intermediate level foreign language, philosophy, and religion;

6. Wellness – at least two hours in health and physical education courses; and

7. Capstone course – at least two hours in a symposium course combining reading and writing that consider major issues affecting mankind.

Based on the program area of endorsement, teacher education candidates take the following courses in addition to the General Studies requirements:

- <u>Interdisciplinary Studies: Elementary Education PreK-6</u>

  - ENGL 414: Children's Literature, an additional writing course (choosing from ENGL 203: Expository Writing, ENGL 205: Introduction to Creative Writing, or ENGL 315: English Grammar), and EDUC 325: Methods - Language Arts Instruction.

  - Two courses in reading acquisition which include exploration of the writing process.

  - Two mathematics courses, MATH 117 and MATH 118: School Math I and II in addition to EDUC 425: Methods, Math Instruction.

  - EDUC 424: Methods: Science Instruction.

  - Two American History courses, HIST 255: America to 1877 and HIST 256: America Since 1877;

  - A geography course, choosing from INTL 213: World Regional Geography, ENVS 211: Physical Geography or an approved study abroad.

  - An economics course; and

  - One laboratory science course, choosing from biology, chemistry, earth and environmental science, physics, or principles of science for a total of 12 semester hours.

- Interdisciplinary Studies: Special Education:

    - Special Education General Curriculum K-12 candidates also take SPED 433: Transition, Life Skills, and Communication and SPED 432: Methods for Reading and Academic Content.

    - All candidates pursuing special education endorsement take an additional mathematics course (i.e., either MATH 117 or Math 118).

    - Two American History courses, HIST 255: America to 1877 and HIST 256: America Since 1877, and a geography course, choosing from INTL 213: World Regional Geography, ENVS 211: Physical Geography, or an approved study abroad as well as an economics course.

    - One laboratory science course, choosing from biology, chemistry, Earth and environmental science, physics, or principles of science for a total of 12 semester hours.

Interdisciplinary Studies majors seeking a teaching endorsement in either Elementary Education PreK-6 or Special Education General Curriculum K-12 combine content study with professional preparation courses.

All PreK-12 and secondary education program candidates complete an academic major in their intended licensure endorsement area.

During interviews with on-site review team members, faculty representatives from all approved secondary education (endorsement) programs were reported to participate in the Teacher Preparation Council where information about *Standards of Learning* expectations, standardized testing, and licensure requirements are shared.

4. The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.

A conceptual framework of practice, leadership, and service is provided on the School of Education and Human Development Web page, in the *Teacher Education Handbook*, and the *Teacher Preparation Handbook*. The *Institutional Report* provides a conceptual framework in *Appendix B* (page 86). However, the framework given in the *Institutional Report* is not the same as the one provided in the documents previously mentioned. The framework in the *Institutional Report* appears only to be required for the Master of Education in Educational Leadership degree. As a result, it is uncertain if the framework provided in the other sources are for each undergraduate and graduate program.

During an interview with selected faculty, members of the on-site review team asked when the framework was developed. The faculty consensus was the framework was developed during the 1990's. When questioned about the rationale of the framework, the response was that the framework was based on the College's framework. Although requested, no information was provided to the on-site review team to indicate that the faculty developed or reviewed the conceptual framework based on their understanding of the knowledge and evidence available in current research. There was no indication that the conceptual framework reflected any clear evidence that the current knowledge-base and resources were used in developing the guiding principles. When requested by the on-site review team, no documentation was available to support that the framework has been revisited, analyzed, and evaluated in recent years.

Candidates interviewed by on-site review team members were not familiar with the conceptual framework or what it meant for them as teacher education candidates.

5. **The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in PreK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences.**

   Indicators of the achievement of this standard shall include the following:

   a. *The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.*

      The professional education program develops, implements, and evaluates programs, courses, and activities that enable candidates to develop the knowledge and skills identified in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Course syllabi outlined competencies to be taught and evaluated based on Virginia and Lynchburg College program requirements. Faculty use a variety of methods for instruction and evaluation of student comprehension of course content, materials, and implementation of instructional strategies. Community stakeholders and schools collaborate with implementation of instruction and evaluation of field experiences.

      The Counseling Education (school counselor) program has developed instructional objectives that align with the American Counselors Association, the National School Counselors Association and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Virginia Counselors Association, and the Virginia School Counselors Association. Evaluations for this program are completed periodically and discussed at the department level.

The Master of Education in Reading (reading specialist) program is organized to meet competencies approved by the Virginia Board of Education. The graduate special education program periodically reviews and evaluates curriculum content. Students identified to be at-risk for low performance and/or failure are then advised and an Action Plan is developed. The program chairmen reported that faculty meet regularly and are evaluated in accordance with Lynchburg College policies and procedures. Changes are made as needed based on assignments and student feedback.

b. *The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.*

Teachers in public schools indicated that candidates were prepared when they came to the schools. Interviews with students, faculty, and K-12 public school teachers support that candidates in elementary, special education, and secondary content (including those candidates in PreK-12 programs) are introduced to the concepts of teaching in their methods classes.

Each professional course provides opportunities for teacher candidates to practice implementation of their lesson plans in a variety of settings. Candidates must meet all major course requirements, complete professional course requirements with a C- or better. A grade of B- or better must be attained in all field experiences including student teaching. Course evaluations included discussions using teacher, peer, and self-evaluations.

Prior to student teaching, students accepted into the Teacher Preparation Program must apply for placement by submitting test score information to the School of Education and Human Development. Praxis II assessment(s), if applicable, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) must have been taken or scheduled to be taken prior to the actual student teaching experience. Students do not have to pass the tests to participate in student teaching, but they must pass the appropriate assessments to be eligible for approved program completion.

The policy of allowing candidates to delay taking, or scheduling to take, required licensure assessments needs to be reviewed. Allowing candidates to delay may impact candidate program completion as well as time for the college to provide assistance to the candidate.

c. *The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.*

Candidates' achievements are evidenced by college supervisor observation and evaluations beginning with the first field experience. Evaluations and

observations by cooperating teachers, college supervisors, and school administrators continue into the student teaching experience.

At the undergraduate level, results of the 2011-2013 biennial report to the Virginia Department of Education indicated a 100 percent passing rate on the Praxis II assessment for Elementary Education PreK-6 program completers and exiters. Praxis II assessment passing rates were not reported for other undergraduate endorsement area programs due to fewer than 10 completers and exiters or no program completers or exiters during the 2011-2013 biennial reporting period.

On the Virginia Reading Assessment or Reading for Virginia Educators Assessment, undergraduate Special Education: General Curriculum K-12 program completers and exiters achieved a 100 percent passing rate; Elementary Education PreK-6 program completers and exiters achieved a 97.9 percent passing rate.

Undergraduate program completers in English and Special Education: General Curriculum K-12 achieved a 100 percent passing rate on the Virginia Communication and Literacy Assessment.

At the graduate level, results of 2011-2013 biennial reporting indicated that program completers and exiters in the Administration and Supervision PreK-12 program achieved a 100 percent passing rate on the School Leaders Licensure Assessment. Special Education: General Education Curriculum K-12 program completers achieved a 100 percent passing rate on the Virginia Reading Assessment or the Reading for Virginia Educators Assessment.

A review of 2009-2011 biennial reporting results indicate that assessment scores for candidates in the Music Education: Instrumental PreK-12 program did not meet the 80 percent pass rate for the Virginia Communication and Literacy or Praxis II assessments prescribed by the Board of Education and received a status of "approval denied." Lynchburg College's request to offer a revised program in Music Education: Instrumental PreK-12 was approved by the Board of Education on November 21, 2013.

6. **The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment.**

Indicators of the achievement of this standard shall include the following:

a. *Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse*

backgrounds.

Field experiences are well-organized, well-planned, evaluated regularly, and offer comprehensive data to inform candidate improvement.

Undergraduate teacher education candidates complete a student teaching or internship experience. Prior to completing student teaching, the following field experience classes are required for undergraduate programs:

1) Elementary Education PreK-6 program: EDUC 202: Field Experience I, during which students observe and work with veteran practitioners, EDUC 320: Field Experience II - modified Book Buddies Program, EDUC 313: Reading and Language Acquisition I, and EDUC 420: Field Experience III - Group Instruction.

2) Special Education K-12 program: SPED 202: Field Experience I, during which students observe and work with veteran practitioners, EDUC 313: Reading and Language Acquisition I, SPED 330: Field Experience II - modified Book Buddies Program, and SPED 430: Field Experience III.

3) Candidates pursuing Secondary Education (grades 6-12) teaching endorsements take EDUC 202: Field Experience I and EDUC 444: Field Experience II.

4) Field experiences for candidates seeking PreK-12 endorsements in Health and Physical Education PreK-12 and Music Education: Vocal/Choral PreK-12 take some EDUC professional education core courses but integrate their field experiences in the respective content area coursework offerings.

5) Candidates seeking endorsement in Visual Arts PreK-12, Theatre Arts PreK-12 and Foreign Languages: French and Spanish PreK-12 take EDUC 202: Field Experience I and EDUC 444: Field Experience II as required for completion of the Secondary Education Minor.

At the graduate level, each special education program requires a six semester hour credit internship. An additional end-of-program demonstration project is presented.

The internship (a two-semester course) for the Administration and Supervision PreK-12 program is required. An on-site experience allowing prospective administrators to observe, assist, and execute the duties and responsibilities of leadership under the guidance and direction of a supervising principal also is required.

As part of the School Counseling program, candidates are required to participate

in practicum and internship experiences at the elementary, middle, and secondary levels. The program has collaborative relationships with the PreK-12 schools in the city of Lynchburg and in Amherst, Bedford, and Campbell counties.

Candidates in the Reading Specialist (endorsement) program must complete a six semester hour reading clinic and create a Reading Specialist portfolio as part of the capstone requirement for program completion.

b. *Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.*

Throughout the field and student teaching experiences, candidates are encouraged to participate in Individualized Education Program meetings, parent-teacher conferences, Parent Teacher Association meetings, faculty meetings, and other professional development opportunities. Student teachers are expected to participate in the roles of their cooperating teacher that include activities as appropriate. These actions are suggested, but no explicit data for accountability was documented or provided to the on-site review team.

School Counseling faculty engage in research, discussion of readings, and role play assignments to provide background knowledge related to sensitive issues of diverse family units, community groups, and schools.

Candidates in the Reading Specialist program are required to complete a practicum that includes the assessment and diagnosis of and remediation for a struggling reader and are supervised on a daily basis by the reading faculty.

All field experiences, including student teaching and graduate internships, are supported by seminars that focus on reflective activities and shared planning and experiences (e.g., reviewing lesson plans and videotaped delivery of lessons).

c. *Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.*

Field experiences culminate in the student teaching experience. Student teaching is a full-semester experience separated into two seven-week placements in different grades and/or subject content areas.

Teacher Education candidates must satisfactorily complete a full semester of student teaching or internship that includes a minimum of 450 hours at the school site. Field experiences add approximately 60 additional hours of practical, site-

based experience.

The School Counseling program requires practica and internships that represent the equivalent of 12-semester hour credits.

The Reading Specialist program requires a six-semester hour practicum.

The Administration and Supervision PreK-12 internship course requires a minimum of 320 clock-hours as part of a deliberately structured experience. The course takes place under the guidance and direction of a supervising principal and requires a two-semester sequential commitment.

d. *Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.*

Students have numerous opportunities to participate in activities that allow them to develop and apply new knowledge and skill gained in their programs. For example, candidates participate in activities such as after-school tutoring programs, Special Olympics, book collections for schools affected by natural disasters, and participation in Lynchburg College's *Bonner Leaders Program*. Candidates who are members of Kappa Delta Pi International Honor Society in Education are involved in a variety of service learning projects to apply their knowledge and skills.

Field experiences or practica are required in every program and offer opportunities for students to apply knowledge and skills acquired in a variety of settings.

e. *Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.*

Evaluations of students' progress during field experiences and student teaching are required from cooperating teachers, site supervisors, reflective journals, self-assessments, and college supervisors. Assessments are formative and summative with emphasis on providing comments that inform student growth.

When placing students, the Director of Field Experiences seeks cooperating teachers who have completed the *Santa Cruz Mentor Teacher Training Program*. The Lynchburg College *Institutional Report* (page 31) provides the following information regarding evaluation and use of multiple assessments to document candidate performance:

> *…Lynchburg College uses a multi-pronged approach with student teachers and interns to support growth through a "planning, delivery,*

assessment, evaluation, and back-to-planning" cycle. Continuing assessments and evaluations are both informal and formal: the student teacher or intern is responsible for weekly written self-evaluations to guide personal reflection and conferences with supervisors; the cooperating teacher is expected to provide ongoing informal feedback as well as complete a minimum of three formal observations and written evaluations, a mid-point, and a guided narrative final evaluation. The college supervisor oversees both placements, maintains ongoing electronic contact with student teachers and interns, and completes a minimum of six formal observations and written evaluations, a mid-point evaluation for each placement, and a guided narrative final evaluation. The college supervisor also reviews the student teaching notebook with all planning and instructional materials and the student's reflective journal as an additional means of monitoring progress and providing context for the formal observations.

