Regent University
School of Education

Program Procedures and Policy Handbook

1/*2011*

M.Ed. in Elementary Education (PK - 6)

B.S. in Interdisciplinary Studies (PK - 6)

Regent University, School of Education
Electronic version of the handbook found @
http://www.regent.edu/acad/schedu/pdfs/elemed_prog_procedures_policies.pd

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REGENT UNIVERSITY SCHOOL OF EDUCATION

Department Mission

Our Success, Our Values, Our Mission, and Our Vision

Dean's Message

Regent University School of Education: Influencing the Educational Arena

The world of education needs attention and change like never before in the history of this country and the world.

In 1980, the Regent University School of Education was founded to turn humanistic and postmodern influences on public education toward biblically based actions and beliefs that lead to the eternal truths of how to develop the whole student. The school has been effective in leading the way for Christian school educators to take their rightful role in effecting mind, body, and spirit in an overtly faith-based culture.

In the past 25 years, the School of Education has trained teachers, administrators, researchers, and scholars who together can address the thorny issues facing educators today and bring about change that lead to peaceful, productive learning communities. The result will be children, youth, and adults who are equipped to fulfill God's call on their lives.

Join graduates who are changing our world and who have won numerous awards for the quality and excellence of their work in the education field. At Regent University, we are training award-winning educators for life!

Alan A. Arroyo, Ed.D.
Dean

Declaration of Values

We declare our thankfulness to Almighty God for the blessings He has bestowed on us, especially the gifts of vision, wisdom, and provision.

We declare that we value above all else our Christ-centered commitment to love and honor God and each other.

We declare our commitment to exemplary, Christ-centered education that compels us to strive for the highest academic and professional goals in developing leaders to transform the education systems of our world.

We declare our continuous commitment to apply relevant, biblically informed principles to all areas of the field of education. We will continue to prepare award-winning educators who will, in turn, influence thousands of children and their parents.

We declare our commitment to maintaining a diverse student body consistent with the mission of the university. We declare the value of drawing out the gifts and calling of each individual.

We declare that we will not let low expectations and fear be a bushel that covers the light of Holy Spirit-inspired wisdom and truth in the form of exemplary scholarship. We are doing this by developing distinguished faculty from within and drawing distinguished faculty to Regent who are currently outside our community.

In like manner, we declare a renewed commitment to the lifelong pursuit of scholarly excellence, creativity, intellectual curiosity, and academic freedom.

We declare our belief that in order to provide exemplary, Christ-centered education; we must continually strive to reflect Christ's attitudes and behaviors within the Regent community, throughout our profession, and eventually around the world.

We declare our commitment to serving our students at times and places convenient to them through both resident and distance programs.

We end our declaration by praying Paul's prayer to the Corinthians: "May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with us all." Amen.

Our Mission

The School of Education, through its commitment to excellence in teaching, research, and service, provides a biblically based, Christian education to equip men and women in mind, heart, and character for lives of educational service and transformational leadership.

Our Vision

The Regent University School of Education, affirming the university's mission and acknowledging its call to be a distinctive school of graduate education, commits itself to: innovative and excellent academic programs; unique and exemplary program delivery both on campus and at a distance; depth and breadth of faculty teaching, research, and service; and preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding, diverse faculty and student body consistent with the mission of the university.

STATEMENT OF COMMITMENT
Regent University School Of Education

Our Purpose

Acknowledging the centrality of Christ in all things, the Regent University School of Education commits itself to providing learning opportunities which promote the skills, dispositions and understandings which will enable its graduates to seek knowledge and wisdom in order to serve and edify others. To this end, Regent School of Education graduates will manifest the following characteristics:

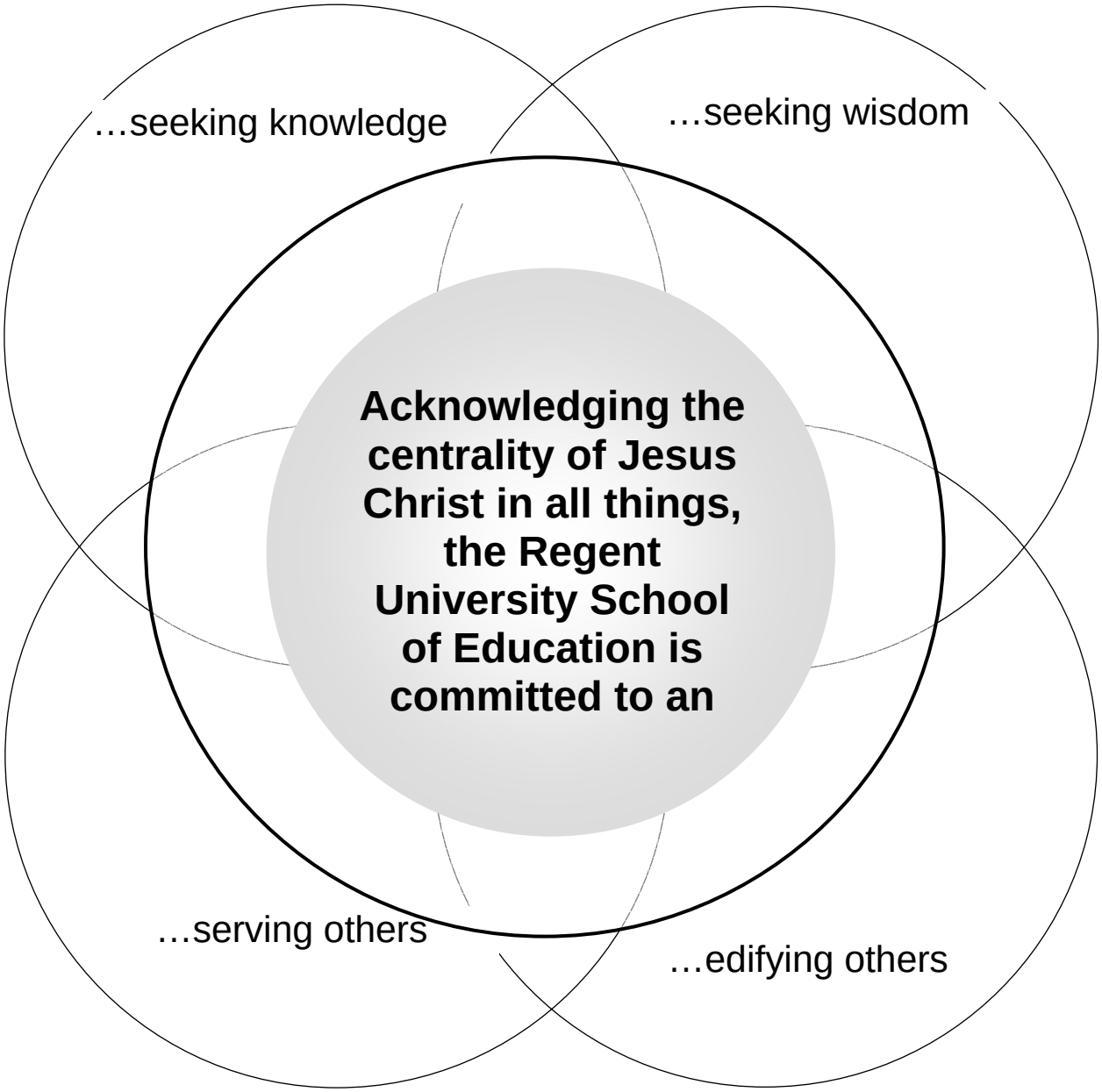
- *SEEKING KNOWLEDGE:* The School of Education graduate will...
  - formulate questions and answers that demonstrate critical thinking and reflection,
  - identify research-based solutions for current issues in the field,
  - design and develop frameworks and applications that are relationship sensitive, and solution oriented, and
  - demonstrate the scholarly characteristics of a life-long learner.

- *SEEKING WISDOM:* The School of Education graduate will...
  - demonstrate an understanding of a biblical world view and its application to learning and life, and
  - apply knowledge in a manner which demonstrates a God-given wisdom to create a world in which social justice and human dignity are valued.

- *SERVING OTHERS*: The School of Education graduate will serve others in a Christ like manner by...
  - speaking the truth in love,
  - treating others with dignity and respect,
  - supporting and encouraging others, and
  - displaying beatitudinal qualities.

- *EDIFYING OTHERS:* The School of Education graduate will...
  - inspire the learner to seek knowledge, orient the learner toward a lifelong search for wisdom, and support him/her in that pursuit,
  - enable and encourage the learner to grow in character, and to seek God's call and purpose for his/her life,
  - demonstrate awareness of and sensitivity to the individual needs of their students, colleagues and community, and will strive to meet those needs in love and service, and exemplify a life of faithful service which will encourage others to do likewise.

CONCEPTUAL FRAMEWORK
Regent University School Of Education



Accreditation and State Approval

National, Regional and State Accreditation

Teacher education programs offered by the School of Education (SOE) and School of Undergraduate Studies (SUGS) are evaluated regularly and accredited by Teacher Education Accreditation Council (TEAC),Southern Association of Colleges (SACS), and by the Virginia State Department of Education. Upon recommendation by the University, graduates of these programs who have successfully met Virginia's qualifying score on the Virginia Communication and Literacy Assessment (VCLA), the appropriate Specialty Area Test of the PRAXIS II tests, and the Reading Assessment are eligible to receive the Collegiate Professional License.

The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessment prescribed by the Board of Education**.** This certification qualifies one to teach in the state of Virginia grades Pk- 6. Virginia has entered into an Interstate reciprocity agreements with the states that are listed below. Persons qualifying for certification in Virginia are eligible for certification in 48 other states and the District of Columbia as these jurisdictions are also participants in the system.