This combination of observations and informal and formal evaluation activities form the basis of regular conferences between and among all participants. Further support is provided to student teachers and interns through the accompanying seminar series activities, and when needed, additional contact with appropriate education and/or arts and sciences faculty for advice on content or procedural issues.

All field experiences for all programs, including student teaching and internships use feedback from multiple sources to promote student progress and growth…feedback to the student always includes a self-assessment component in the form of reflective responses to assignments and observations. Using standard college evaluation forms, on-site cooperating teachers and college faculty supervisors are continuously involved in both informal and formal assessment/evaluation activities that include direct feedback to students through written and conferencing formats.

All of these evaluations from the various sources are reviewed by the college supervisor at the conclusion of the semester to determine the final grade and license recommendation. Evidence of growth and demonstration of competencies in the four primary evaluation areas at a level appropriate for novice professional teachers form the criteria for earning a final grade at a level required for eligibility for licensure….

7. **Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in PreK-12 schools.**

Indicators of the achievement of this standard shall include the following:

a. *Professional education faculty collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.*

   Based on on-site team interviews with faculty and program administrators, collaboration among professional education and the arts and sciences faculty is very limited. This conclusion was reached based on the following information: a) When requested, no data were made available to the on-site review team to indicate the conceptual framework and goals of the programs have been analyzed since their original development sometime in the 1990s; and b) When requested, no documentation was made available to the on-site review team that indicated that the Teacher Preparation Council has met to review and act on program elements. The lack of documentation also indicates the limited opportunity for collaboration among faculty to provide input for program enhancement.

   The Teacher Preparation Council includes representatives of the arts and sciences faculty. Minutes of the meetings were sparse with only three meetings documented between 2011 and 2013. This issue also was listed as a recommendation in the *Professional Education Program Review Team Report of Findings* during the previous Board of Education accreditation visit. The Dean of the School of Education and Human Development reported that she communicates with the chairs of the other programs in arts and sciences (that have students in education preparation programs) through informal conversations.

b. *Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.*

   Board of Education regulations require Virginia approved programs to demonstrate achievement of partnerships and collaborations by providing documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the PreK-12 community (8VAC20-542-40.7.a). On November 29, 2012, the Board of Education approved the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for colleges and universities in offering approved education programs. Some of these partnerships are based on formal contracts while others are partnerships formed through years of shared experience, mutual support, and earned respect.

c. *Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.*

During interviews with on-site review team members, representatives from the collaborating school divisions reported that there was communication through on-site meetings with Lynchburg College Teacher Preparation Program personnel scheduled Clinical Faculty grant activities, and committee meetings. The comments were positive and satisfactory for the performance of the candidates in their schools.

Evaluations of teacher candidates' progress and performance include input from site supervisors, seminar activities, and reflective journals. All student teaching and internship field experiences include feedback from multiple sources to promote student progress and growth.

d. *Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.*

Examination of the *Institutional Report* (pages 37-38) revealed supportive evidence that Lynchburg College's School of Education and Human Development is actively engaged in collaborative activities to develop and refine knowledge bases, conduct research, and improve the quality of education. For example, Lynchburg College, in collaboration with Randolph College and Sweet Briar College's Education Departments, the Counties of Amherst, Appomattox, Bedford, Campbell, and Nelson, and the City of Lynchburg established a project entitled: "*Tri-College Consortium for Clinical Faculty and Mentoring: Collaborative Practices with a Focus on Student Outcomes 2012-2014.* This project encourages veteran teachers to design proposals for presentations to teacher candidates at the Tri-College Colloquium each November. Following presentations, veteran teachers and teacher candidates engage in informal discussions during dinner.

School of Education and Human Development faculty members coordinate field-based projects and include area K-12 school personnel as guest speakers in Lynchburg College classes. In return many faculty members make presentations or serve as guest speakers in area K-12 classes.

Placements for specific programs are arranged at regular sites to assure mutual understanding of program needs and expectations, to maximize collaboration between site supervisors and college faculty, and to assure varied experiences for candidates.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: **Met Minimally with Significant Weaknesses**

Weaknesses:

1. The philosophy, mission statement, and goals of the School of Education and Human Development are not clearly articulated and do not adequately reflect the understandings of the current faculty. Goals have not been developed to align with the stated conceptual framework.

2. Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

3. There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with School of Education and Human Development goals.

4. Other than at the point of candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the programs.

5. There is no evidence that a systematic and ongoing process of gathering, reporting, and analyzing program data has been established to report program strengths, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes. The process must be captured in formal communications with stakeholders and in established operational forms. These processes need to be completed in cooperation with the arts and sciences faculty and other stakeholders in the program, including K-12 school and Community College partnership programs, alumni, students, and clinical faculty. This area of concern was noted in the 2006 accreditation report and continues to exist.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and PreK-12 student achievement.

Indicators of the achievement of this standard shall include the following:

a. Candidates demonstrate that they have a full command of the English language, use Standard English grammar, have rich speaking and writing vocabularies, are

knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.

The School of Education and Human Development reports that candidates meet this standard through coursework. Specifically, all candidates are required to take two courses in English composition, a course in literature, and an oral communications course.

Candidates majoring in Interdisciplinary Studies with an emphasis on elementary education also take ENGL 414: Children's Literature, a writing course, ENGL 205: Introduction to Creative Writing, or ENGL 315: English Grammar and EDUC 325: Methods: Language Arts Instruction. Candidates also take two courses in reading acquisition, ELED 313: Reading Acquisition I and ELED 423: Reading Acquisition II.

Candidates majoring in Interdisciplinary Studies with an emphasis on special education take the two required General Education courses, one course in reading acquisition ELED 313: Reading Acquisition I; one course, SPED 433: Transition Life Skills; and Communication, and SPED 432: Methods for Reading and Academic Content.

Candidates in PreK-12 visual arts, theatre arts, music education, foreign languages, and health and physical education endorsement programs take EDUC 351: Reading in the Content Areas. Candidates in PreK-12 visual arts, theatre arts, and foreign languages endorsement programs also take EDUC 352: Teaching in Middle and Secondary Schools. Candidates in PreK-12 music education and health and physical education endorsement programs take comparable courses in their majors.

All candidates take the Lynchburg College capstone course, GS 435: Senior Symposium, which incorporates reading, writing, and speaking skills across the curriculum. Candidates are required to meet a 2.0 GPA for the two General Education classes and must have a C- grade or better on the courses required for their specialization.

b. *Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.*

The School of Education and Human Development reports that candidates meet this standard through coursework. Candidates complete only one mathematics course to satisfy requirements for General Education. In addition to the General Education mathematics course, candidates who major in Interdisciplinary Studies with an emphasis on elementary education take MATH 117: Introduction to School Math I, MATH 118: Introduction to School Math II, and EDUC 425: Methods, Math Instruction.

Candidates majoring in Interdisciplinary Studies with an emphasis on special education take MATH 117: Introduction to School Math I, or MATH 118: Introduction to School Math II. Candidates are required to have at least a C- grade on the courses required for their specialization and a B- on field experience.

The Dean of the School of Education and Human Development stated that candidates enrolled in the Secondary Education Minor program are those individuals seeking grades 6-12 teaching endorsements or a PreK-12 endorsement in visual arts, music education or health and physical education. Also, page 43 of the IR states, in part, "…The Secondary Minor candidates go beyond the General Education courses to experience carefully selected courses that match the required course endorsement matrix for each area…."

Candidates entering the program must pass Praxis I; meet scores for the SAT or ACT tests as substitute tests for the Praxis I requirements; or pass Praxis I - Mathematics along with the VCLA to be admitted into the Teacher Preparation Program. Those who do not pass the Praxis I Mathematics assessment are encouraged to take advantage of special tutoring by a professor of mathematics. [Note: The Praxis I assessment will be replaced by Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) effective January 1, 2014.]

c. *Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.*

The School of Education and Human Development reports that all candidates complete the General Education requirements of two laboratory science courses. Candidates who are completing the Interdisciplinary Studies major take an additional laboratory science course choosing from biology, chemistry, Earth and environmental science, physics, and principles of science for a total of 12 semester hours in science. Additionally, candidates take one course in the pedagogical content area, EDUC 424: Methods: Science Instruction, for a total of 16 semester hours in science content and pedagogical methods. The *Institutional Report* indicates that technology is integrated into coursework.

Data were not differentiated for majors in Elementary Education and Special Education so it could not be determined if both majors must meet requirements of this indicator. The Dean of the School of Education and Human Development stated that these data were not available in the format requested by the on-site review team. The team also requested data for candidates who were completing programs in secondary and Prek-12 endorsement areas. However, no data were provided to the team for review.

Candidates are required to meet an overall GPA of 2.50 or above, and a major (and relevant minor if applicable) GPA of 2.75 or above, a minimum C- grade on the courses required for their specialization, and a B- on field experience.

d. *Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.*

The School of Education and Human Development requires all candidates take two world history courses and two social science courses. Candidates in the Interdisciplinary Studies major are required to take two additional American History courses, HIST 255: America to 1877 and HIST 256: America Since 1877, one geography course, and one economics course.

Candidates are required to meet an overall GPA of 2.50 or above, and a major (and relevant minor if applicable) GPA of 2.75 or above, a minimum C- grade on the courses required for their specialization, and a B- on field experience.

e. *Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education.*

The School of Education and Human Development reports that liberal arts are incorporated in the General Education requirements for each major. All candidates take a course in the fine arts, communication, literature, and philosophy and participate in the Lynchburg College Symposium Readings Program that creates opportunities for critical thinking and dialogue based on the great books. All Interdisciplinary Studies candidates take EDUC 313: Reading Acquisition I as well as GS 435: Senior Symposium. Candidates are required to meet a 2.0 GPA or better for the coursework, a C- or better grade on the courses required for their specialization, and a B- or better on field experience.

Data were not differentiated for majors in Elementary Education and Special Education so it could not be determined if both majors must meet these requirements. The on-site review team requested data for candidates who were completing the secondary education and PreK-12 endorsement programs. However, no data were provided to the team for review.

f. *Candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.*

The School of Education and Human Development requires that candidates seeking teacher licensure must apply to the Teacher Preparation Program. Requirements for admission assessments include those prescribed by the Virginia Board of Education regulations. Candidates must have one of the following: a

composite score of 532 on Praxis I, a score of 1100 on the SAT test or a composite score of 24 on the ACT test, or a composite score of 470 on the Virginia Communication and Literacy Assessment, and a score of 178 on the Praxis I Mathematics assessment.

Advising sheets for Elementary, Special Education, and Secondary Education programs list the same requirements for admission into the Teacher Preparation Program. Candidates are required to meet an overall GPA of 2.50 or above, and a major (and relevant minor if applicable) GPA of 2.75 or above, a minimum C- grade on the courses required for their specialization, and a B- on field experience.

g. *Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.*

The School of Education and Human Development requires that candidates accepted into the Teacher Preparation Program must complete an application for student teaching placement and take the Praxis II assessment or be scheduled to take the Praxis II assessment (if a test is required for the endorsement area) prior to student teaching.

All candidates seeking teacher licensure must pass or be scheduled to take the Virginia Communication and Literacy Assessment prior to the actual student teaching experience. Candidates seeking licensure in Elementary Education PreK-6 or one of the Special Education programs must pass or be scheduled to take the Reading for Virginia Educators test prior to student teaching.

To be considered program completers, candidates must pass the assessments. Prior to student teaching, students accepted into the Teacher Preparation Program must apply for placement by submitting test score information to the School of Education and Human Development. Praxis II assessment(s), if applicable, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) must have been taken or scheduled to be taken prior to the actual student teaching experience. Students do not have to pass the tests to participate in student teaching, but they must pass the appropriate assessments to be eligible for approved program completion.

The policy of allowing candidates to delay taking, or scheduling to take, required licensure assessments needs to be reviewed. Allowing candidates to delay may impact candidate program completion as well as time for the college to provide assistance to the candidate.

2. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to work with a variety of students, including those from diverse backgrounds, and to have a positive effect on student learning.

Indicators of the achievement of this standard shall include the following:

a. *Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.*

   The School of Education and Human Development reports that candidates in the Interdisciplinary Studies major with an emphasis on Elementary Education PreK-6 complete 24 semester hours of professional coursework, excluding field experiences. Candidates in the Interdisciplinary Studies major who seek a Special Education General Curriculum K-12 undergraduate endorsement complete 24 semester hours of specified professional coursework, excluding clinical experiences. Candidates enrolled in the Visual Arts PreK-12 and Theatre Arts PreK-12 endorsement programs complete 15 semester hours of specified professional coursework, excluding clinical experience. Candidates in Health and Physical Education PreK-12, Music Education - Instrumental PreK-12, and Music Education - Vocal/Choral endorsement programs take 18 semester hours of specified professional coursework, excluding clinical experience.

   Candidates are required to participate in learning experiences such as discussions on contemporary education issues included in seminars related to field experiences, complete the course EDUC 10: Introduction to Education and Related Professions, and complete the Child Abuse and Neglect: Recognizing, Reporting, and Responding to Educators online course provided by the Virginia Department of Social Services training division. The curriculum for the Child Abuse and Neglect: Recognizing, Reporting, and Responding to Educators course has been approved by both the Virginia Department of Education and the Virginia Department of Social Services.

   Knowledge of physical, social, emotional, and intellectual development of children along with the complex nature of language acquisition and reading are developed through professional studies courses at the undergraduate and graduate levels.

   Candidates are required to meet an overall GPA of 2.50 or above, and a major (and relevant minor if applicable) GPA of 2.75 or above, a minimum C- grade on the courses required for their specialization, and a B- on field experience.

   Candidates are provided with a variety of opportunities to develop their capacity to work effectively with diverse communities through direct instruction, content of courses, methods of instructional delivery, field experiences, and service activities. Specifically, the Tri-College Consortium of Lynchburg College, Sweet Briar College, and Randolph College work collaboratively with six area school divisions to apply for and obtain grants that provide opportunities for candidates

to engage in a variety of activities that focus on technology, differentiated instruction, research-based effective teaching practices, and mentoring.

Other opportunities for developing knowledge and capacity in working with diverse populations include candidate participation in the Rosel Schewel Lecture Series and an international program with the Ministry of Education of St. Lucia, a sovereign island country in the eastern Caribbean Sea.

The School of Education and Human Development reports that technology competencies are developed through exposure and interaction with technology in coursework, the model classrooms, and the Curriculum Laboratory located in the College library. However, candidates interviewed by the on-site team reported they were not adequately prepared in the area of integration of technology in instruction.

b. *Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom [and behavior] management, selection and use of teaching materials, and evaluation of student performance.*

The School of Education and Human Development reports that undergraduate candidates participate in professional studies coursework and field experiences that enable them to understand and apply the "principles of learning, methods for teaching in their content areas, research-based classroom management procedures, creation or selection and use of effective teaching materials, and ongoing formal and informal assessment and evaluation of student performance that will drive instruction and demonstrate student progress." Instruction in these areas occurs in the following courses: EDUC 320: Field Experience II, SPED 320: Field Experience II, EDUC 444: Field experience II, EDUC 420: Field Experience III, and SPED 430: Field Experience III. Candidates are required to earn at least a grade of B- in field experience courses.

Course requirements and clinical experiences for the graduate programs in School Counseling, Educational Leadership, Reading Specialist, Special Education General Curriculum K-12, Special Education Adapted Curriculum K-12, and Early Childhood Special Education (Birth through Age 5) are aligned with Virginia Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia.*

c. *Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.*

The School of Education and Human Development reports that candidates know and understand their impact on student learning. Undergraduate Elementary Education PreK-6 and Special Education K-12 candidates develop their

knowledge and skills through course activities such as Book Buddies and Field Experiences I, II, and III designed for their specific areas of study.

Candidates in the graduate programs of School Counseling, Educational Leadership and Special Education develop these skills through field experiences, internships, course activities such as functional-behavioral assessment and behavior intervention plans, remediation and grouping patterns for students, and analyzing Virginia *Standards of Learning* data to develop action plans for school improvement.

d. Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

The School of Education and Human Development reports that technology is integrated into all coursework and that candidates learn from course instructors who serve as models and from completing assignments in a variety of courses. However, evidence provided to the on-site review team during interviews with current candidates and program completers does not support that teacher candidates receive training in technology necessary to complete required assignments. Candidates and program completers stated they were not prepared adequately to successfully integrate technology in instruction.

e. Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.

Coursework and field experiences provide opportunities for candidates to analyze and use various types of data to plan and assess student learning. Candidates are required to meet an overall GPA of 2.50 or above, and a major (and relevant minor if applicable) GPA of 2.75 or above, a minimum C- grade on the courses required for their specialization, and a B- on field experience.

Professional courses include instruction in data analysis and planning for and assessing student learning. These skills are specifically addressed in all methods and reading acquisition courses and in field experience seminars.

3. Candidates in graduate programs for other school personnel demonstrate competencies for educational leadership roles as school superintendents, principals and/or assistant principals, central office administrators and supervisors, school counselors, reading specialists, mathematics specialists, or school psychologists. They demonstrate the knowledge and understanding to lead schools that use effective educational processes, achieve increased student learning, and make strong and positive connections to the community.

Indicators of the achievement of this standard shall include the following:

a. *Candidates demonstrate understanding of the Virginia Standards of Learning and standards of appropriate specialty organizations, including how these standards relate to the leadership roles for which they are being prepared.*

   Based on a review of program endorsement area matrices, graduate programs in the School of Education and Human Development and the School of Graduate Studies develop curricula that are aligned with the Virginia *Standards of Learning* and standards of appropriate specialty organizations. Course descriptions provided in the *Institutional Report* identify standards that are highlighted along with lessons and relevant activities.

b. *Candidates demonstrate the competencies specified in their intended licensure/endorsement areas as defined in 8VAC20-542-70 through 8VAC20-542-600.*

   During interviews with the on-site review team, faculty and K-12 school division personnel emphasized the importance of developing curriculum and internships designed to address program endorsement area requirements. Designated courses are included in curricula to focus on approved program endorsement area competencies.

c. *Candidates achieve passing scores on the professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.*

   An examination of School of Education and Human Development records by on-site review team members indicate that candidates in graduate programs achieved a 100 percent pass rate on prescribed Board of Education licensure assessments prior to completing their programs of study.

d. *Candidates demonstrate understanding of research, research methods, issues, trends, and research-based best practices that shall enhance the academic achievement of all PreK-12 students and reduce academic achievement gaps among diverse PreK-12 student groups.*

   As stated in the *Institutional Report* and during interviews with the on-site review team, graduate programs require at least one course specific to research and research methods, trends, and best practices in the field of study. A research proposal and oral defense to accompany the written document also are required.

   Candidates in School Counseling take EDHD 609: Research Methods which includes the use of Statistical Programs for Social Sciences analysis program. In COUN 618: Counseling Children and Adolescents, candidates research and make presentations related to working with the school population. Candidates

also take EDHD 660: Evaluation and Assessment, which examines research methods as well. Candidates also work with the vast selection of tests that are used in public schools.

Candidates in Educational Leadership focus on research by taking the required course, EDLS 609: Research Methods. Through both embedded internship experiences and the internship, students are exposed to the vast selection of tests that are used in public schools. In EDLS 618: Curriculum, Instruction, and Assessment, students examine research on effective teaching strategies, best practices, and research-based instructional strategies. Course readings and outside readings address additional best practices. In EDLS 643: The Principalship, students are exposed to the research on effective schools and use this as a foundation on how to apply such practices in schools. In EDLS 690: Principles of Leadership, students complete a 360° Self-Assessment around ten skill dimensions and a Dispositions Assessment. They use this information with 360° observer assessments to examine their own leadership skills. Using these tools, students develop a leadership improvement plan.

Candidates in the reading specialist programs study research methods in the course, EDHD 609: Research Methods, which is taken by all students in all M.Ed. programs. Reading specialist candidates are required to explore current research in all reading coursework. Additionally, students are required to report on current trends and best practices in reading. Students have the option of enrolling in RDNG 695: Action Research in Literacy Education. In this course, students conduct research in their school-setting with the goal of publishing their research at the end of the course.

Graduate candidates in Special Education: General Curriculum K-12 and Special Education: Adapted Curriculum K-12 take SPED 680: Research Seminar in Special Education and SPED 695: Advanced Applications in Special Education.

e. Candidates demonstrate the ability to use educational technology, including computers and other technologies, in instruction, assessment, and professional development activities.

Although no specific coursework was identified for instructional technology, representatives from each program shared with the on-site review team that faculty modeled the use of technology in their courses and required candidates to use technology in various presentations. Both faculty and candidates shared that strong technology support was available to the program. They stated that workshops were offered regarding the use of Smart Boards, Web page design, setting up databases, and using various software programs. However, in interviews, candidates stated they were not adequately prepared in educational technology.

f. Candidates demonstrate the ability to use test data to revise instruction and enhance student achievement.

This standard was addressed in the *Institutional Report* and by faculty during group interviews with the on-site review team. Programs provide instruction and require the use of data collection and analysis specific to curriculum design and specialty organization standards requirements. Instruction includes student data collection from program specific evaluations and analysis for diagnosis and academic and/or social prescription.

g. Candidates understand emerging issues that impact the school community and demonstrate the ability to collaborate with families, community members, and other stakeholders.

Interviews with K-12 school partners validated candidates' intense involvement in the community and with various community groups. Programs include course assignments, internships/practica, and/or activities involving communication with schools and the other stakeholders of the community. Planned and informal communications provide the freedom for candidates to discuss emergent issues.

h. Candidates demonstrate mastery of administration/supervision competencies through multiple sources of data such as internships, portfolios, and interviews, including employer satisfaction surveys.

Graduate programs require extensive hours of internships and/or practica. Each experience requires some form of data collection and assessments. The data from these experiences are summarized in portfolios. Portfolios also include surveys that evaluate the candidate's performance. Candidates reported to the on-site review team that they also engage in peer and self-evaluations. Data are used to assess candidates and to improve the program. Course requirements include discussions of current topics and emergent issues in the educational environments.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: **Met**

Strength:

The ratio of student teachers to supervisors ensures that candidates receive personal and individualized supervision.

Weaknesses:

1. Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.

2. Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVEonline® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

3. Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments, and are actively engaged in the professional community.

Indicators of the achievement of this standard shall include the following:

a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent or exceptional expertise in their field.

Professional education faculty, including adjunct faculty, in the School of Education and Human Development hold master's and doctoral degrees in the following areas: curriculum and instruction, administration and supervision, elementary education, early childhood education, counseling and human systems, counselor education, family and child development, science, special education, and history. Beginning in July, 2013 the graduate programs in Curriculum and Instruction, Educational Leadership, and School Counseling were placed in the School of Graduate Studies at Lynchburg College. Together the two organizational structures have a total of 16 tenured and tenure-track education faculty members--eight in each unit. All 16 faculty members have terminal degrees in their fields of expertise.

b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.

Faculty in the Reading Specialist Program hold endorsements as Reading Specialists. Counseling faculty members are licensed in various specialized areas such as school and clinical psychology. Educational Leadership faculty members have specializations in secondary education, instructional coaching, and the principalship. Social foundations, health and physical education, curriculum and instruction, intellectual disabilities, emotional disturbances, and administration are other areas of expertise where the faculty have demonstrated competency. Career experiences as classroom teachers, content area specialists, counselors, and school

administrators are common across the faculty.

c. *Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.*

Technology is integrated in all education courses, including assignments and projects, to help students develop skills and incorporate technology into their lesson plans and projects. The College has an Instructional Technology support team that offers workshops and provides technical support for hardware and software use and implementation.

During interviews with on-site team members, students expressed a desire to have more preparation in the area of how to integrate technology into classroom instruction. The Dean of the School of Education and Human Development and department chairs expressed their belief that all faculty members were utilizing and demonstrating the use of technology in their courses at a variety of levels of competency and frequency. However, no evidence was found documenting a process available for faculty members to create and implement a system that would allow them to keep abreast and apply new developments in technology in support of their roles in elementary and secondary education courses.

Faculty reported that candidates must show how to use the technology and create relevant tasks that integrate the technology into real activities; the faculty must be able to use and teach technology with competency. However, no consistent evidence was provided to document assessment for technology training or use of technology for instruction.

d. *Professional education faculty demonstrate understanding of Virginia's Standards of Learning.*

Faculty members demonstrate an understanding of the Virginia *Standards of Learning* (SOL) by embedding related content across the curriculum. Assignments and projects, including lesson plans, are modeled using the SOL.

e. *Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.*

Cultural differences and exceptionalities and their instructional implications are of interest (and areas of understanding) for the faculty as illustrated in publications on students with special needs and academic intervention strategies. Courses offered, such as Characteristics of Individuals with Intellectual and Developmental Disabilities and Survey of Special Education demonstrate the faculty's competency in student diversity. In addition, faculty have extensive professional career experiences in urban and rural schools, various regions of the country, and special services.

The School of Education and Human Development sponsors the annual Rosel Schewel Lecture series which brings experts to campus who present on topics such as poverty and race relations. The faculty also are actively involved in continual education programs in St. Lucia, an independent island nation in the southern Caribbean. As they continue to develop and implement an effective curriculum for this program, faculty expressed a commitment to provide professional development that did not impose American linguistic patterns on a people with a British and French Creole linguistic heritage.

f. Professional education faculty who supervise field experiences have had professional teaching experiences in PreK-12 school settings.