The following states have **reciprocity** agreements with **Virginia:** Alabama, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Maine, Massachusetts, Michigan, Montana, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, West Virginia, and Washington.

Students who are interested in qualifying for certification outside of Virginia should contact the certification office located in the appropriate state for additional information**.**
Approval for out –of –state licensure/endorsement must come from that state, not Regent's School of Education.

Introduction and Program Outcomes

The following pages of the **Teacher Preparation Program** handbook is to guide teacher candidates, course instructors, faculty and other personnel involved in the theoretical aspects of teacher preparation. The manual focuses on licensure related issues and procedures that will, typically address the graduate level course work and the upper level professional studies courses taken at the undergraduate level.

Part II of the Handbook offers additional guidance to teacher candidates, cooperating teacher, school administrators, university supervisors and other personnel involved in the **internship** aspects of teacher preparation.

Recent literature pertinent to teaching and learning activities/behaviors emphasizes the interdisciplinary nature of the concept that good teachers are competent at planning, communicating, managing and diagnosing learning problems, assessing educational materials and environments, and evaluating learning and numerous other functions in the school setting. Upon reflection, it is clear that any individual manifesting these skills must be accomplished in the liberal arts (general education), teaching field subject content, and professional education. One goal of the program for training quality teachers is the integration of the concepts underlying these broad fields.

The teacher education program at Regent University is focused on a performance-based teacher preparation program driven by candidate competencies approved by the Virginia Department of Education and an additional competency which reflects the Christian mission of the institution. These **8 competencies or outcomes** are the foundation of the scope and sequence of the curriculum for the education program and form the basis of the students' self-assessment of performance tasks as they proceed through their academic programs. Education students document their performances and provide samples of their work in portfolios categorized according to the program competencies. The teacher education program is also based on developing a personal theory of teaching. These principles guide the program, procedures, and requirements contained in the following pages of this student handbook.

The Teacher Education Program at Regent University prepares teachers to help their students to develop in mind, body, and spirit for service to Christ in their educational setting and the world.

Program Outcomes and Performance Expectancies

The philosophy of teacher education at Regent University's School of Education serves as the major premise upon which teacher expectancies are established. These expectancies are interpreted as performances required of a teacher who has completed the Regent University teacher education (graduate and undergraduate) programs. Hence, a teacher is expected to:

1. Demonstrate knowledge and understanding of content knowledge and pedagogy of the elementary curriculum (VA SOL content).

2. Demonstrate skill in the implementation of basic principles of teaching and learning and the integration of theory with practice. Specifically he/she will demonstrate knowledge of the dimensions of learning and will employ appropriate teaching strategies for ensuring their acquisition by the learner.

3. Demonstrate a commitment to continuous professional growth by regularly examining his/her own academic knowledge and competence, assuming responsibility for his/her own learning and

development through engaging in the study of current research, participating in the activities of professional organizations, and manifesting an attitude of acceptance of change and a willingness to experiment with new alternatives in teaching and learning.

4. Demonstrate an understanding of the unique learning characteristics, needs, and capacities of children on different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities.

5. Demonstrate a functional knowledge of the changing roles of education in our society, the goals of public and private education, and the organization of the school curricula as reflected in these goals.

6. Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.

7. Use educational technology in innovative ways to enhance classroom learning

8. Demonstrate intellectual, spiritual, social, and emotional maturity and a professional attitude in relating to and communicating with learners, fellow teachers, school administrators, parents, and members of the community at large.

A complete statement of the philosophy, goals, objectives, unique student characteristics and the knowledge base that undergirds the Department of Teacher Education and Administration's teacher education programs may be found in the University Catalogue at: http://www.regent.edu/general/catalog/.

Teacher Education Programs

The School of Education (SOE) and School of Undergraduate Studies (SUGS) offers teacher certification programs at the undergraduate and graduate levels. At the undergraduate level, certification opportunities in a liberal arts program with an emphasis on Interdisciplinary Studies can lead to endorsement in Pk-6. The Master of Elementary Education Program offers students who have earned a liberal arts degree in selected areas and opportunity to acquire the professional education experiences required for initial teacher certification (Pk-6).

Both teacher education programs include the broad base of liberal arts courses required of all students in the University. Specific requirements for matriculation in the undergraduate education programs are described below and in those sections of the University catalog that outline departmental requirements for the particular subject area in which the student intends to teach; e.g. elementary education.

Program Delivery Format

The licensure programs will be modeled after current School of Education state approved programs (e.g. Leadership and Special Education). Most 3-credit courses in the program will meet in a face-to-face format for eight weeks with an on-line component to maximize instruction and learning. One or more of the courses in the program may be offered primarily in the on-line format or full semester length of class. Every course in the program will exceed the minimum number of seat hours required between face-to-face meetings, the on-line component, field placement, research and assignment requirements.

Faculty

Faculty in the department bring a broad range of skills and interests to their teaching and research activities. This diversity may be viewed as a valuable resource on which students and other departmental clientele can depend for assistance in resolving problems and gaining insight into teaching-learning behavior. In order to ensure that all students have access to the diverse abilities, values, and perspectives of the faculty, the faculty has proposed an integrated view of the attributes of teacher education as it is practiced at Regent University. This conceptualization is reflected in the philosophy, teacher education (conceptual framework) and student outcomes articulated by the faculty. Finally, the diversity of the faculty is reflected in the integration of faith, and content of the core courses, as all core courses concentrate on a generalized approach to teaching and learning that emphasize the following experiences:

- **Providing students with opportunities to acquire the basic teaching-learning skills including technology.**
- **Providing students with opportunities to acquire the skills requisite for assessing the quality of teaching-learning activities.**
- **Providing students with opportunities to acquire an understanding of the theory and research pertaining to teaching-learning activities.**
- **Providing students with opportunities to acquire and practice various models for the integration of faith and learning.**

Program Admissions

Admissions Requirements

Bachelor of Science – Interdisciplinary Studies (IDS)

Admissions Committee

Regent University received approval from the State Council of Higher Education for Virginia to offer a Bachelor of Science degree in Interdisciplinary Studies in fall of 2003, and is accredited by the Southern Association of Colleges and Schools (SACS). To meet accreditation requirements with the Southern Association of Colleges and Schools (SACS), Regent University established a faculty admissions committee for the School of Undergraduate Studies (SUGS) and School of Education (SOE). This committee is comprised of faculty and/or staff members who meet the requirements to teach one of the major discipline areas that constitute the General Studies requirements. This committee reviews and evaluates the admissions requirements pertaining to transferable general studies course work as necessary.

Regent University accepts all qualified individuals on a competitive basis who agree to be taught from the perspective articulated in our Philosophy of Education and who are willing to abide by the Standard of Personal Conduct outlined in the admission packet. The following are general admission criteria for the various programs at Regent University.

Admission Process for Interdisciplinary Studies B.S Degree (Pk-6 endorsement)

All undergraduate admission is handled by the School of Undergraduate Studies (See the School of Undergraduate Studies catalogue for details).

Current students that have been admitted to the non-licensure IDS track will be **eligible for upper level Professional Education courses if they meet the following criteria: passing state approved assessment for program entry (see options 1-3 below), 2.5 GPA, completion of minimum of 45 – 55 credit hours, successfully passing all general education requirements, maturity in spiritual and/or character qualities and the motivation for college – level study demonstrated through relational and academic achievements in the program** (See Appendix D for Application and Appendix B Advising Program Sheet).

The following assessments meet the requirement for the prescribed test for entry into a Virginia teacher preparation program.

- Option 1: Passing the Virginia Communication and Literacy Assessment (VCLA) (Reading and Writing) individually or with a composite score of 470 AND passing the Praxis I-Mathematics individually with a score of 178.

- Option 2: Passing the Praxis I (Reading, Writing, Mathematics). The Praxis I qualifying scores are Reading 178, Writing 176, Math 178 or Composite of 532.

- Option 3: Qualifying SAT or ACT scores

*Note although the SAT and ACT have been approved as a substitute test only for Praxis I; individuals also must meet the Praxis II (subject area assessment), Virginia Reading Assessment, and Literacy Assessment (VCLA) for initial licensure. For additional information regarding the SAT or ACT as substitute assessment for Praxis I, please visit htpp://www.pen.k12.va.us/VDOE/suptsmemos/2004/inf074.html

To graduate, a student must:

- Earn at least 120 semester hours of credit, including satisfactory completion of all course requirements
- Meet all general education requirements
- Successfully meet Virginia's qualifying score on the Virginia Communication and Literacy Assessment (VCLA), have passing Praxis II scores, and Reading for VA Educators assessment (RVE).
- Earn a minimum cumulative GPA of 3.00, and a grade of "C" or better in all program major courses and upper-division electives
- Pay all university financial obligations
- Have completed at least 60 credit hours of instruction at Regent University

M.ED Elementary Education Program

Admission Process for Elementary Education M.Ed Degree (Pk-6 endorsement)

1. Completed application forms
2. A minimum of two recommendations (one of which must be from a current employer)
3. Official transcripts from all previous institutions
4. A writing sample (topic in admission packet)
5. Résumé of employment, accomplishments & education, including copies of published materials
6. Signed Community Life Form
7. Application fee
8. Interview (to be scheduled once the rest of the file is complete—you will be contacted by the School of Education)
9. The following assessments meet the requirement for the prescribed test for entry into a Virginia teacher preparation program.

- Option 1: Passing the Virginia Communication and Literacy Assessment (VCLA) (Reading and Writing) individually or with a composite score of 470 AND passing the Praxis I-Mathematics individually with a score of 178.

- Option 2: Passing the Praxis I (Reading, Writing, Mathematics). The Praxis I qualifying scores are Reading 178, Writing 176, Math 178 or Composite of 532.

- Option 3: Qualifying SAT or ACT scores

10. Official TOEFL test scores only for applicants who are not US citizens or whose first language is not English.
11. VDOE Content Transcript Evaluation

Those entering the program, **having successfully completed many of the content requirements, will be encouraged to pursue additional endorsements in Special Education (Sp. Ed.) or English as a Second Language (ESL).** Another option will be to take courses that especially prepare teachers for the unique challenges of teaching in urban settings. By offering the licensure program at the graduate level, we will make further progress for meeting the demand for highly qualified teachers in the state of Virginia.

Insurance Coverage

Educators Professional Protection **Liability Insurance**

The School of Education requires that students enrolled in any license granting program **acquire *Educators Professional Protection* liability insurance** prior to registration for placement and internship. This insurance is a safeguard for you and must be maintained throughout the duration of your program placement. This policy should name the student as insured, and Regent University as additional insured. A certificate of insurance must be provided to the SOE's Coordinator of Licensure Programs before the semester's registration takes place.

The required minimum amount of one hundred thousand dollars incidental coverage with a three hundred thousand dollar aggregate is needed for annual liability coverage ($100,000/$300,000). Rates for this coverage vary depending on the insurance company. Generally, premiums range from $20-$50 per year of coverage. Though membership in a professional organization is highly

encouraged by the School of Education, it is not required. Total cost for insurance and a professional membership normally will be about $20- $120 per year. Students must show evidence of insurance liability coverage prior to registration of the student teaching experience; without it, he or she will not be permitted to begin the student teaching experience. The student is responsible for renewing this coverage each year in the program and for turning in a copy of the insurance face sheet to the Coordinator of Licensure Programs.

The School of Education recommends the following providers:

1. Christian Educators Association International (CEAI)
   P.O. Box 41300, Pasadena, CA 91114 > (888) 798-1124 > Fax (626) 798-2346
   Website: www.ceai.org
   For an annual student fee of $20, members of CEAI will automatically be insured up to $100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage).

2. Student Virginia Education Association (SVEA)
   Students interested in joining the SVEA should contact the local chapter advisor (ODU) or an officer for a membership form, or call 1-800-552-9554 for further information. http://www.veaweteach.org/assoc_student.asp
   Students receive, as a benefit of student membership, a one million dollar liability policy during internship.

3. Virginia Professional Educators
   P.O. Box 885 Fredericksburg, VA 22404 **Toll Free: 888.873.9661,**
   www.VirginiaEducators.org

Criminal Background Check

The School of Education (SOE) requires that any student enrolled in a program that requires practical work in schools to acquire an FBI Identification Record Request (Criminal History Record) before beginning the practicum or observation in the public schools. The results must be sent from the FBI directly to the student's address. The student should bring the **unopened** envelope to the Coordinator of Licensure Programs (ADM 266) for final evaluation.

Foreign students may use a copy of their visa to satisfy this requirement. For students from countries or territories that do not require a visa, this requirement will be handled on a case-by-case basis.

If there are areas of concern surrounding a background check, a meeting will be arranged with the advisors or with the program chair to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals, found in the *Student Handbook* at
http://www.regent.edu/admin/stusrv/student_handbook.cfm#academic_appeals_grievances

Areas of concern shall include but not be limited to child abuse or neglect, felony convictions, especially those involving harm to others, theft or fraud convictions, and misdemeanors other than minor moving traffic violations. The Office of the Dean will retain all criminal background records. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law.

Steps to Request an FBI Identification Record are outlined on the FBI website at
http://www.fbi.gov/hq/cjisd/fprequest.htm

FAQs: http://www.fbi.gov/hq/cjisd/faqs.html

Students who do not comply with this requirement will not be allowed to enroll in the internship, and lack of the required teaching experience could delay a student's graduation from his or her degree program.

Major Curriculum

The recommended sequence of courses in the Elementary Education Program is listed on the following pages. Students are required to take courses in the proper sequence. A violation of this requirement may hinder one's ability to register in one's choice of courses. A description of each course can be found in Appendices.

In addition to the Master's degree curriculum, all new students must meet the core content course requirements set forth by the VDOE. These Elementary competencies demonstrate a Liberal Arts background. During the admission process, applicant's transcript(s) and skills will be evaluated to determine whether these course requirements (in areas such as science, math, history, economics etc.) have been fulfilled. Applicants will be allowed to enroll and begin classes with nine (9) core competency credits or less outstanding. All outstanding VDOE competences must be completed before the submission of the internship application and review process. All applicants will be required to complete these outstanding competencies **in addition** to the required curriculum for program completion and graduation.

While the Department does not offer an opportunity for a minor discipline, students wishing to acquire an additional certification or "specialty" are encouraged to use elective and overload opportunities to accumulate a significant number of credit hours in a discipline of interest other than Elementary Education.

The required course sequence leading to certification is listed below. Students must consult assigned departmental advisers regularly for proper advisement.

Sequence and Approved Degree Program (ADP): IDS and Elementary (PK-6)

Name _____ ID#: _____

First Semester Enrolled: _____ Anticipated Degree Date: _____

Course Code	Course Title	Hrs.	Semester Taken OR To Be Taken
CORE REQUIRED COURSES			
ECUR 500*	Curriculum Design & Assessment Techniques	3	
EFND 505*	Teaching Reading & Language Arts Across the Curriculum	3	
EFND 506*	Classroom Management & Instructional Strategies	3	
EFND 508*	Teaching Reading in the Elementary Grades	3	
EFND 501	Teaching Math & Science in Elementary	3	
ETLC 541*	Child & Adolescent Growth & Development	3	
ETLC 542*	Foundations in Education	3	
ETSP 551*	Characteristics of Students with Disabilities	3	
EFND 595	Field Experience/Student Teaching	6	
EFND 596	Field Experience Portfolio Seminar	1	
EFND 504	Character Education	3	
EDIP 501	Introduction to Technology in Education	2	
EDIP 502	Application to Technology for Teaching and Learning	1	
OTHER REQUIREMENTS (must be completed during first semester)			
ACAD WRIT	Academic Writing Seminar (if not exempt)	0	
EDUC 500	Online Orientation	0	
EFND 500	Orientation	0	
UNIV LIB	Library Course – Info. Research & Resources	0	
VDOE COMPETENCES REMAINING (must be completed prior to internship application submission)			
	Sub-total of outstanding credits		
ELECTIVE COURES (choose one of the three)			
ETSL 540	Multi-Cultural Education	3	
ETSL 560	First & Second Language Acquisition	3	
ETSL 505	Serving English Language Learners K-12	3	
	Total Program Hours	***39+***	

**** Courses containing field placement component***

Figure 2

Interdisciplinary Studies: Undergraduate Approved Degree Program

(**Four year projected schedule**)

Name:

Student ID:

Start Term:

B. S. in Interdisciplinary Studies

GENERAL EDUCATION = minimum of 61 credits

Conerstone (3 credits)	GENE 101 Contemporary Problems for Christian Leaders
Christian Foundation (12 credits)	RELS 107 Worldviews RELS 206 Spiritual Formation Two courses from: RELS 103, RELS 104 or RELS 250
Writing (6 credits)	ENGL 101 English Composition ENGL 102 Research and Academic Writing
Communication (3 credits)	CMVV 110 Public Speaking
Humanities (3 credits)	One course from: ENGL 202, ENGL 203, ENGL 211, ENGL 212, ENGL 215, ENGL 275, OR UIS 410
Arts (3 credits)	One course from: ARTA 101 or MUSI 101
Social Science (6 credits)	ECON 101 and GEOG 101

History (9 credits)	One course from: HIST 101 OR HIST 102, and both HIST 201 and HIST 202
Philosophy (3 credits)	One course from: PHIL 101 or PHIL 102
Math (6 credits)	MATH 102 and MATH 201
Natural Science (7 credits)	Two course from: BIOL 101, BIOL 102, OR EASC 101

Total General Education

MAJOR = minimum of 49 credits

ALL MAJOR COURSES ARE REQUIRED

Professional Studies Requirements (27) credit hours):

UED 400 Curriculum Design & Assessment Techniques (3)

UED 405 Teaching Reading and Language Arts across the Curriculum (3)

UED 406 Classroom Management and Instructional Strategies (3)

UED 408 Teaching Reading in the Elementary Grades (3)

UED 441 Child and Adolescent Growth and Development (3)

UED 442 Foundations in Education (3)

UED 451 Characteristics of Students with Disabilities (3)

UED 495 Field Experience/Student Teaching (6)

Major Content Requirements (22 credit hours):

UIS 200 Orientation to Teaching (1)

UIS 304 Character Education (3)

UIS 310 Fundamentals of Grammar (3)

UIS 330 Topics in Geometry (3)

UIS 350 Technology in Education (3)

UIS 360 Introduction to Integrated Science (3)

UIS 412 Topics in Advanced Math (3)

UIS 414 Advanced Integrated Science (3)

Total Major

100-400 LEVEL COURSES FROM ANY DISCIPLINE CAN BE USED TO FULFILL ELECTIVE REQUIREMENTS

GRAND TOTAL = minimum of 120 credits

Co-Curricular Activities

The Office of Student Services provides voluntary non-credit co-curricular activities such as the UCOGS (Undergraduate Council of Students) and COGS (Council of Graduate Student). Participation in these activities will open up new areas of interest to the student, help him/her to gather more information concerning his/her discipline, promote healthy social interaction among students and encourage creativity. Additionally, student representation on faculty committees such as the Teacher Education Council, and participation in departmental faculty meetings aid in the development of professional leadership potential.