The education programs rely primarily on retired public school teachers and administrators to supervise field experiences. Along with non-tenured supervisors, these individuals have extensive experience in PreK-12 classrooms, Title 1 operations, special education services, reading instruction, counseling, and administration and supervision. Clinical faculty in area school divisions, trained through a professional development consortium with Randolph College and Sweet Briar College, provide daily classroom supervision.

g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in PreK-12 schools.

Faculty vitae, the *Virginia Biennial Partnership Report*, and conversation with various stakeholders confirm an active participation by the faculty in designing and delivering instructional programs in PreK-12 schools. In addition, the school collaborates with Randolph College and Sweet Briar College to provide clinical faculty and mentorship training for area school divisions. This work is currently supported by a clinical faculty grant awarded to Amherst County funded through the Virginia General Assembly.

h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

The faculty has extensive involvement in professional associations and is well known for their service leadership in local, state, national, and international education-related arenas. Specific areas of expertise faculty share include, but are not limited to, reading and writing instruction, speech disorders, depression, health care, autism, and attention deficit disorders.

Faculty serve on committees and in groups such as the Lynchburg City Schools Special Education Advisory Committee, New Vista Schools Board of Directors, and the R.S. Payne 21st Century Grant. Faculty membership extends across a wide variety of national and international professional organizations. Since 2002,

Lynchburg College and the School of Education and Human Development have partnered with the Ministry of Education of St. Lucia, a third-world, island nation. Faculty have provided professional development opportunities in special education, counseling, educational leadership, and reading instruction. Currently, St. Lucia's Ministry of Education and Lynchburg College are developing plans for Lynchburg College to establish a satellite campus on the island, thus offering the first non-profit higher education program in the country. Education will be a cornerstone of the new satellite program.

2. **Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice**.

Indicators of the achievement of this standard shall include the following:

a. *Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.*

With a combined total of over 200 years of public and private school teaching and administration experience provides the faculty a wide and extensive knowledge-base on instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. In addition, graduate degrees provide strong theoretical and philosophical basis for their work. Faculty share their expertise by modeling research-based best practices. They activate prior knowledge, guide students in the purpose for reading and learning, and make learning meaningful and purposeful by presenting relevant materials and strategies.

Faculty use a variety of cooperative learning groupings and discussion forums--asking students to predict and create hypotheses, use cues, questions, and advanced organizers to encourage reflection, analysis, and critical thinking. Differentiated instruction frequently appears in descriptions of program emphasis. In discussions and interviews with faculty, the work of Dr. Carol Tomlinson grounded their methods of differentiation; however, no clear evidence was discovered that indicated that students were explicitly taught and required to master an understanding and practice of differentiating instruction.

b. *The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.*

Examples of common assignments calling for reflection, critical thinking, and problem solving include the following: 1) reflective analysis papers relating readings and class discussion to field work; 2) analysis of written lesson plans; 3) interactive journals during the internship and student teaching experiences; and 4) self- and peer-evaluations of videotaped experiences. Through these and other

instructional strategies, students learn to think about the subject material in such a way as to: 1) apply strategies in a variety of situations; 2) analyze information, research, and practices; 3) create instruction which will be effective and efficient; and 4) evaluate their own teaching in a reflective manner to identify strengths and weaknesses.

c. *The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.*

Teaching with knowledge and understanding of exceptionalities are strengths of the education faculty. Reading, counseling, and special education faculty provide students a wide variety of experiences and opportunities to study exceptional learners. Faculty members design field experiences in varied settings, including rural and urban environments, an array of socioeconomic conditions, and racial and ethnically diverse populations. These internships and student teaching experiences provide professional models who demonstrate adaptations, remediation practices, and instruction that are appropriate for varied needs and conditions.

d. *The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.*

After faculty members are tenured, the primary means of instructional evaluation is through student course evaluations, a self-developed workload plan, and a reflective narrative developed by each individual instructor at the end of the academic year. According to the *Faculty Handbook*, the faculty reflection is to consider the nature and quality of work detailed in the workload plan, including an analysis of "…his or her effectiveness as a teacher, as a scholar and professional, and as a colleague and citizen…." The workload plan and reflective narrative are reviewed by the dean. Formal responses are not typically provided to the narrative unless there is a perceived problem with a faculty member's performance and work. For tenured faculty, student course evaluations must be completed in at least one course each semester as determined by the dean. The dean reported tenured faculty are assessed in multiple courses. Non-tenured faculty are assessed using student evaluations from each course taught. According to the *Faculty Handbook*, "…faculty members who are candidates for reappointment, tenure, promotion, sabbatical leave, or a special award will be evaluated by the candidate's supervising administrator…."

3. The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution or other education program entity and allows professional education faculty to be involved effectively in teaching, scholarship, and service.

Indicators of the achievement of this standard shall include the following:

a. *Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in PreK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.*

The *Faculty Handbook* provides a detailed description of workload policies that accommodate and support the faculty's responsibilities to teaching, scholarship, and service. While no evidence was found during the on-site visit to indicate that the policies were not being followed, during interviews with the team, some faculty expressed concerns that the administration had recently changed the workload plan from a "3-4 model to a 4-4 model." Some faculty members indicated, that as former public school employees, they did not think in terms of workload policies. Instead, they performed at Lynchburg College under the expectations of their former institutions; load equity is not a factor in deciding how a job is to be completed. Others, however, expressed concern that the new standard required a greater workload without providing an appropriate increase in compensation. Policies governing the distribution of advisees and ensuring equitable and manageable loads for faculty members were not provided. Faculty members carry advising loads that vary from two for one faculty member and as many as 80+ for another.

b. *Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.*

These policies are evident in the *Faculty Handbook* and have been approved by the College faculty at large. They account for faculty work in the areas of teaching, scholarship, and service. Faculty indicated administrators work diligently to ensure reasonable and equitable loads, including consideration for responsibilities outside of teaching.

c. *Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.*

The *Faculty Handbook* provides a detailed description of how Lynchburg College recruits qualified faculty. Because the policy is for all schools of the College, the education faculty do not annually evaluate the plan for its effectiveness. Specific plans to retain qualified and diverse faculty were not found. The Lynchburg College policy is to not discriminate in employment on the basis of race, color, national or ethnic origin, sex, sexual orientation, age, religion, handicap, or veteran status.

4. **The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.**

Indicators of the achievement of this standard shall include the following:

a. *Policies and practices encourage professional education faculty to be continuous learners.*

Education faculty members reported regular campus-based opportunities exist for professional development. In addition, the *Faculty Handbook* details policies and procedures for obtaining off-campus professional development programs. Recently, Lynchburg College has appointed a committee that is responsible for developing and implementing an ongoing and sustained faculty development program. The Vice President of Institutional Effectiveness stated that faculty in the School of Education and Human Development were provided equity for opportunities for professional development.

b. *Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.*

Incentives for professional development activities and scholarly endeavors are provided. Faculty members are allowed a stipend of $600 to use for professional travel. This amount can be accumulated to a maximum of $1,200 within a two-year period. Other means of support are detailed on pages 71-72 of the Lynchburg College *Institutional Report*. Two professors in the School of Education and Human Development hold endowed professorships that provide additional funding for professional and scholarly activities. Faculty did report that the current level of stipend and funding provided limits their ability to participate in multiple activities.

c. *Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.*

Reviews of faculty vita and interviews with faculty members indicate a broad and varied array of professional activities designed to enhance professional skills and practice. Current research includes areas such as behavior intervention for students with autism, effective course development and design for online instruction, flipped instruction, and reading strategies for complex texts. Faculty frequently publish their research findings and make numerous presentations to local, state, and national audiences.

d. *Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.*

Faculty members who are candidates for reappointment, tenure, promotion, sabbatical leave, or a special award are evaluated by their supervising administrator. Otherwise, a tenured faculty member's annual evaluation takes the form of a reflective narrative developed by each instructor and is submitted to the dean at the end of the academic year. According to the *Faculty Handbook*, the faculty reflection is to consider the nature and quality of the faculty member's work during the year, including an analysis of "…his or her effectiveness as a teacher, as a scholar and professional, and as a colleague and citizen…."

A review of records indicates that a few faculty members have limited publications. Because Lynchburg College is first and foremost a teaching institution, this limitation might be expected. In addition, administration indicated that these individuals often focus their energies and time into service activities to the College, the profession, and the community at large.

e. *Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.*

After faculty members are tenured, the primary means of evaluation is through student course evaluations, a self-developed workload plan, and a teaching reflective narrative developed by each individual instructor at the end of each academic year. "Student opinion data are primarily used for formative purposes – to improve teaching and for course development" (*Faculty Handbook*). If these data are used for summative purposes, the *Faculty Handbook* emphasized the importance of taking into account the statistical significance of the data.

According to the *Faculty Handbook*, the narrative is to include the faculty member's self-assessment of teaching methods, perceived strengths and weaknesses, and the relationship between the individual's teaching goals and achievements and those of the academic program. Student achievement of course goals are to be assessed and a description provided of anticipated instructional changes. The reflection is to also consider the nature and quality of work detailed in the workload plan, including an analysis of "…his or her effectiveness as a teacher, as a scholar and professional, and as a colleague and citizen…." The workload plan and reflective narrative are reviewed by the dean. Formal responses are not typically provided to the narrative unless there is a perceived problem with a faculty member's performance and work.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 3: **Met**

Strengths:

1. Field experiences, including the St. Lucia partnership, are well-organized and evaluated.

2. Faculty make significant scholarly and service contributions at the local, state, and national levels.

3. Competency, work ethic, expertise, and qualifications are faculty strengths.

4. The School of Education and Human Development provides a welcoming and caring environment for students.

Weaknesses:

1. An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

2. The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

3. No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

4. Funding for off campus professional development and scholarly activities are limited to an extent that faculty members are unlikely to be able to participate at a national level.

D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs.

Indicators of the achievement of this standard shall include the following:

a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.

The *Faculty Handbook* outlines the procedures and policies for selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum

decisions; and the allocation of resources for professional education program activities in the School of Education and Human Development and the School of Graduate Studies. Curricular and program changes within the School of Education and Human Development are managed through a process which is defined by policy. Programs in School Counseling and Educational Leadership leading to licensure are housed in the School of Graduate Studies under the administration of the Dean of Graduate Studies. The Dean of the School of Education and Human Development is a member of the Graduate Council, but as reported she does not have a vote on issues related to programs in the School of Graduate Studies. The dean reported to the on-site team that she had no responsibilities for budget management or allocation of resources for these two graduate programs.

b. *The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.*

The School of Education and Human Development provided evidence of a strategic plan that reflects the general plan for Lynchburg College. No evidence was presented of a long-range plan specific to the School and that is regularly assessed and monitored to ensure vitality of the professional education program. No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

c. *Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education program.*

The Lynchburg College *Institutional Report* indicates that the School of Education and Human Development has a Board of Advisors consisting of educational representatives from school divisions from the surrounding counties and the city of Lynchburg. This body makes suggestions for needed revisions or changes in the professional education program. Board members present during a meeting with the on-site review team were enthusiastic and expressed their satisfaction with Lynchburg College teacher candidates.

The *Institutional Report* also states that the Teacher Preparation Council, consisting of faculty, has representation from each of the program (endorsement) areas. The purpose of this Council is "…to discuss program requirements, revisions, and any other licensure-related issues…." However, based on the documented minutes provided, the report from the Dean of the School of Education and Human Development, and interviews with program area

representatives, no evidence was presented that this group meets on a regular basis.

d. *Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.*
The policies and practices of the professional education program are consistent with those of Lynchburg College. That is, policies and practices are nondiscriminatory and guarantee due process to faculty and candidates.

2. The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates.

Indicators of achievement of this standard shall include the following:

a. *The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical, and technical support staff support the consistent delivery and quality of each program offered.*

The professional education program has 26 full-time, part-time, and adjunct staff and serves approximately 130 students. The Dean of the School of Education and Human Development is responsible for all undergraduate teacher education programs and the graduate Special Education and Reading Specialist programs. The administrative assistant for the School of Education and Human Development keeps student records, works with scheduling and budgeting, and directly interfaces with students regarding admissions requirements, deadlines and other program inquiries.

b. *Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program.*

The School of Education and Human Development is housed in Thompson Hall. Thompson Hall was renovated five years ago, with an extension attached to each end of the building which includes two large classrooms. The classrooms are equipped with updated technology including: Smartboards, Elmo, two computers with appropriate software programs, Internet connections, two printers, and overhead projectors. Resources are sufficient for the operation and accountability of the professional education program.

c. *Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes.*

With the exception of the School Counselor PreK-12 and Administration and Supervision PreK-12 programs which are housed in the School of Graduate Studies, the annual budget for all programs housed in the School of Education and Human Development budget is prepared by the Dean of the School of Education

and Human Development with input from the various program coordinators. Faculty did not voice any dissatisfaction regarding funds or other resources provided for the professional education program.