Figure 3

Elementary Education Licensure General Course Sequence

(For students beginning in Fall)

Graduate Level

FALL (I)
EFND 500 Orientation
EDUC 500 Online Orientation
EDIP 501 Introduction to Technology
EFND 508 Teaching Reading in the Elementary Grades
ETLC 542 Foundations in Education
ETSP 551 Characteristics of Students with Disabilities

SPRING(I)
ETLC 541 Child & Adolescent Growth & Development
EFND 505 Teaching Reading & lang. Arts
EFND 506 Classroom Management & Instructional

SUMMER(II)
EFND 504 Character Education

ECUR 500 Curriculum Design & Assessment Techniques
EFND 501 Teaching Math & Science
Elective: (*Choose one)
*ETSL 540 Multi-Cultural Education
*ETSL 560 First and Second Language Acquisition
*EDUC 506 Probability & Statistics for Teachers
* ETSL 505 Serving English Language Learners K-12

FALL (II)
EFND 595 & EFND 596 Field Experience/Student Teaching
EDIP 502 Technology in Education

Bachelor's Level

FALL(I)
UED 442 Foundations in Education
UED 408 Teaching Reading in the Elementary Grades
UIS 310 Fundamentals of Grammar
UIS 330 Topics in Geometry

SPRING(I)
UED 441 Child & Adolescent Growth & Development
UED 405 Teaching Reading & Lang
UIS 360 Introduction to Integrated Science
UIS 412 Topics in Advanced Math

SUMMER(II)
UIS 304 Character Education
Electives – 12 credits

FALL(II) &(SPRING II)
UED 400 Curriculum & Design Assessment Techniques
UED 451 Characteristics of Students with Disabilities
UED 406 Classroom Mgmt & Instructional Strategies
UIS 414 Advanced Integrated Science

SPRING (II)
UED 495 & UED 496 Field Experience/Student Teaching
UIS 343 Technology in Education

Field Experience

Collaboration between Department and School Partners

Field experiences represent the heart of Regent University's certification programs in education at the undergraduate and graduate levels. Through carefully structured placements teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. University faculty members in collaboration with experienced professionals in the field design, implement, and evaluate experiences to prepare candidates for their roles in schools as reflective decision-makers. Professional educators serving as field partners are certified experienced practitioners. Specifically, as a key element in each professional studies course, the student will be placed in a given a practicum placement. These placements must be in an accredited private or public school and must be set up through the School of Education

Students will be required to successfully complete a minimum of one hundred (100) practicum/field experience hours (not including the student teaching/internship experience). Designated faculty member(s) will supervise these experiences, and will do so in conjunction with cooperating teachers as appropriate.

*Students must complete and request an receive approval for a placement location each semester from the Field Experience Officer. Forms and resources for applying are found in the Appendices L-P. Student may select a school district which is geographically convenient. Student must comply with all school district placement requirements for serving within the school district (i.e.… finger printing or background check). All placements are arranged through the department placement office and students will be notified once the process is completed.

Practica

Practicums (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). The definition and description of these experiences are as follows:

Tier I, the beginning level of the practicum experience, is attached to the foundational courses taken early in the program. Tier I tasks include structured observations in general education classrooms, video interactions, and application exercises of strategies and skills. All tasks for observations, video interactions, and applications flow from the course competencies. The observation report, video interactions, and applications are guided and evaluated by the university instructor. Some applications involve one-on-one and small group interactions with students in settings other than the general classroom. All Tier I interactions prepare the student for Tier II of the practicum experience.

Tier II, the more advanced level of the practicum experience (curriculum course and management), is attached to courses taken later in the program. Tier II activities build on Tier I experiences and include structured observation in general education classrooms and varying degrees of involvement in classroom instruction. The interactions in the Tier II experiences are guided and evaluated by the university instructor and the cooperating teacher. Tier II experiences prepare students for the internship experience. The level II courses which require a more advance practicum experience include Curriculum Class Management and Instructional Strategies.

Evaluations of the student's performance throughout the practicum include both formal and informal formative and summative evaluation. These placements are evaluated by the cooperating teacher and University faculty using the Practicum Evaluation Form in the field **(**See Appendices F & G).

Students will complete approximately fifteen (15) hours of practicum experience within each of their seven (7) required professional studies courses for a minimum of one hundred (100) practicum field experience hours. The practicum experiences may include, but are not limited to: observation; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction; teaching lesson(s). Students will be required to provide descriptions of their experience that will include preparation, recording and reflection as determined by the supervising faculty member. The practicum experience will be included as part of the faculty members overall assessment of the student in each of the professional studies courses.

The following professional education courses have a 15 hour practicum requirement.

ETLC 542 /UED 442 Foundations in Education (3) - 15 hour practicum (private and public setting)

EFND 508 /UED 408 Teaching Reading in the Elementary Grades (3) - 15 hour practicum

ETLC 541/ UED 441 Child & Adolescent Growth & Development (3) - 15 hour practicum

EFND 505/UED 405 Teaching Reading & Language Arts Across the Curr. (3) - 15 hour practicum

EFND 506 /UED 406 Classroom Management & Instructional Strategies (3) - 15 hour practicum

ETSP 551 /UED 451 Characteristics of Students with Disabilities (3) - 15 hour practicum

ECUR 500 /UED 400 Curriculum Design & Assessment Techniques (3) - *15 hour practicum*

We anticipate that a high percentage of our student population will consist of working adults, many with family and professional responsibilities that may necessitate consideration of alternative practicum/field experiences. We are in the process of developing alternative practicum/field experiences and are committed to working with our students to develop the practicum experiences they need to successfully prepare them for their student teaching experience and future career in the classroom. Any alternative practicum/field experiences must be approved by the Program Director.

Eligibility Requirements for Field Experiences

- **Completed IDS advising approval for upper level course (undergraduate Only)**
- **Provided current** TB **test result**
- **Provided documentation of Educators liability insurance**
- **Completed placement request with Field Placement Officer**
-

Internships (*Student Teaching*)

Eligibility Requirements for Student Teaching

1. **It is the teacher candidate's responsibility to secure the forms and materials necessary to apply for admission to the internship. The application is available in the appendix of this handbook and must be returned by the established deadlines. The application deadlines for placement are September 1 to intern in the Spring semester and February 1 to intern in the Fall semester. The application can also be found in Appendix C of the internship handbook found at http://www.regent.edu/acad/schedu/pdfs/intern_handbook.pdf.**

A teacher candidate may enroll in the internship if he/she has completed all of the following by the time of application submission:

- **field placement final evaluations**
- **internship application submitted by the required deadline**
- **passing test scores for the Virginia Communication and Literacy Assessment (**VCLA)
- **passing test scores for the** Reading for Virginia Educators Assessment (RVE) www.vra.nesinc.com
- **passing test scores for Praxis I and** Praxis II Elementary Education (PreK-6) Content Knowledge #10014
- **attended a mandatory briefing prior to beginning the internship.**
- **provided a current** TB **test result** (valid for one year)
- **submitted a recent** Federal criminal background check **(website: www.** http://www.fbi.gov/hq/cjisd/fprequest.htm**)**
- **submitted proof of insurance (policy cover page including name) to verify** student professional educators protection liability insurance
- **submit a copy of your current transcript that demonstrates good academic standing.**
- **cumulative** GPA **of 3.0**
- **successfully completed all professional education course work**
- **must submit an Approved Degree Plan (ADP) SIGNED BY THE CURRENT ADVISOR indicating that all coursework, except EDIP 543/UIS 343 will be completed the SEMESTER PRIOR to starting the internship**
- **provide a copy of the** Child Abuse Training **(on the VDOE website) Certificate provided upon completion of the website training at** www.vcu.edu/vissta/training/va_teachers/

*******Please note that applications will only be reviewed ONCE per semester and if the application is NOT complete at the time of submission (for example, missing assessment scores), then the Field Placement Coordinator will communicate that a decision will NOT be made for that semester.**

The internship consists of 16 weeks, minimum of 500 hours divided between 2 placements (*upper and lower grade level*). Specifically, students are supervised by an experienced, licensed, cooperating teacher for one semester (*approximately 75 days, 6 hours per day*). These placements are completed in a fully accredited private or public school and are coordinated between the School of Education and local school divisions. Students must complete at least one placement in a public school setting. The determination of placements for field experiences and internship experiences is based on several factors. These include licensing requirements, diversification of sites over the candidates' preparation, quality of the program, and availability of qualified cooperating teacher, avoiding conflicts of interest, candidate's residence, and the service area of the university. In determining placements, it is of primary importance that Regent University's licensing requirements are met with respect to grade level and content area.

If the teacher candidate is currently employed fulltime (not including substitute position) as a regular classroom teacher in a Virginia public elementary setting at the time of internship application, the employment site can be considered and reviewed as a possible internship location by the Teacher Council in conjunction with the Director of Internships. The candidate's application must reflect this alternative placement location and documentation that all university criteria will be met with this location. The intern will be required to complete all semester seminars and course related assignments (portfolio, journal, and university supervisor evaluations etc.). The school administrator may be asked to complete a formal evaluation of the intern to support the evaluations of the university supervisor.

Evaluation of the internship is achieved through a number of written assessments conducted by the cooperating teacher, school administrators, and university supervisors. Full details of the internship, together with the evaluation instruments that are used, can be found in the Internship Handbook. The summative evaluation is a pass/fail assessment recommended by the university supervisors and confirmed by the Director of Internships.