No evidence was provided regarding resources allocated for the programs in Administration and Supervision PreK-12 and School Counselor PreK-12.

d. *The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.*

Training in and access to education-related electronic information, video resources, computer hardware and software, related technologies, and other similar resources for education faculty and candidates are offered by Lynchburg College, the School of Education and Human Development, the library, and computer services. There is a designated liaison who is assigned to assist with the curriculum laboratory. This laboratory has a budget line to support the operation of the laboratory.

e. *The professional education program shall ensure that full, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.*

Lynchburg College provides full-time and part-time education faculty with office space and access to technology, and a printer in the professional education suite, including Smartboards and computers. The professional education program provides permanent and part-time faculty designated office space. The college ensures that the professional education program is able to provide all full-time, part-time, and adjunct faculty (26 total) with the teaching resources needed to ensure quality preparation for candidates. One adjunct faculty member informed the on-site review team that he had office space.

No information was provided to the on-site team regarding the School Counseling and Educational Leadership programs housed in the School of Graduate Studies.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: **Met Minimally with Significant Weaknesses**

Weaknesses:

1. The professional education program is not clearly defined. The Dean of the School of Education (the designated administrator responsible for programs leading to licensure of school personnel), has no authority regarding the budget, allocation of resources, or overall governance for the graduate programs leading to endorsements in

Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

2. Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program. This is a continued area cited during the previous on-site accreditation visit.

3. No evidence of long-range planning for the professional education program was provided.

4. There is no evidence of consistent and regular meeting times for community partners, faculty and staff, decision-making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

5. No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

6. No definitive evidence (i.e., minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to inform that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site accreditation visit.

Appendix C

March 7, 2014, Letter to Dr. Kenneth R. Garren, President
Lynchburg College

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

March 7, 2014

Dr. Kenneth R. Garren, President
Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501

Dear Dr. Garren:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, set forth the options for the accreditation of professional education programs at Virginia institutions of higher education. Lynchburg College requested to obtain accreditation of its proposed professional education program through the Board of Education approved process.

On October 26-30, 2013, an on-site accreditation review of the Lynchburg College Teacher Preparation Program was conducted. The recommendation of the review team is that the professional education program at Lynchburg College be "accredited with stipulations," indicating that the program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the Teacher Preparation Program must fully meet the standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia* and provide documentation to the Department of Education. In addition, an on-site review of professional education programs will be conducted on a seven-year cycle.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Lynchburg College. This document was reviewed by Dr. Jan Stennette, dean, School of Education and Human Development, for factual accuracy. A copy of the report also is being mailed to Dr. Stennette. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The *Professional Education Program Review Team Report of Findings* and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education. ABTEL develops recommendations regarding

program accreditation approval for the Board of Education. The Board receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

In October 1998, the U. S. Congress enacted Title II provisions to the Higher Education Opportunity Act (HEOA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. In addition, the law required states to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

On May 19, 2011, the Board of Education approved revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education to reflect the designations used by each of the accrediting bodies.

At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

- National Council for the Accreditation of Teacher Education (NCATE):

  Accreditation for two years with a focused visit; or
  Accreditation for two years with a full visit

- Teacher Education Accreditation Council (TEAC):

  Accreditation (two years)
  Initial Accreditation (two years)

- Board of Education Approved Process (BOE): Accredited with Stipulations.

Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education. When an institution receives one of the following designations, the low-performing designation will be removed:

- NCATE: Accreditation for seven years

- TEAC: Accreditation (ten or five years)
  (Note: The Virginia/TEAC Partnership currently allows for seven-year accreditation.)

- BOE: Accredited.

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at-risk of low-performing and low-performing institutions of higher education.

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007 and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

On behalf of the Virginia Department of Education, I would like to take this opportunity to acknowledge the faculty, staff, and students of Lynchburg College for the considerable time and effort required to prepare for this review. If you have questions about the report or the accreditation review process, please do not hesitate to contact me at (804) 371-2475, or JoAnne.Carver@doe.virginia.gov.

Sincerely,

JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

/jyc

Enclosure

c: Dr. Jan Stennette
Patty S. Pitts

Appendix D

April 7, 2014, Lynchburg College's Responses to the Professional Education Program Review Team Report of Findings

LYNCHBURG
COLLEGE EST. 1903

School of Education and Human Development
Office of the Dean

April 7, 2014

Dr. JoAnne Y. Carver
Director of Teacher Licensure
Division of Teacher Education and Teacher Licensure

Dear Dr. Carver:

Enclosed is the letter from Dr. Garren, President of Lynchburg College. Also enclosed are several separate responses related to the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Lynchburg College during October 26-30, 2013.

Our response was prepared by faculty members from the School of Education and Human Development and me. Many of the individual responses are intended to clarify the availability of evidence that was available to the review team in the Documents Room. We also include rejoinders to some statements in the Team Report, as well as our specific plans for revisions to address each identified weakness.

Three other responses are included: Dr. Edward Polloway, Dean of the School of Graduate Studies, Dr. Roger Jones, Chair of the Educational Leadership program, and Dr. Jeanne Booth, Chair of the School Counseling program.

Please let me know if I need to provide any additional information or if you have questions about any of the information included in the responses.

I look forward to attending the next ABTEL Board meeting on April 28.

Sincerely,

Jan S. Stennette

Jan S. Stennette
Dean, School of Education and Human Development

1501 Lakeside Drive Lynchburg, Virginia 24501-3113 | 434/544-8381 | Fax 434/544-8483 | www.lynchburg.edu

LYNCHBURG
COLLEGE EST. 1903

Office of The President

March 31, 2014

Dr. JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

Dear Dr. Carver:

I have received the *Professional Education Program Review Team Report of Findings* from the October 26-30, 2013 on-site accreditation review of Lynchburg College Teacher Preparation Program. It is gratifying that the review team found that all four standards were MET although the review team indicated that the program be "accredited with stipulations" and they identified significant weaknesses. We understand that within a two-year period, the Teacher Preparation Program must fully meet the standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia* and provide documentation to the Department of Education.

While we believe that most of the data the review team did not find was in fact available in the Document Room, we are responding to the letter and spirit of the weaknesses identified by the team. Lynchburg College takes its accreditation responsibilities very seriously. The Dean and the faculty of the School of Education have already begun to address the identified weaknesses of the Teacher Preparation Program including but not limited to: more data collection and analysis related to specific program areas, additional Teacher Preparation Council meetings, more detailed minutes of those meetings, and more formal minutes of meetings with various stake-holder groups. Appropriate measures are planned to address weaknesses in other areas.

Plans for necessary revisions and changes will continue to be discussed and acted upon until the Teacher Preparation Program is in full compliance with all regulations by or before the two-year time frame. Documentation of all revisions, changes, and improvements will be submitted to the Department of Education as they are implemented. Thank you.

Sincerely,

Kenneth R. Garren

Dr. Kenneth R. Garren, PhD
President

1501 Lakeside Drive Lynchburg, Virginia 24501-3113 | 434.544.8200 | fax 434.544.8539 | www.lynchburg.edu

Responses to the VDOE Visiting Team Report re: Lynchburg College Initial Licensure Programs

The following items are responses, rejoinders, and plans for improvement (underlined), where appropriate, regarding the VDOE Review Team Report of Findings submitted to Lynchburg College in February 2014 from the team's on-campus visit of October 26-30, 2013. These items were compiled by the Dean of the School of Education with input from faculty members in the School of Education and representative faculty members for the PK-12 and 6-12 licensure programs. Rejoinders related to the graduate programs in Counseling and Educational Leadership were compiled by the respective chairs. Responses regarding the establishment of the School of Graduate Studies were compiled by the Dean of the School of Graduate Studies.

Visiting Team Report Information followed by **Responses/Rejoinders in bold**

STD 1: Program Design:
Weaknesses:

1. The philosophy, mission statement, and goals of the School of Education and Human Development are not clearly articulated and do not adequately reflect the understanding of the current faculty. Goals have not been developed to align with the stated conceptual framework.

   The Mission Statement for the School of Education and Human Development is on page 6 of the Institutional Report followed by the Conceptual Framework and School Goals (p. 6-9 *Overview of the Program*). The program philosophy, purposes and goals are stated in Std. 1, A. part 1, pages 12-13 of the Institutional Report. The *Detailed Assessment Reports* for 2007-2013 (WEAVE) were part of the evidence in the Documents Room in appropriately labeled notebooks for each year. These reports include the Mission/Purpose statements, College core goals, data related to Student Learning Outcomes/Objectives (measures, target, findings, and action plans).
   Based on what may have been a misinterpretation of comments made by a few faculty members, the Team Report statement (p. 6) that the School goals had not been changed since the 1990's is incorrect. Those goals were revised in 2000 and complete revisions were made for the 2006 state visit.
   During meetings prior to the 2013 state visit, current faculty members discussed and made suggestions related to the philosophy, mission statement, goals and conceptual framework. Some revisions were made but faculty agreed that these components which were developed for the 2006 state review were still viable (minutes of faculty meetings, especially April 2012-September 2012) The Institutional Report includes those changes. Minutes of all faculty meetings from 2007-2013 were in the Documents Room.

   <u>Revisions will be made to ensure that the philosophy, the mission statement, and goals are more clearly delineated and aligned more closely with the conceptual framework.</u>

2. Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

   Goals and the assessment system for the Educational Leadership program were part of the IR, p. 92-95 (goals) and p. 124-129 (assessments). Goals and assessments of the School

Counseling Program were available and labeled in the Documents Room. All licensure program test scores and evidence of meeting endorsement and licensure requirements are reported to and out of the School of Education Licensure Office. The Educational Leadership and School Counseling programs are administratively housed in the School of Graduate Studies.

The respective chairs of the Educational Leadership and School Counseling programs have responded to this weakness with additional details indicating the goals and assessment system for the respective programs. The Dean of the School of Graduate Studies has also responded. Please see attached documentation.

3. There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with the School of Education and Human Development goals.

   Secondary Education Minor programs and PK-12 programs housed in other academic schools meet the School of Education and Human Development goals through the professional education courses candidates take. Those programs also meet the competencies required for licensure in their content areas. Individual endorsement program matrices contain all courses required for professional studies as well as the content area. IR, p. 52-54. Notebooks containing matrices for all endorsement programs, additional files containing a variety of materials to indicate requirements and assessments for entrance to Teacher Preparation Program, field experiences and teacher licensure were in the Document Room. All endorsement programs including Secondary Education Minor and PK-12 programs adhere to the same assessment processes for all professional education courses. The Teacher Preparation Council meetings and the dean's meetings with individual representatives of specific programs are used for discussion of requirements and assessments of all candidates.

   The Teacher Preparation Council has already met this semester to discuss and clarify any information regarding alignment with the School of Education and Human Development goals and assessment. The dean frequently discusses program situations with the individual endorsement programs either by e-mail, phone conversations, or face-to-face- meetings. In future, more formal minutes of these conversations between the dean and individual representatives of specific programs will be kept.

4. Other than at the candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the programs.

   Data is collected in various ways for all programs and decisions made of how to help students who are not meeting program goals as they should. Semester grades, performance in classes, Praxis I tests, feedback from Clinical Faculty (field experiences and student teaching) and individual advising sessions are used to determine ways to help students. Decisions include one-on-one help with individuals, tutoring sessions for small groups, and helping students attend special help sessions with various groups across campus such as the Writing Center, Math Center, and PASS (Peer Assisted Study Sessions). For student teachers, evaluations from Clinical Faculty and College supervisors are used to indicate problems or lack of appropriate progress. Tri-ad meetings are held for further discussion and clarification of a

situation. If necessary, a contract is drawn up to detail what precisely needs to be done. <u>Data will be aggregated and formalized each year to indicate candidate progress and meeting program goals at various points in their program.</u>

5. There is no evidence that a systematic and ongoing process of gathering, reporting, and analyzing program data has been established to report program strength, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes. The process must be captured in formal communications with stakeholders and in established operational forms. These processes need to be completed in cooperation with the arts and sciences faculty and other stakeholders in the program, including K-12 and Community College partnership programs, alumni, students, and clinical faculty. This area of concern was noted in the 2006 accreditation report and continues to exist.

   There was an Assessment meeting on Monday, October 27, 2013 with Review Team members and some program chairs (as available). The Dean of the School of Education and Human Development presented a brief power point presentation related to the gathering, reporting, and analyzing of program data. Folders with additional handouts were provided to each person present. Those handouts included aggregated data related to the gathering, analysis, and dissemination of data. Also included were the program changes that had been made based on data from Clinical Faculty, College supervisors, School faculty, students, and Teacher Preparation Council representatives. Notebooks with additional data were available in the Documents Room.

   <u>Additional data will be used to analyze program strengths, areas needing improvement and plans for the implementation and assessment of outcomes.</u>

   Communications with all stakeholders has not always been a formal process to include detailed minutes of meetings. The Teacher Preparation Council has only been meeting once per year (at the beginning of fall semester) and minutes were in the Documents Room. The dean meets more frequently with chairs of specific programs. Minutes of those meeting were not formalized.

   <u>The Teacher Preparation Council has already met for this semester and will continue to meet each semester</u>. <u>More formal minutes of meetings between the dean and individual representatives will be kept.</u>

   The School of Education and Human Development participates in several local school and community partnerships as well as Alumni events. The School also hosts luncheons, receptions and meetings with local administrators, teachers, and community leaders to discuss additional partnerships, our student volunteers, our program goals, and how best to utilize candidates' experiences in settings beyond the College campus. Clinical Faculty attend an orientation and workshop sessions at the beginning of each semester to meet College faculty supervisors, teacher candidates, and receive updated information regarding program expectations and requirements. Throughout the student teaching semester, Clinical Faculty work closely with College supervisors to discuss and provide any necessary help to student teachers. Clinical Faculty, College supervisors and student teachers all use evaluation forms for feedback and evaluation. School administrators also complete evaluation forms for

student teachers. Examples of partnerships and out-reach community and school programs were in the Documents Room.

<u>More detailed descriptions and information related to the numerous partnerships will be formalized. Additionally, more formalized minutes and notes will be kept related to meetings and works sessions with other stakeholders including Clinical Faculty, administrators, community program leaders.</u>

STD: 2: Candidate Performance on Competencies for Endorsement Areas: MET

Weaknesses:

1. 1. Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.

   Aggregate data were provided for all candidates but limited to test score requirements for entrance into the Teacher Preparation Program and licensure test scores. Data was collected from evaluation forms completed by Clinical Faculty and College supervisors and was used for individual advising and program revisions. <u>Data will be summarized and used for overall program planning.</u>

2. Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVE online documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

   As noted in item #1, data was collected via Clinical Faculty and College supervisor's evaluations but was not summarized. Individual candidates' problems or lack of progress were discussed at faculty meetings for informational purposes and to address concerns regarding any emerging programs trends that need to be addressed. Ex. Data from Clinical Faculty for PK-6 students indicated a strong need for basic grammar usage. The Dean of the School of Education met with the Dean of the School of Humanities and Social Sciences to offer the ENGL 315 Grammar course. This example and many others do indicate communication among the academic schools and making changes to meet the needs of students.

   The Team Report states that the Dean of the School of Education and Human Development stated that various data related to the differentiation between the PK-6 candidates and SPED K-12 candidates were not available in the format requested by the on-site review team. That statement is not clear as to being made by the Dean of the School. The dean said that various data were provided to the team but it seems that data was not sufficient. The Documents Room contained Notebooks with various data for completion of requirements for elementary, special education and secondary education. Additional data were provided by the Dean of the School to team members, department chairs, and program directors during the Assessment session including a brief power point, separate folder with additional information

and a question/answer period. WEAVE reports indicate data collected, analysis of data and plans for revisions. Data collected is shared with all faculties in various programs.

A more thorough systematic data collection and formal recording of student progress and any necessary changes will be made.

3. Although technology support was available through Lynchburg College, during interviews with the on-site team, candidates reported they were not prepared to integrate technology into instruction.

   The Review Team met with students to interview them regarding endorsement programs. A few students (out of a total of ten) stated that they "they were not prepared adequately to successfully integrate technology in instruction". IR, p. 49 states that technology competencies are incorporated into each professional course. IR, p. 55 lists up-to-date equipment for students and faculty to use and a list of how students incorporated technology in their course work before their student teaching experiences. Examples of students' assignments using technology were in the Documents Room.

   The ITR Department will continue to offer workshops for faculty and students in using technology for instruction. A "Curriculum Map" is being designed to indicate how each professional course incorporates students' use of technology with a more complete listing of how students use technology in completion of appropriate assignments.

STD: 3 Faculty in Professional Education Programs. MET
Weaknesses:

1. An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

   Each faculty member is required to submit an annual Work Load Plan (beginning of fall semester) and a Reflective Narrative (end of spring semester). These are used by the Dean of the School of Education to note professional growth, faculty needs, and possible areas for improvement. The dean meets with faculty members who have consistently low student evaluations or needs improvement based on classroom observations. In these situations, the dean makes suggestions for improvements and does follow up conferences. Although notes are kept of the meetings, they are kept confidential. Faculty members who are doing well in all areas of teaching, service, and scholarly work are informally apprised of their standing.

   A more systematic and formal approach to provide written reviews, analysis and reporting of all faculty members' work performance will be done beginning with Spring 2014 Reflective Narratives from all faculty members.

2. The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

There have not been any new hires since 2006. The only diverse faculty member retired as of 2013.

<u>The dean has requested a new position for Special Education but that position has not yet been approved. If and when it is approved, the dean will send advertisements to the usual venues including colleges and universities that have highly diverse populations including students and faculty to attract a more diverse application pool.</u>

3. No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

   The Team Report stated the concerns regarding the huge disparity of advising loads for various faculty members. The dean was unaware of this concern at the time of the visit and no questions were asked about the uneven advising loads. Evidently, a list of faculty members advising loads was provided by the Office of Institutional Effectiveness to the Review Team. There are several components to the distribution of advisees. The dean usually assigns advisees to various faculty members and tries to keep advising loads as even as possible. However, students may request a change in advisors for a variety of reasons or they may make their own advisor changes.

   Three faculty members have an additional advising load of 12-15 freshman advisees. Faculty members volunteer for this special responsibility and they are compensated. The faculty member who has over 80 advisees is one of two faculty members in the graduate Educational Leadership program. He advises the master's level student in that program. They have a lock-step program of courses to take to complete their program. He also advises doctoral level students in the new Leadership Studies program. They also have a lock-step program of courses to take to complete their program. He also initially advises graduate students in the Curriculum and Instruction master's program. This program averages of 8-10 students who are mostly Alternative Licensure individuals. His advising load is large but all three programs are well planned as to what needs to be taken to complete each program. He and the other faculty member of the Educational Leadership and the Leadership Studies doctoral program work together advising all the students in those two programs.

   The faculty member who was listed as having only two advisees retired three years ago and is still listed as an advisor only because she is now a College supervisor. The two students listed as her advisees were her advisees when they were undergraduates and since they are still at Lynchburg College as graduate students, they are still listed as her advisees. She does not have any advisees. <u>The information is being updated in the Office of Institutional Effectiveness.</u>

4. Funding for off campus professional development and scholarly activities are limited to an extent that faculty members are unlikely to be able to participate at a national level.

   The College allots each full time faculty member $600.00 per year in professional development money accumulative for two years. In addition, faculty members can apply for professional development grants of up to an additional $1000 to help fund research trips and presentations at conferences and workshops. Some faculty members have received additional outside grant funding for their professional development. Most faculty utilize their

funds to conduct research and make presentations at state and national conferences. Faculty vitae in the Documents Room indicate that those who wanted to do so have presented at state and national conferences.

<u>Faculty members will continue to research and present at state and national conferences.</u>

STD 4: Governance and Capacity. MET minimally with Significant Weaknesses

Weaknesses**:**

1. The professional education program is not clearly defined. The Dean of the School of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

   The Dean of the School of Education and Human Development has authority for the budget and allocation of resources and other components of the School for those programs which are administratively housed in the School. Those programs include ISTE (Interdisciplinary Studies—Teacher Education , PK-6 and undergraduate SPED PK-12), M.Ed. in Reading Specialist and M.Ed. Special Education. Other licensure programs are administratively housed in their respective academic schools with the authority for the budget and allocation of resources and other components of a school by the dean of each respective school.
   In the attached responses, the Dean of the School of Graduate Studies as well as the chairs of the Educational Leadership and School Counseling programs have included their responses to this stated weakness.

2. Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program. This is a continued area cited during the previous on-site accreditation visit.

   The goals of the School of Education and Human Development are listed in the IR and are consistent with the goals of the College. However, the wording of each set of goals is not exactly the same.

   <u>Revisions are being made to show more clearly the alignment of the goals of the School with the goals and strategic plans of the College.</u>

3. No long range planning for the professional education program was provided.
   Long range plans are included in the WEAVE reports which were in the Documents Room.

   More detailed long range plans will be discussed and formulated with School faculty and Teacher Preparation Program and other stakeholders. These will be more formally recorded and shared with a wider audience.

4. There is no evidence of consistent and regular meeting times for the community partners, faculty and staff, decision-making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

   The School of Education and Human Development has a variety of community partners and other stakeholders related to the endorsement programs. A listing and description of those partnerships is in IR and some examples of those partnerships were in the Documents Room. Most of the partnerships involve at least an annual meeting with teachers, school administrators, and community leaders as appropriate but minutes and notes of those meetings were not formalized to include stakeholders' input and no inclusion of systematic feedback of outcomes.

   <u>More formalized minutes and notes will be kept related to various partnerships and collaborative programs. Also, feedback from various stakeholders will be included with outcomes and any appropriated changes based on those outcomes.</u>

5. No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

   School of Education and Human Development faculty meetings are held each month and documented with minutes of items and issued discussed. Those Notebooks were in the Documents Room for each year. The Teacher Preparation Council only met annually as a group with the dean meeting with individuals more frequently to discuss specific programs issues and needs.

   Examples of student feedback from self-reflective e-journal entries from education classes, field experiences, and student teaching were in the Documents Room but no formal record of how those narratives were used.

   <u>Narrative data will be more systematically collected and reported for any program improvements.</u>

   The School of Education and Human Development collaborates with school and community partners through meetings and workshops to provide experiences for candidates at all levels but no formal minutes or notes were utilized to make revisions or changes in the programs. Institutional Report: p.63—65 listing and descriptions of faculty involvement in professional development activities in community organizations including partnership schools and various agencies. Also p. 79 re: collaboration with school divisions and other professionals in the community: Document Room: Notebook re: partnerships with partnership schools and involvement in community agencies, programs and events. Files related to collaboration with local schools for Teachers for Tomorrow program, Fort Hill Community School, and 21st Century Grants Faculty members serve on a variety of educational, community and agency boards. Also, in the Institutional Report p. 78, notes long range plans. In the Document Room were WEAVE reports, Internal Self-Studies, faculty meeting minutes.

More formal minutes and notes will be kept for analysis of program needs.

6. No definitive evidence I(i.e. minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to inform that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site.

   A spring Teacher Preparation Council has already been held to discuss various issues related to endorsements programs.

   Henceforth, a meeting will be scheduled each semester. Informal meetings between the dean of the School and individuals representative of specific programs will be include formal minutes and notes. Input from both the Teacher Preparation Council and the Board of Advisors will be reported in more detail and formally shared with respective members of each group.

Rejoinder to the State Report: School of Graduate Studies
Submitted by School Dean, Dr. Edward A. Polloway
March 7, 2014

Thank you very much for the opportunity to reply to the Department of Education, Professional Education Program Review Team Report of Findings for the visit to Lynchburg College on October 26-30, 2013. The comments below are in response to a review of this formal report, received February 2014.

The School of Graduate Studies was established as of July 1, 2013. Because of the recent establishment of the school, it is important to note that much of the information provided in the written report would have been developed in order to be shared with the Virginia Department of Education when the two specific programs-Educational Leadership and School Counseling-were still part of the School of Education. As a side comment, let me also note that I previously served as the Dean of Graduate Studies for 11 years working in conjunction with programs within the School of Education. Previously, I also served as Dean of the School of Education.

During the site visit, I did have the opportunity to be interviewed concerning our programs and administrative structure. The conversation was positive, and I shared information about our programs. However, a number of the specific concerns that are raised below were not raised as questions during that interview, and I appreciate having the opportunity to provide clarification at this time, in order to address concerns raised in this written report.

The general theme of the interview process was whether a separate School of Graduate Studies would disadvantage support for the two licensure programs housed within the school: Educational Leadership and School Counseling. As I stressed at the time, and as reflected in other documents for these programs, the establishment of the School was to provide an administrative structure and increased support for programs that have no direct undergraduate equivalent at Lynchburg College. Consequently, the focus of the new School is on the development and enhancement of our graduate programs. I trust that a careful reading of the rejoinders provided by Dr. Roger Jones for our Educational Leadership program, and Dr. Jeanne Booth for our School Counseling program clearly highlight the strengths of these programs as well as the apparent misunderstanding that may have occurred about the nature of these programs, their goals, their assessments, and their institutional support.

<u>The Professional Education Program</u>

The program design includes a statement of program philosophy, purposes and goals.

In the Institutional Report, goals also are missing for the graduate programs in ***Counseling Education*** *and the Reading Specialist.*

I trust that the information provided by Dr. Booth concerning the Counseling program as well as a review of the 2013-14 graduate catalog (page 29) would alleviate any concerns that program goals are not in place. Further, as noted elsewhere in the visit and report, the program is approved by CACREP and engages in constant review of goals and outcomes. I tusst that the clarification in these rejoinders provides the information necessary to confirm that the program has clearly stated goals (in the form of outcomes) for students. This fact is also stated in the excerpted information from the report, which

follows immediately below and appears to provide clear support for the way in which this program operates with regard to goal-setting and assessment.