Cooperating teachers are selected by the school divisions in consultation with school principals, so their allocation to Regent University's teacher candidates is fixed at the time a placement is confirmed by a school division.

The placement school is visited prior to the internship by the university supervisor. The supervisor meets with the faculty to explain the procedures, to give the faculty a copy of the Teacher Preparation Handbook (including the evaluation instruments), and to answer any questions. This meeting is important, as it sets the scene for the placement in advance of the teacher candidate's arrival at the school and establishes a relationship between the two professionals who will be evaluating the internship. If possible, the supervisor also pays a courtesy call on the principal during this visit.

Each student will be charged an additional fee ($200.00) at the time of internship course registration that will be used as a token of appreciation for the cooperating teacher's service, travel of the university supervisor, as well as the copying fees associated with the production of the internship handbook for intern, cooperating teacher and school administrator.

Remediation

In a placement situation where evaluation reports indicate that a teacher candidate is deficient in a particular knowledge area (either content or professional skills) a plan for remediation will be developed. The plan will be generated by the teacher candidate in consultation with the University Instructor or Program Director. Remediation will be addressed through combination of additional coursework, mentoring, close classroom supervision. In the event of the teacher candidate failing the internship further remediation will be undertaken. A second and final internship may be offered to the teacher candidate following discussion by all parties and concurrence with the Dean of the SOE.

At the completion of the core program and the major department's method(s) courses, the student will be able to:

- Plan an instructional program and provide school activities emphasizing individual and collective involvement through small group interaction within the school and among the staff.
- Guide pupil behaviors through classroom instruction, non-class activities, guidance, counseling and advising activities, and informal personal relationships.
- Judge the merits of the fundamental aims, purposes, and goals of the school program and determine how the school program is fulfilling these ends as well as how his/her teaching is contributing to the attainment of these goals.

Evaluation

Regent's teacher education programs encourage the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Regent has instituted the portfolio process which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student.

The portfolio is a collection of materials that indicate student progress toward a variety of learning goals throughout the university experience. As teacher education students become actively involved in planning their working portfolios, personal learning goals and self-assessments are of major importance. By the end of the program experience, a final (summative) internship portfolio will be developed to conclude the internship experience. This portfolio provides a clearer representation of the teacher candidate and skill demonstration.

Introduction to the Portfolio

What is a professional portfolio?

Your portfolio can be a perpetual workspace in which to examine and evaluate various aspects of your teacher preparation program. While initially you will want to collect everything that might be of interest, from videotapes of teaching to informal student evaluations to papers on relevant topics, your portfolio will be more than just a scrapbook collection.

The key to the portfolio process is understanding the relationship between collection, selection and reflection. A portfolio only begins to take shape as you select and arrange the evidence contained in your collection with a particular audience or purpose in mind. Then, when you compose reflections, exploring the meaning of the evidence, your work folder or scrapbook is transformed into a potential powerful document – your teacher candidate portfolio – representing a self – aware professional. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance.

Summative Internship Portfolio

A summative E-portfolio will be completed as a final concluding assignment for the internship experience. A separate portfolio online seminar lead by a university instructor will support the development and evaluation of the portfolio. As a candidate in Regent University School of Education's teacher preparation program, the portfolio you develop is an evolving structure that will help document growth over time. It promotes self-analysis and critical reflection in ways that help you understand the complexities of the teaching/learning process. Serving as a thread that weaves all parts of the teacher preparation program together, the portfolio helps you integrate knowledge and basic skills from across diverse courses and experiences during your years of study. The portfolio process allows you, as well as your instructors, to visualize the entire conceptual framework of teacher as Professional Educator with all the diverse theoretical and practical activities that shape learning.

During the final culminating experience of the teacher preparation program, candidates will formalize the process by organizing a internship portfolio which will highlight the many skills, knowledge, and dispositions emphasized throughout the program and implemented during the candidate's internship experience. The portfolio will document the candidate's growth in the application of program competencies and skills as demonstrated during the internship experience. The University instructor will guide the candidate with the portfolio development process based on criteria established in program outcomes and internship evaluation criteria.

The summative program portfolio should be submitted to the university instructor no later than one week following the completion of the intern teaching experience. University Supervisors will evaluate the summative portfolio based on the criteria outlined within the University Supervisor Portfolio Evaluation form (See Appendix K for details). **Not only must candidates review the program experiences, but demonstrate how they have applied the skills in the culminating internship experience.**

From this summative portfolio candidate may elect to create a tailored professional teaching portfolio. The professional teaching portfolio offers candidates a means of presenting your professional and personal accomplishments coherently to potential employers and administrators. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those in the resume submitted to a school division as part of an application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and unique.

Collection

The first step in portfolio preparation is collection. You may well want to become a "pack rat', collecting everything related to your work as a teacher. Other activities to collect include:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback

- Field experience evaluation forms
- Samples of student work stemming from lessons you have taught
- Video & audio tapes
- Curriculum maps
- Photographs
- papers and/or reviews of professional readings
- Administrator feedback
- We letters of commendation and appreciation
- Activities in professional organizations
- Attendance of presentation conferences
- Certificates, addresses, or links to sites you have developed
- Newspaper articles
- Newsletter items
- Honors and awards
- Inspirational or general learning experiences
- Evidence of being a life-long learner
- written reflections on the meaning of teaching

There is no need to organize your summative portfolio collection yet; just keep legible copies, and electronic versions of all artifacts (from internship experiences and preparation) where possible.

Collect student work from your internship experiences. What did students do that excited you as a teacher? What did students bring with them that allowed you personally to learn?

Selection

Four general rules can help you select those items from your collection that will show who you are as a teacher:

1. Guide the reader.
2. Explain the artifacts.
3. Consider variety and flexibility when selecting artifacts.
4. Include the minimum requirements for the portfolio.

1. Guide the reader.

Create a table of contents. You can use additional items in a paper portfolio such as notebook dividers or colored tabs. In either paper or electronic format the organization should lead the reader through your thinking. Please include an introductory statement explaining why the portfolio is organized the way it is, and what the viewer will experience.

2. Explain the artifacts.

Locate all artifacts in the appendix; however, they will not stand on their own. Through detailed descriptions in Section III, you will show the reader how each artifact illustrates the multiple competencies you have developed as a teacher. Include specific examples from the artifacts when you refer to them to draw out their unique features. Artifacts from each

stage of the **conceptual framework and program outcomes** will demonstrate how you have grown in understanding over time.

3. Consider variety and flexibility when selecting artifacts.

Include as many kinds of artifacts as possible to make the portfolio interesting and to show your diversity. Different types of lesson plans, pictures, assessments from multiple sources, student work and other documents of your choosing will all show different aspects of your capabilities. Different types of lay-outs, the use of color, effective labels and organizing titles, charts, etc. will all help the reader appreciate your materials more.

4. Include the minimum requirements for the portfolio.

Requirements for the portfolio are found in the internship handbook.

Final Note

Please note that since your portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you have progressed through the sixteen week internship. Since portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your portfolio as you move through your teaching career.

Portfolio Content

Graphic Presentation of Portfolio Outline Requirements

Guidelines and Graphic Presentation of Portfolio Outline Requirements

I. Portfolio Organization and Introduction

	A	**Title Page**: should include your name, address, telephone number, email address, program name, and degree to which you are working towards. If your portfolio is also available on the web, list its address
	B	**Table of Contents**: develop a list of the contents of your portfolio that is divided into the four major sections
	C	Introductory Statement: **Referencing the conceptual framework/program outcomes AND your own experiences in the program, write a 1-2 page discussion of your growth as a professional in terms of the conceptual framework and program outcomes (see appendices for Program Outcomes). A copy of the Department Conceptual Framework can be found in all course syllabi.** **In addition, submit a one-page statement that provides an overview of your portfolio. In this overview, summarize YOUR GROWTH in sections II and III of your portfolio in reflection of the program and internship experiences (professional preparation and teaching competencies).** NOTE: 3-4 page maximum for this entire section***

II. Professional Preparation

Ensure that all copies included are professional in appearance; photocopies are acceptable

	A	Statement of personal teaching philosophy
	B	Resume
	C	Summary Observation Reports and Progress Reports (Internship Only)
	D	Licensure assessment score copies* (PRAXIS I , II, RVE,VCLA)

III. Pre-service Teaching Competencies (All elements required.)

For each of the following indicators the candidate will provide evidence of growth in knowledge, understanding and disposition, including design and appropriate use of**:**

	A	**Student-centered and/or differentiated instruction providing for special needs students and individual learner needs**
	B	**Planning, Preparation, Instruction and Assessment of learners**
	C	**Developmentally appropriate instruction**
	D	**Effective communication and collaboration with students, parents, and community members to support student learning**

	E	**Content Knowledge (standard based instruction)**
	F	**Reflective Planning and Instruction**
	G	**Interdisciplinary curriculum**
	H	**Integration of technology and media resources for instruction, classroom organization, and student learning**
	I	**Classroom and behavior management strategies that support a positive learning environment**

For EACH competency area, write a one-half to one page reflection addressing your GROWTH as supported by reference to 2-4 ARTIFACTS and Reflections. Student work samples will be required for each competency. Describe how each referenced artifact illustrates your growth as evidenced during your internship experience.

**Artifacts may overlap sections.
**See weekly evaluation forms from cooperating teachers for evidence examples which can be used for artifacts.

IV. Appendix

*** The number of artifacts should be at least 2-4 for each competency area in section III.**

	*****	**A collection of artifacts to demonstrate skills, dispositions, and attitudes representing all items in section III (A-I). Examples include, but are not limited to sample lesson plans, instructional activities, sample student work, classroom photographs, etc.**

Ensure that all artifacts are clearly labeled to correspond to the appropriate reference in section III (A-I).

SCHOOL OF EDUCATION
TEACHER CANDIDATE PORTFOLIO CHECKLIST
(also University Supervisor's Teacher Candidate Evaluation Form)

University Supervisor Portfolio Evaluation

Purpose**: The electronic portfolio provides an organized system for each teacher candidate to: (1) To document the completion of program outcomes; (2) To document working with students in a variety of settings and content.**

Teacher Candidate _____ _____
(First and Last Name) **(Date)**

University Supervisor _____ _____
(First and Last Name) **(Semester)**

This rubric is provided to assist the University Supervisor in determining the level of readiness to teach as reflected not only in the guidelines for development of the portfolio, but also, as described with the State Standards for Beginning Licensure (highlighted below). Additionally, the items below can serve as a checklist for the development of the teacher candidate's portfolio. The portfolio evaluation will support the efforts made in the internship placement and will count toward 45% of the final grade.

Criteria/Point Value (3 – 0 Points)	Excellent (3)	Good (2)	Satisfactory (1)	Marginal (0)	Points Awarded
Introductory Statement	**References the conceptual framework; discusses growth; well-written**	**No reference to the conceptual framework and/or personal growth (just discusses one or the other); just a basic introduction**	**Poorly written; no discussion of either conceptual framework or growth**	**Unsatisfactory Submission on all criteria**	
Philosophy of Education	**Includes personal statement of philosophy of education; reflects EVOLUTION OF BELIEFS (e.g., the paper should not be the one that they submitted for a course requirement); includes statement of goals &** integration of faith**; well-**	**Missing one of the above elements.**	**Includes the philosophy paper from early in the program with no changes; missing 2 or more elements given above**	**Unsatisfactory Submission on all criteria**	

SCHOOL OF EDUCATION
TEACHER CANDIDATE PORTFOLIO CHECKLIST
(also University Supervisor's Teacher Candidate Evaluation Form)

Criteria/Point Value (3 – 0 Points)	Excellent (3)	Good (2)	Satisfactory (1)	Marginal (0)	Points Awarded
	written				

Criteria/Point Value (3 – 0 Points)	Excellent (3)	Good (2)	Satisfactory (1)	Marginal (0)	Points Awarded
Classroom Environment (Student-centered and/or differentiated instruction)	**Demonstrates support for learners of many styles and needs; careful thought in lesson planning; evidence of differentiation; good selection of artifacts**	**Missing one of the above components; artifacts are questionable**	**Missing more than one of the above components; poor choice of artifacts; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	
Planning, Preparation, Instruction and Assessment Strategies	**Evidence of all 4 components (planning, preparation, instruction, and assessment); evidence provided for adaptations and accommodation for different learner needs; reflects intern's philosophy, good selection of artifacts**	**Evidence is not complete; does not reflect intern's philosophy; artifacts are questionable**	**Missing more than one of the above components; poor choice of artifacts; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	
Developmentally Appropriate Instruction	**Demonstrates evidence of hands-on teaching techniques and multiculturalism; developmentally appropriate content; good selection of artifacts**	**Evidence is not complete; does not include multiculturalism; artifacts are questionable**	**Evidence does not show an understanding of DAP; poor choice of artifacts; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	
Family and Community Involvement (Effective communication and collaboration)	**Evidence of communication/ collaboration with parents and families and/or other professionals in the school and community;**	**Evidence is not complete; artifacts are questionable**	**Evidence does not show an understanding of the importance of family and community involvement; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	

Criteria/Point Value (3 – 0 Points)	Excellent (3)	Good (2)	Satisfactory (1)	Marginal (0)	Points Awarded
	good selection of artifacts				
Content Knowledge	**Provides strong content knowledge(math, science English/grammar, history, etc) and standards based instruction in use of materials and lesson delivery; good selection of artifacts**	**Evidence is not balanced (does not show content knowledge across subject areas); artifacts are questionable**	**Evidence does not demonstrate strong content knowledge; poor choice of artifacts; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	
Reflective Statements (Reflective Planning and Instruction)	**Evidence of continuous reflective planning and instruction; provides evidence of intern's awareness of strengths and weaknesses during the teaching internship;** addresses impact of faith on development**; good selection of artifacts**	**Evidence does not demonstrate reflection; no discussion of strengths and/or weaknesses; artifacts are questionable**	**Elements given above are missing; poor choice of artifacts; missing artifact (s)**	**Unsatisfactory Submission on all criteria**	

Graduation/Program Exit Requirements

Undergraduate Requirements

Note: Students must earn acceptable Virginia scores on the Praxis II, VCLA, and RVE, an the VCLA (literacy assessment) in order to be recommended to the Virginia Department of Education for PreK-6 teacher licensure.

Graduation Requirements

Regent graduates are those students who are in good standing upon the satisfactory completion of all degree requirements. Note: To graduate is to be granted an academic degree or diploma. Students are subject to the degree requirements listed in the Catalog for the year during which the student first enrolls. A student may petition the dean to use a subsequent Catalog. If the student is not enrolled for more than one year and is later readmitted then the student must meet the degree requirements current at the time of readmission.

Graduation Procedure

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by: October 1 for spring graduation; May 15 for summer graduation; and October 1 for fall graduation.
2. The Registrar's Office obtains approval of the Graduation Application from each student's dean and advisor.
3. Students who are not approved to graduate in the semester stated on the Graduation Application must file another Application in a subsequent semester.
4. The Registrar's Office issues diplomas and posts degrees on transcripts only when the registrar and the dean have certified that all graduation requirements have been met. These requirements include the following:
   a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Individualized Degree Plan must satisfy all course and credit requirements of that plan prior to graduating.
   b. Completion of all requirements within five years for the master's degree (seven years for M.Div.) and full-time juris doctor program, six years for the part-time juris doctor program and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions are granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
   c. A minimum cumulative GPA of 3.00 (2.00 for J.D., M.Div., M.A in Practical Theology, M.A. in Missiology and Bachelor's Degree students; 2.67 for LL.M. and MIT students).
   d. Payment of graduation fee and all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.
6. Students must complete and submit the licensure application during the internship experience. The specific steps for completing the application can be found in Appendix I.

Commencement

Regent University holds an annual commencement at the end of the spring semester. Students must obtain approval to participate. Students approved to graduate in the spring, summer or fall semesters are strongly encouraged to participate in commencement for the conferring of the degree. Students who are unable to attend should notify the Registrar's Office in writing at least one month prior to commencement.

All students must have completed all requirements toward graduation prior to participating in commencement. However, due to the uniqueness of some programs and the fact that there is only one commencement yearly, Regent provides the opportunity for students who have not completed all requirements to participate in commencement, if they meet the following criteria:

1. The student has no more than two courses remaining for graduation and these courses must be completed in the summer. The coursework may include an internship or practicum experience, which can also be completed during the summer.
2. Theses, dissertations and portfolios must have been successfully defended or approved before the spring cut-off date and all that remains are final edits.

Students requesting permission to participate in the commencement ceremony who have not completed all graduation requirements but who are eligible to walk under the above criteria must:

1. Receive certification from the dean of the school from which they are graduating that they are eligible to participate in commencement. The school must send certification to the Registrar's Office by March 1.
2. Receive final written approval from the Registrar's Office that they are eligible to participate in commencement.
3. Register and pay for coursework during summer registration.

Admissions, Advisement, Planning and Supervision Procedures

The following pages are provided to assist the student in developing his/her academic program. See Appendix J for additional information on state requirements.

Preparing for the Praxis Tests

The Virginia State Department of Education's (**VDOE)** criteria for eligibility for a state teaching license include proof of having been graduated from an "approved program," and having earned scores at or above the minimum set by the state on the VCLA (Virginia Communication & Literacy Assessment), the Praxis II (the appropriate) Specialty Area test on the elementary education content knowledge **#10014**, and VRA. During their sojourn at Regent University, students should be aware that they are preparing to pass the aforementioned tests. Specifically, in preparing to take the Praxis tests the goal is not simply to meet course requirements, one must also retain and constantly reflect on one's academic, and perhaps one's social, experiences. Listed below are three opportunities provided by the Department that will assist you in preparing to pass the Praxis.

1. Free Praxis I Sample test posted on the Department's Program Web.

2. Grammar and Math courses offered by the IDS Department.

3. Reading courses required for major

The student's program of studies which includes general, major and supporting courses is designed to prepare the student to pass the appropriate specialty area tests. Additionally, the student should avail himself/herself of all resources made available by the Educational Testing Service (ETS).

For details of the VDOE's assessment requirements and cut scores, please review
http://www.pen.k12.va.us/VDOE/newvdoe/praxis.pdf

Procedural Steps for the Advisement of Elementary Education Students

The following is an outline of the procedural steps that have been developed to assist the teacher candidate in progressing through the Elementary Education sequence that makes one eligible, upon graduation from Regent for certification provided one has successfully passed the VCLA, Praxis II, and Reading Assessment.

- The student is assigned an academic adviser by the Department Chairperson or his/her designee.

- The adviser schedules a counseling session with the student to discuss the program requirements and pivotal matriculation points.

- IDS candidates: After satisfying prerequisites for admission to the Teacher Education, the advisor assists the student in developing an Approved Degree Program Sheet.