The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in PreK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences.

Indicators of the achievement of this standard shall include the following:

The Counseling Education (school counselor) program has developed instructional objectives that align with the American Counselors Association, the National School Counselors Association and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Virginia Counselors Association, and the Virginia School Counselors Association. Evaluations for this program are completed periodically and discussed at the department level.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met Minimally with Significant Weaknesses

Weaknesses:

Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

As noted in the rejoinders provided by the respective program chairs for these two programs, both goals, and assessment systems are in place for these programs. In fact, an acknowledgment of the work done by both of these programs is provided in the VDOE report in other locations that contradicts the statement provided above. It might be a function of how the information may have been presented in the Lynchburg College report, but there remains little question that goals and assessment are clearly present for both programs.

With regard to the lack of evidence of collaboration between personnel in the two respective schools, it is difficult to answer this particular query. As noted earlier, prior to July 1, 2013, both of these programs were part of the School of Education and the goals and assessments in place in October 2013 had not changed over the period of just four months. With more specific information in terms of what evidence of collaboration is called for, I am sure that this concern can be addressed. This is not a specific concern that was raised during the site visit to my knowledge.

Standard 3: Faculty in Professional Education Programs. *Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning.*

Incentives for professional development activities and scholarly endeavors are provided. Faculty members are allowed a stipend of $600 to use for professional travel. This amount can be accumulated to a maximum of $1,200 within a two- year period. Other means of support are detailed on pages 71-72 of the Lynchburg College Institutional Report. Two professors in the School of Education and Human Development hold endowed professorships that provide additional funding for professional and scholarly

activities. Faculty did report that the current level of stipend and funding provided limits their ability to participate in multiple activities.

Weaknesses:

Funding for off campus professional development and scholarly activities are limited to an extent that faculty members are unlikely to be able to participate at a national level.

This response to the concern referenced above is not specific to any one program. However, it seems important to comment that faculty at any institution in this country might report that "the current level of stipend and funding provided limits their ability to participate in multiple activities." In spite of the financial challenges facing higher education in general, Lynchburg College has continued to provide support for professional travel, which has increased somewhat over recent years. Further, for those faculty members who are engaged in professional work that includes, for example, professional presentations at regional and national conferences, there is an opportunity to receive additional support as noted above. There are a number of key examples of faculty members participating in regional and national conferences. I trust that this "faculty observation" is not a basis for determining whether an institution has met standards for approval.

Standard 4: Governance and Capacity. *The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.*

The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs.

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The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.

The Faculty Handbook outlines the procedures and policies for selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities in the School of Education and Human Development and the School of Graduate Studies. Curricular and program changes within the School of Education and Human Development are managed through a process which is defined by policy. Programs in School Counseling and Educational Leadership leading to licensure are housed in the School of Graduate Studies under the administration of the Dean of Graduate Studies. The Dean of the School of Education and Human Development is a member of the Graduate Council, but as reported she does not have a vote on issues related to programs in the School of Graduate Studies. The dean reported to the on-site team that she had no responsibilities for budget management or allocation of resources for these two graduate programs.

Lynchburg College, through its administration and Board of Trustees, determined that our institution would be strengthened, and certain specific graduate programs enhanced, by the establishment of School of Graduate Studies. This change was done collaboratively with the School of Education and the VDOE report submitted, in part, reflects the fact that these programs were previously in Education and were located to Graduate Studies in July 2013.

Reference is made to responsibilities for budget management above. At the time of the re-location of educational leadership and school counseling, a systematic review of the School of Education budget was completed in order to determine the specific budgetary allocations that were associated with these two respective programs. Previously, the programs were supported within a generic School of Education budget. After re-allocation, these funds were set up in separate accounts specifically for the Counselor Education program and the Educational Leadership program. It is the first time that we were able to set up specific departmental accounts for individual professional preparation programs and this reinforces the support for these programs.

A minor inaccurate point in the report noted above is that there is no "Graduate Council". However, the College does function with a faculty committee-Graduate Studies Committee- that governs all graduate academic programs of the college. At no time since the re-establishment of the Graduate Studies Committee about 12 years ago have any of the administrators, including the Dean of the School of Graduate Studies, had a vote in the deliberations of this committee. Parallel to the college's Educational Programs Committee, which has responsibility for review of all undergraduate programs within our curriculum, the Graduate Studies Committee is a faculty committee charged with reviewing policies and programs for all graduate programs regardless of which academic school, among our seven, they may represent. This process is in keeping with the fact that Lynchburg College honors its long tradition of faculty governance in terms of curriculum.

The relationship between the School of Education and the School of Graduate Studies in terms of the latter's programs is not dissimilar to the relationship between the School of Education and the other academic schools of the college that are engaged in the process of preparing future professionals in education. As the School of Sciences has responsibility for the academic preparation of prospective teachers in biology, for example, the School of Graduate Studies has responsibility for the academic preparation of school counselors and principals.

The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates.

With the exception of the School Counselor PreK-12 and Administration and Supervision PreK-12 programs which are housed in the School of Graduate Studies, the annual budget for all programs housed in the School of Education and Human Development budget is prepared by the Dean of the School of Education and Human Development with input from the various program coordinators. Faculty did not voice any dissatisfaction regarding funds or other resources provided for the professional education program. No evidence was provided regarding resources allocated for the programs in Administration and Supervision PreK-12 and School Counselor PreK-12.

As noted above, the annual budget for the School Counseling and Educational Leadership programs was in fact developed by the Dean of the School of Education during the transition period to the establishment of the School of Graduate Studies. It is unclear what evidence was necessary to affirm this fact, but it was not a question raised during the interview process with either the program chair of counselor education, the program chair of educational leadership, or the school dean (graduate studies).

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: Met Minimally with Significant Weaknesses

Weaknesses:

The professional education program is not clearly defined. The Dean of the College of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

After reading the report, it is clear that the committee had difficulty understanding the administrative structure of the institution and in appreciating the decision by the institution's Board of Trustees to create a new School of Graduate Studies in support of unique programs for our graduate students that are not directly tied to an undergrad with "derivative" program (as is the case, for example, with our graduate programs in special education, history, English, music, and business administration).
Upon reflection, the case could be made for the fact that this concern perhaps should have been anticipated by the College and stressed by College representatives during the site visit. However, as noted previously, the one time in which this was discussed was during the interview with the school dean for graduate studies and that interview focused essentially on general questions as to whether there was and would continue to be consistent support for the two programs in question, School Counseling and Educational Leadership. As noted at that time, and has consistently been noted in the respective rejoinders related to this issue, this concern has not been validated. Rather, the areas identified as possibly problematic apparently reflect a combination of an absence of preventative information provided by the College prior to the site visit, a lack of awareness of the possible concerns that might be raised by committee members, and a lack of specific attention by the team to the questions that proved to be troublesome as reflected in this report (such as concerning budget support).
I trust that the information provided here illustrates the fact that Lynchburg College has proceeded in an intentional and deliberative fashion to develop an administrative structure that best meets the needs of our programs, faculty, and students in certain graduate programs.

Rejoinder to the State Report: Educational Leadership
Submitted by Program Chair, Dr. Roger E. Jones
March 6, 2014

The following is a rejoinder to the Professional Education Program Review Team Report of Findings submitted to Lynchburg College in February 2014 after the state team was on campus in October of 2013. It references only the M.Ed. program in administration and supervision (educational leadership).

The program chair finds inconsistencies in the state report along with statements that are inaccurate. Both are addressed in this rejoinder.

The program chair, who served for three years on the NCATE Board of Examiners, understands the process that is to be followed during both off-site and on-site reviews. Should the review team find inconsistencies or lack of evidence in the report concerning any aspect of the program, the review team should seek clarification of those concerns during their on-site visit.

The only meetings to which the program chair was invited involved a discussion of three topics: the creation of the School of Graduate Studies in July of 2013, how information from the assessment system has impacted the program, and a brief discussion of workload. On Sunday night, the program chair did sit at the dinner table with the state coordinator and one member of the team who has experience in administration and supervision. There was some discussion at the dinner table about our move to the School of Graduate Studies from the School of Education. There was no discussion about any other Lynchburg College programs.

No further discussions occurred during the remainder of the visit between the program chair and any member of the team related to the program of educational leadership. This was inconsistent with the previous VDOE site visit when a team member spent significant time with the program chair.

If the concerns shared in this report were concerns of the state team when they were on campus, these concerns should have been addressed during the visit. Had any member of the team asked the program chair for clarification or additional information, it would have been provided.

Several aspects of the report will be addressed. The italicized sections are copied directly from the state report. The non-italicized sections reflect comments from the program chair.

Standard 1: Program Design. *The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.*

Indicators of the achievement of this standard shall include the following:

1. ***The program design includes a statement of program philosophy, purposes and goals.***

   In the Institutional Report, goals also are missing for the graduate programs in Counseling Education and the Reading Specialist. The foundation for the program in Educational Leadership is represented by the Interstate School Leaders Licensure Consortium Standards and the goals and competencies required by the Virginia Board of Education. These standards, goals, and competencies are linked to Lynchburg College through the vision and

mission statement, the curriculum framework, the curriculum syllabi, faculty qualifications, and the expectations and experiences required throughout the program.

Program goals do exist for the program in educational leadership as noted below, which appears in the graduate catalog, 2013-14, p. 36) and the program manual given to all students and reflected in the assessment data collected and stored in WEAVE® (college assessment system). Each standard (goal) is assessed annually. As noted in red below, the six ISLLC standards serve as program goals.

Furthermore, the six goals are connected to the state competencies and a crosswalk of those goals to the competencies is provided. In addition, each state goal is connected to a particular course.

Thus, in the view of the program chair, the statement that the program has no goals is incorrect.

Program Goals and Standards

The Interstate School Leaders Licensure Consortium Standards (ISLLC) were revised and adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007. These standards are the foundation for the School Leader's Licensure Assessment (SLLA). In 2004, the General Assembly amended the *Code of Virginia* to require that initial licensure for principals and other school leaders, as determined by the State Board of Education, be contingent upon passage of the SLLA. **These six standards manifest the overarching goals of the program.** The six standards are noted below.

STANDARD 1: 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. **(VISION)**

STANDARD 2: 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. **(INSTRUCTIONAL LEADERSHIP)**

STANDARD 3: 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. **(MANAGEMENT)**

STANDARD 4: 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. **(COLLABORATION)**

STANDARD 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. **(ETHICS/DIVERSITY)**

STANDARD 6: An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **(UNDERSTANDING THE BIG PICTURE – HOW IT ALL FITS TOGETHER)**

When the faculty were interviewed and asked when the goals were developed and the rationale for the goals, the consensus of the group was that the goals have been in place since the 1990s. No evidence was provided to the on-site review team to indicate that the

goals have been reviewed and evaluated since that time to ensure they address the needs and trends of current educators and educational practices.

Candidates interviewed by on-site review team members were not familiar with the conceptual framework or what it meant for them as teacher education candidates.

It is difficult for the program chair to respond to the above statement since it is unclear whether it refers only to the undergraduate program or to educational leadership as well. No member of the faculty in educational leadership was involved in any of these discussions. As previously noted, the program chair for educational leadership was involved in faculty interviews connected to use of assessments to make program changes, interviews related to the move to the School of Graduate Studies, and workload. There were no faculty members from educational leadership involved in any interviews connected to any discussion of conceptual framework. However, the educational leadership program does connect to the conceptual framework as excerpted in the following information that is contained in the program manual.

Conceptual Framework

The conceptual framework for the School of Education *(note: the educational leadership program was housed in the School of Education at the time of the written report and until July 2013)* is "Building for the Future through Practice, Leadership, and Service." This framework is implemented in the department of leadership studies.
The program in educational leadership is centered on excellence and focused on the future. The program supports a learning environment that prepares students for effective practice, leadership, and service as professional educators.

Practice

In alignment with the mission of Lynchburg College..., the program in educational leadership focuses on depth of knowledge within the field with strong value placed on academic excellence and the development of professional competence. The program recognizes that a knowledge base for leadership exists.

Coursework focuses on content knowledge as well as the skills and attitudes necessary for successful school leadership. Coursework, available facilities, resources, and extensive school, division, and community-based intern experiences simulate real-world situations to enhance the development of professional skills. These characteristics and resources converge to produce the ultimate goal: the development of the reflective administrator.

Leadership

The program serves to expand the candidates' capacity to lead. Leadership requires knowledge and skills and revolves around a positive attitude that a leader can make a difference in the lives of students. It also requires the ability to apply knowledge and skills in a variety of leadership situations. The program gives candidates the opportunity to apply knowledge and skills in a semi-controlled environment. With the support of division, school, and community-based leaders, students explore and apply leadership concepts in a variety of settings including elementary schools, middle schools, high schools, central office, and community agencies. The focus is on active learning experiences.