- Undergraduate: After the completion of 50-60 credits hours of general education requirements, GPA of 2.5, passing Praxis I, students must petition to enroll in the licensure track and complete the upper level professional studies courses. Students will be notified of enrollment approval and the recommended procedures for completing the field placements assignments and orientation. See the checklist of recommended advising procedures entitled: BS, IDS Checklist

  See the Application for enrollment in the licensure track found in Appendix D.

- The student's progress is monitored by his/her academic adviser and the chairperson.

- The Program Advisor and Field Placement Coordinator determine the student's eligibility for field placement each semester.

- During the final semester before the student intern experience, teacher candidates must submit an application for graduation and internship to the appropriate university/program representatives.

- Teacher candidates must complete all program and internship eligibility requirements before recommendations for internship candidacy is recommended and registration is completed.

- The program advisor will recommend teacher candidates for the internship experience in conjunction with the Director of Internships. Each intern will be assigned a University Supervisor and Cooperating teaching at the appropriate time.

- At the conclusion of the internship experience, teacher candidates must submit an application for licensure to Kenyetta Veal, Director of Admission, School of Education.

Procedures for Problem Resolution

Regent University is dedicated to providing quality programs in a learning environment that promotes academic excellence in students, as well as professionalism in faculty members. As in many universities, conflicts and misunderstandings are bound to arise between students and faculty.

The School of Education and Administration recognizes the rights of both students and faculty and strives to protect the rights of each group. To that end, the following steps are to be employed to resolve all misunderstandings (based on Matt. 18):

- Firstly, the student shall attempt to resolve all misunderstandings with the faculty member before taking his/her concern to the Chairperson of the Department.

- Secondly, if the student or faculty member believes that the misunderstandings have not been resolved, either one may then take his concerns to the Chairperson.

- Thirdly, the Chairperson shall provide a forum in which both the student and faculty member will participate jointly in an attempt to resolve the misunderstandings.

- Fourthly, if the misunderstandings cannot be satisfactorily resolved in Step 3, above, the student or faculty member may request, in writing, that the Chairperson take the problem for resolution to the Dean of the School of Education.

- Questions or concerns related to the Field Placement or Internship Administration should be directed to the Field Placement Coordinator, Carla Bergdoll, Ph. D.
- All advising or academic questions should be first directed to the program Academic Advisor for the Undergraduate Program or Carla Bergdoll, Ph. D Graduate Advisor (School of Education). If the response is not satisfactory, students may contact the Department Chair for additional clarification or explanation.

References

References in this manual are cited to the following Regent University publications:

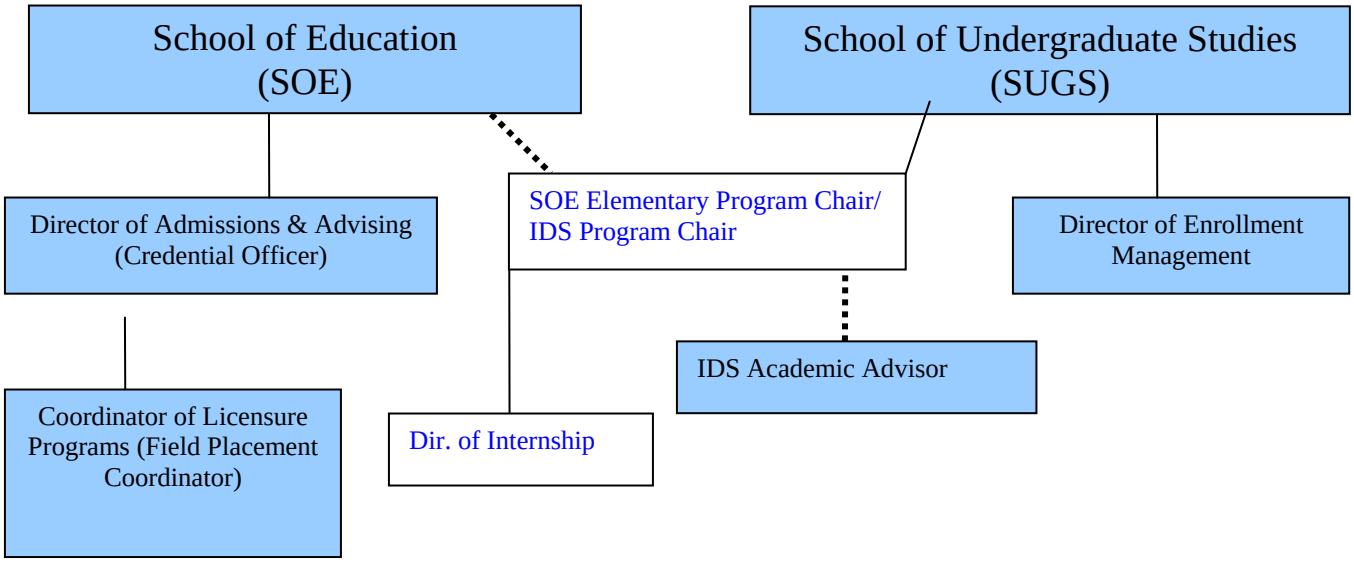
2006-2007 Regent University Catalog at: **http://www.regent.edu/academics/catalog.cfm**

Faculty and Academic Policy Handbook, at: **http://www.regent.edu/academicaffairs/fachandbk2002.doc**

***Student Handbook, A Guide to Policies and Procedures* at:** http://www.regent.edu/admin/stusrv/student/intro.html

School of Education Organizational Chart

School of Education/School of Undergraduate Studies
Administrative Organizational Chart
(Undergraduate PK-6 Licensure Program)



APPENDICES

Appendix A

Program Outcomes and Performance Expectancies

The philosophy of teacher education at Regent University's School of Education serves as the major premise upon which teacher expectancies are established. These expectancies are interpreted as performances required of a teacher who has completed the Regent University teacher education (graduate and undergraduate) programs. Hence, a teacher is expected to:

1. Demonstrate knowledge and understanding of content knowledge and pedagogy of the elementary curriculum (VA SOL content).

2. Demonstrate skill in the implementation of basic principles of teaching and learning and the integration of theory with practice. Specifically he/she will demonstrate knowledge of the dimensions of learning and will employ appropriate teaching strategies for ensuring their acquisition by the learner.

3. Demonstrate a commitment to continuous professional growth by regularly examining his/her own academic knowledge and competence, assuming responsibility for his/her own learning and development through engaging in the study of current research, participating in the activities of professional organizations, and manifesting an attitude of acceptance of change and a willingness to experiment with new alternatives in teaching and learning.

4. Demonstrate an understanding of the unique learning characteristics, needs, and capacities of children on different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities.

5. Demonstrate a functional knowledge of the changing roles of education in our society, the goals of public and private education, and the organization of the school curricula as reflected in these goals.

6. Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.

7. Use educational technology in innovative ways to enhance classroom learning

8. Demonstrate intellectual, spiritual, social, and emotional maturity and a professional attitude in relating to and communicating with learners, fellow teachers, school administrators, parents, and members of the community at large.

Appendix B

Advising Program Completion Forms

IDS- SOE

Licensure
(Elementary PreK-6)

School of Education

Student Name _____
Program / Major _____

A. Post Admission Requirements Level II (Level I: SUGS)

- ☐ Signed Praxis I Form
- ☐ Completed minimum 45 credit hours (SUGS)
- ☐ Passing VCLA :Reading_____Writing_____Composite Score_____ Date_____

- ☐ TB Test Date of Test _____
- ☐ Orientation meeting attendance (Field Placement form)
- ☐ Liability Insurance **(Educator Professional Protection**)
- ☐ Placement Request + Evaluation Forms
- ☐ Approved Degree Plan (ADP)
- ☐ 8 Practicum Placements (including a Private School Placement)
- ☐ GPA: 2.5 or higher (IDS)
- ☐ Letter of Recommendation of Faculty*

B. Pre-Internship Requirements

- ☐ Submitted Federal Criminal Background Check
- ☐ Attended Internship Orientation Meeting
- ☐ Submitted Internship Application
- ☐ Submitted Child Abuse/ Homeless Certificate
- ☐ No Incompletes or "F"
- ☐ Virginia Reading Assessment (RVE)
- ☐ VRAVCLA, Praxis II (Passing Scores)
- ☐ Completed Professional Education Coursework

C. Certification Requirement Summary

- ☐ Graduation Application and Degree Clearance
- ☐ Practicum = 100 hours/ Internship = 500 hours
- ☐ All coursework completed (SUGS + SOE)
- ☐ Praxis II (exception: #10014)
- ☐ Portfolio
- ☐ College Verification Form – Date _____
- ☐ Other _____
- ☐ RVE
- ☐ Child Abuse/ Homeless

Master of Education

Licensure
(Elementary PreK-6)

School of Education

Student Name _____
Program / Major _____

D. Post Admission Requirements

- ☐ Signed Praxis I Form
- ☐ Completed four-year degree (accredited)
- ☐ TB Test Date of Test _____
- ☐ Orientation Meeting Attendance
- ☐ Liability Insurance
- ☐ Placement Request + Evaluation Forms
- ☐ Approved Degree Plan (ADP)
- ☐ 8 Practicum Placements (including a Private School Placement)
- ☐ GPA : 3.0 or above

E. Pre-Internship Requirements

- ☐ Submitted Federal Criminal Background Check
- ☐ Submitted Internship Application
- ☐ Submitted Child Abuse Certificate
- ☐ No Incompletes or "F"s
- ☐ Virginia Reading Assessment (RVE)
- ☐ VCLA, Praxis II (Passing Scores)
- ☐ Completed All Professional Education Coursework

F. Certification Requirement Summary

- ☐ Graduation Application and Degree Clearance
- ☐ Practicum = 100 hours/ Internship = 500 hours
- ☐ All professional coursework completed
- ☐ VCLA, Praxis I / Praxis II (exception: #10014)
- ☐ Portfolio
- ☐ RVE
- ☐ Child Abuse/ Homeless
- ☐ College Verification Form – Date _____

Appendix C

Course Descriptions: Elementary, Graduate Level, and B.S in IDS, Elementary Education (PreK-6) endorsement

Descriptions of graduate and undergraduate level courses offered at Regent University can be found @ http://www.regent.edu/academics/catalog.cfm

Elementary Education Program - Course Descriptions

***ECUR 500 Curriculum Design and Assessment Techniques (3)** The purpose of this experience is to provide the learner with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the VA SOL, and informative feedback mechanisms, as well as how to modify and/or design units for enhancement of a pre-existing curriculum. Proper selection and use of materials including media and computers will be explored. In addition, the learner will be able to guide fellow personnel in school-based curriculum design/redesign processes.