Service

The program in educational leadership has a commitment to service through preparation of educational leaders of strong character and balanced perspectives who respect and support broad diversity in the local community and in the global society. Candidates are expected to engage in the issues of society which will affect the education of students.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met Minimally with Significant Weaknesses

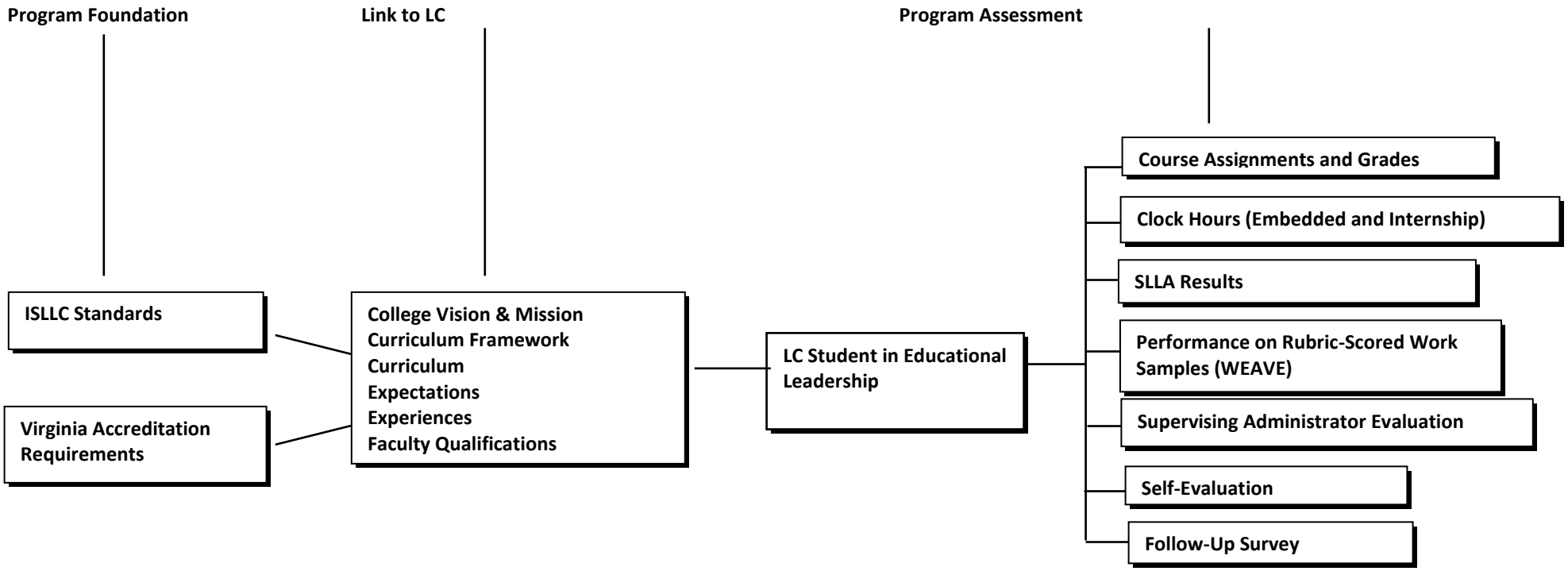
Weaknesses:

2. *Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.*

The goals section of this statement is referenced above (and discussed in detail regarding program goals) and not repeated here. The rejoinder response to this statement will be limited to the lack of an assessment system. While the team may disagree with the assessment system used, the statement that there is no assessment system in educational leadership is not accurate.

The following schematic link connects all aspects of the educational leadership program. Evidence of each of the following was available in the evidence room. Had any member of the team talked with the program chair about this aspect of the program, any issues could have clarified.

Schematic Links
Educational Leadership
Lynchburg College



The foundation for the program in educational leadership is represented by the ISLLC Standards and the goals and competencies required by the Virginia Board of Education.

These standards, goals and competencies are linked to Lynchburg College through the vision and mission statement, the curriculum framework, the curriculum syllabi, faculty qualifications, and the expectations and experiences required throughout the program.

Our emphasis is on each student in the program.

The program is assessed by student grades, clock hours required by the state, SLLA results, performance on rubric-scored work samples, mentor evaluations during the internship, self-evaluation, and follow-up surveys. Data gathered from these assessments are used to evaluate the program.

The assessment system for educational leadership is very thorough. As show in the diagram above, the program revolves around the six ISLLC standards (which as noted as considered to be program goals). The Virginia competencies are cross walked to the ISLLC standards.

The Virginia standards are aligned to the College's vision and mission, and each of the state competencies are linked to identified classes. The curriculum for each course is outlined in the course syllabus.

Candidates in the program are expected to meet all competencies. The program is assessed in the following ways.

- Completion of course assignments and grades
- Embedded internship experiences linked to each class
- One assessment per standard is selected and scored via a rubric – cumulative scores for each assessment are posted on the college's WEAVE® website
- Each candidate completes a year-long internship (200 hours) and an additional 120 hours of embedded internship experiences. All reflections/assignments for these experiences are housed in an electronic portfolio for each student
- At the completion of the internship, the supervising evaluator completes an assessment for each candidate
- At the completion of the internship, the candidate completes a self-assessment
- An employer survey is sent every five years

Recommendation for Standard 2: Met

Strength:

The ratio of student teachers to supervisors ensures that candidates receive personal and individualized supervision.

Weaknesses:

1. *Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVEonline® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.*

While the program in educational leadership appreciates the acknowledgement expressed by the team about its use of data, the program chair does not understand how it is possible to be commended on the use of data within the assessment system, when "*… an assessment system for the Educational Leadership and School Counseling programs <was> not evident*" as noted as a weakness in Standard 1. It is unclear how the team can state that the program does not have evidence of an assessment system in one standard and then commend the program for using assessments "*to inform faculty of the progress either of the candidates or to identify trends in the program"* under another standard? It seems apparent that this negates the validity of the statements in Standard 1.

Standard 4

1. ***The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs.***

   Indicators of the achievement of this standard shall include the following:

   a. *The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.*

      The Faculty Handbook outlines the procedures and policies for selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities in the School of Education and Human Development and the School of Graduate Studies. Curricular and program changes within the School of Education and Human Development are managed through a process which is defined by policy. Programs in School Counseling and Educational Leadership leading to licensure are housed in the School of Graduate Studies under the administration of the Dean of Graduate Studies. The Dean of the School of Education and Human Development is a member of the Graduate Council, but as reported she does not have a vote on issues related to programs in the School of Graduate Studies. The dean reported to the on-site team that she had no responsibilities for budget management or allocation of resources for these two graduate programs.

Standard 4 relates more to the organizational structure of the college. The state report was critical of the college's creation of a separate School of Graduate Studies, which now includes Leadership Studies (the master's in administration and supervision – educational leadership) and School Counseling. However, the separate school was not created until July 1, 2013. The report was prepared by the School of Education before the creation of the School of Graduate Studies. Thus, criticism of creating a separate school could be the focus of the next onsite visit. At that time, perhaps the success of the organizational change might be possible to evaluate. However, several aspects of the state report nevertheless will be referenced.

The professional education program does have responsibility and authority in all areas identified. Since neither Educational Leadership nor School Counseling is connected to an undergraduate program, they stand alone as professional preparation programs. Thus, housing them in Graduate Studies is not a problem. The Dean of the School of Graduate Studies, program chairs, and program faculty have responsibility in all of these areas.

2. ***The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates.***

   a. *The professional education program shall ensure that full, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology,*

teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.

Lynchburg College provides full-time and part-time education faculty with office space and access to technology, and a printer in the professional education suite, including Smartboards and computers. The professional education program provides permanent and part-time faculty designated office space. The college ensures that the professional education program is able to provide all full-time, part-time, and adjunct faculty (26 total) with the teaching resources needed to ensure quality preparation for candidates. One adjunct faculty member informed the on-site review team that he had office space.

No information was provided to the on-site team regarding the School Counseling and Educational Leadership programs housed in the School of Graduate Studies.

This information was available in the Evidence Room for both programs. All of the above are provided for both adjunct and part-time faculty. In the Educational Leadership Program, there is currently only one part-time faculty member and no adjunct faculty. The part-time program faculty member has an office in the same building as full-time faculty. She also has access to the program's graduate assistant.

b. *Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes.*

With the exception of the School Counselor PreK-12 and Administration and Supervision PreK-12 programs which are housed in the School of Graduate Studies, the annual budget for all programs housed in the School of Education and Human Development budget is prepared by the Dean of the School of Education and Human Development with input from the various program coordinators. Faculty did not voice any dissatisfaction regarding funds or other resources provided for the professional education program.

No evidence was provided regarding resources allocated for the programs in Administration and Supervision PreK-12 and School Counselor PreK-12.

Resources are allocated to both programs. Leadership Studies has its own budget within the Graduate School. The budget was created at the time of the establishment of the School of Graduate Studies; previously the program had no separate budget.

Recommendation for Standard 4: Met Minimally with Significant Weaknesses

Weaknesses:

1. *The professional education program is not clearly defined. The Dean of the College of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.*

The organizational structure change was a decision made by the College administration and the Board of Trustees of Lynchburg College to strengthen support for the School's programs. Both programs in Educational Leadership and Counseling unanimously supported the move to the School of Graduate Studies. There are separate program expectations for Educational Leadership. The state competencies are independent of competencies for teacher preparation. Because everyone in the K-12 Educational Leadership program has taught and/or are teaching, the program focus is on preparing school leaders. As previously noted, the state competencies are under the ISLLC umbrella and are cross-walked to identified courses and an identified assessment system.

2. *Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program. This is a continued area cited during the previous on-site accreditation visit.*

3. *No evidence of long-range planning for the professional education program was provided.*

4. *There is no evidence of consistent and regular meeting times for community partners, faculty and staff, decision-making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.*

5. *No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.*

6. *No definitive evidence (i.e., minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to inform that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site accreditation visit.*

While not all of these points are relevant directly to the Educational Leadership program, it is sufficient to note that evidence of the above items 2 – 6 will now be maintained within the program and the School of Graduate Studies. Future state visits will be able to assess the success of the move to Graduate Studies.

Rejoinder to the State Report: School Counseling
Submitted by Program Chair, Dr. Jeanne Booth
March 6, 2014

The following is a rejoinder to the Professional Education Program Review Team Report of Findings submitted to Lynchburg College in February 2014 after the state team was on campus in October of 2013. It references only the M.Ed. program in school counseling.

The program chair finds inconsistencies in the state report along with statements that are inaccurate. Both are addressed in this rejoinder.

The goals of the School Counseling program appear in the Graduate Catalogue (2013-14, pgs. 3-4), in the Counselor Education Student Handbook (2013-2014, p. 29), and on the program webpage (http://www.lynchburg.edu/master-education-counselor-education/mission-statement-and-goals0. These goals are directly aligned with the eight curricular standards as specified in in Section II.G.1-8 of the 2009 Accreditation Standards set for by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) as follows:

Program Goals

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.
8. Acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Student mastery of these competencies is assessed regularly. A key methodology for the gathering of assessment data is the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is the academic capstone of the program, and a passing score is required for degree completion. The CPCE is a valid, reliable psychometric assessment researched and distributed by the Research Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). The eight areas of professional training covered on the examination align directly with the 8 CACREP professional training standards and goals of the Lynchburg College Counselor Education program. It is used by over 300 counselor preparation programs across the nation as both an academic assessment and as a tool for preparing students to take the National Counseling Exam (NCE). The Lynchburg College Counselor Education Program administers the CPCE three times a year, and the data from each administration are entered

into WEAVE, the assessment tool used by the College's Office for Institutional Effectiveness. Mastery of skills and practice related to the eight goals are further assessed using the data provided by the site supervisors who oversee the work of student enrolled in Internship, the capstone experiential component of the students' training. The final evaluation conducted by the site supervisor is also entered into WEAVE. Additional formal assessment is carried out in conjunction with the compilation of the self-study document required by CACREP as part of the seven year accreditation review cycle, as well as the systematic Program Review required by the College. In these instances, data regarding the quality of professional preparation is collected from program graduates currently employed as school counselors and appropriate personnel from the school divisions which employ them.

Documents of evidence were available to the committee that contained the above mentioned information, data, reviews, and reports. No questions regarding any aspect of the program's goals, assessment data, or program organization and response to assessment data were raised at the meeting to which the program chair was invited. One member of the team did mention to the program chair anecdotally following the meeting that she understood that CACREP accreditation status in and of itself served to distinguish the school counseling program as meeting the highest standards in the profession for the training of school counseling professionals. We certainly concur with that assessment and consequently understand that this should be reflected in the assessment of our program by the Virginia Department of Education.

No further discussions occurred during the remainder of the visit between the program chair and any member of the team related to the program in school counseling. Had any member of the team asked the program chair for clarification or additional information, it would have been provided.