EDUC 500 Online Orientation (0) Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

EFND 500 Orientation/Professional Concerns (0) Required during the first semester of enrollment. It includes a program overview and various guidelines and procedures.

EDIP 501 Orientation to Technology in Education (2 credits**)** Current issues and strategies related to technology research, learning theories, instructional design, product development, information access, and delivery issues for classroom teachers will be highlighted in this course. Furthermore, the rationale, concepts, and philosophy of technology education with attention to the School of Education's elementary technology requirements and resource options will be addressed.

EDIP 502 Application of Technology for Teaching & Learning (1) **This course is designed to encourage pre-service teacher candidates in the application and integration of educational technology in the classroom by providing software training and content focused on technology skill development and curriculum integration. Students will complete various projects to support the integration of technology in the student teaching experience meanwhile addressing state and national technology standards. Prerequisites: Computer literacy and EDIP 501 or its equivalent.**

EFND 501 Teaching Math and Science in Elementary Schools (3) This course is designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, the end-of-grade VA SOL assessments in mathematics and science. This course includes classroom observation as a competency.

EFND 504 Character Education (3) Participants will study the foundations of ethics, ethical behavior, and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love.

***EFND 505 Teaching Reading and Language Arts Across the Curriculum (3)** This course examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the

integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience.

***EFND 506 Classroom Management & Instructional Strategies (3)** This course is designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL.

***EFND 508 Teaching Reading in the Elementary Grades (3)** This course addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience.

EFND 595 Field Experience/Student Teaching (6) Placement for one semester in one or more elementary schools for supervised teaching experience thereby giving students the opportunity to bridge theory and practice.

EFND 596 Field Experience Portfolio Seminar (1) Introduction to the use of electronic performance portfolios to document student learning and professional reflection. Interns assemble and submit an electronic student teaching portfolio reflecting a mastery of program outcomes and self-assessment. (Taken concurrently with the Elementary PK-6 internship experience.)
Cross-listed with UED 496. Pre-requisites: Computer literacy /EDIP 501 or its equivalent.

***ETLC 541/GSAS 541 TL Child & Adolescent Growth & Development (3)** Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process. Cross-listed with UED 441.

***ETLC 542 Foundations of Education (3)** Basic understanding of the foundations of education in the U.S. Covers the historical, philosophical and sociological development and organization of American education. A portion is devoted to education and the law, both federal and state, and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. The students will examine contemporary issues in education and their own educational philosophies, attitudes and aptitudes for teaching and will build a commitment to professional growth and development through reflection, collaboration, and continuous learning.

ETSL 505 Serving English Language Learners in K-12 Classrooms (3) This course is designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL teachers and general classroom teachers.

ETSL 540 Multi-Cultural Education (3) Overview of principles and practices for providing effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multi-cultural education, with an emphasis on the

second language learner and TESOL curriculum development. Includes examination of socio-cultural variables in the instructional setting.

ETSL 560 First & Second Language Acquisition (3) Review of research findings regarding first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development.

***ETSP 551 Characteristics of Students with Disabilities (3)** Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of
identification, assessment, program options and intervention services. This course includes as competencies a classroom observation and practicum experience.

UNIV LIB Information Research & Resources (0) Non-credit, free of charge. Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required of graduation. Pass/Fail.

*****Fifteen-hour public school practicum. Students must complete a Practicum Request Form through Office of Field Experience in the School of Education.

Appendix D

Interdisciplinary Studies Teacher Candidate Application: School of Undergraduate Studies

Please complete the entire application and submit the application to the Interdisciplinary Studies academic advisor along with **official passing Praxis I** scores, and **a faculty letter of recommendation or documentation of classroom experience (teacher's aid, substitute teacher, etc.).**

Completed and signed original documents are required for all application forms. FAXED FORMS are considered unofficial documents and are not acceptable for admission into the licensure portion of the Interdisciplinary Studies program.

Name _____ **Student ID** _____ **Date**_____

Current Address _____**E-mail Address**_____
Street or PO Box

City _____**State** _____**Zip Code** _____

Current GPA _____ **Completed Credit Hours** _____

Signature of Applicant _____

OFFICE USE ONLY

Official, passing scores on approved assessment test received: YES NO Advisor Initials: _____ If yes, date received: _____

Scores received: Writing _____ Reading_____ Math_____

Composite _____

Official faculty letter of recommendation received: YES NO

Advisor Initials: ____ If yes, date received: _____

Cumulative GPA 2.5 or above? YES NO Advisor Initials: _____

Cumulative GPA: _____

Lower-level coursework completed? YES NO

If no, list outstanding courses:_____

_____

Candidate Approved: _____**Candidate Denied:** _____

Advisor Signature: _____ **Date:** _____

Program Chair Signature: _____ **Date:** _____

Appendix E

Sample IDS Licensure Track Confirmation Letter

Dear

Congratulations and welcome to the licensure portion of the Interdisciplinary Studies program. In this phase of the program, you will be completing all the professional teaching courses, participating in observation/practicum experiences and completing a full-time Internship.

With practicum experiences and student-teaching on the horizon, please be advised of the following required documentation, which must be submitted to Academic Advisor for the Interdisciplinary Studies (Undergraduate) program, before any school placements can be made.

Observation/Practicum Requirements

- Practicum placement request form
- Proof of a negative TB test
- Proof of Educator Professional Protection Liability Insurance

Internship/Student Teaching

- Internship Application
- Current TB Results (within one yr)
- Criminal background check
- Certificate of completion of Abuse and Neglect training
- Successful completion of Praxis I, II, VCLA, and the Virginia Reading Assessment (RVE)
- All practicum/observation evaluation forms signed and approved.

After these requirements have been met, Trish Lyons will contact you with the date of the mandatory orientation meeting, as well as, your school placement information. Please forward all school placement questions or concerns to Trish Lyons at 757.226-4090 and *not the school district*.

Appendix F
School of Education

Elementary Education Licensure Program, PreK-6: Observation Evaluation Form Tier I

Practicum Dates: _____ to _____Semester/Year: _____
Course Title/Number: _____ Instructor: _____
Practicum Student: _____ Home Phone: _____
Check One: _____ Undergraduate _____ Graduate _____ Licensure Only
Cooperating Teacher: _____ Grade: _____ Subject(s): _____
School District: _____ School: _____

I. Time Verification: Please record times with teacher verification for each line below.

Date	Hours/Minutes	Cooperating Teacher's Signature

II. Practicum (Observation) Evaluation: Please rate the practicum student in relation to the categories and scale indicated below.

1=Meets Expectations 2=Needs Improvement N/A=Not Applicable

Categories	1	2	N/A
Cooperating Teacher Comments (I & II)			
I. Professional Conduct			
Attendance/Promptness			
Professional Appearance			
Appropriately Courteous to All			
II. Communication Skills			
Oral Communication			
University Faculty Comments (III)			
III. Application			
Observation Report			
Video Interactions			
Application Activities			
Oral Communication			
Written Communication			

III. Additional Comments:
(Optional Strengths /Weaknesses)

_____	_____
Signature of Cooperating Teacher /Date	**Signature of Regent University Faculty**

Cooperating Teacher: Please complete and sign this Practicum Evaluation Form and return to the practicum student. The student will forward the original to the Office of Licensure, School of Education/Regent University, forward a copy to the assigned course professor, and a keep a copy for their portfolio. **(01.2.07)**

Appendix G

School of Education

Elementary Education Licensure Program, PreK-6:

Practicum Evaluation Form Tier II

Practicum Dates: _____ to _____ Semester/Year: _____
Course Title/Number: _____ Instructor: _____
Practicum Student: _____ Home Phone: _____
Check One: _____ Undergraduate _____ Graduate _____ Licensure Only
Cooperating Teacher: _____ Grade: _____ Subject(s): _____
School District: _____ School: _____

I. Time Verification: Please record times with teacher verification for each line below.

Date	Hours/Minutes	Cooperating Teacher's Signature

II. Practicum Evaluation: Please rate the practicum student in relation to the categories and scale indicated below.

1=Meets Expectations **2=Needs Improvement** **N/A=Not Applicable**

Categories	1	2	N/A
I. Professional Conduct			
Attendance/Promptness			
Professional Appearance			
Appropriately Courteous to All			
II. Communication Skills			
Oral Communication			
Written Communication			
III. Pedagogical Practices (if applicable)			
Assists Teacher With Preparatory Tasks			
Assists Teacher With Materials			
Assists Teachers With Instruction			
IV. Collaboration			
Works Well With Others			
Shares Ideas			

III. Overall Evaluation:
Strengths:
Weaknesses:
Check One:
___ I *recommend* that this Practicum Student continue in the teacher education program.
___ I *do not* recommend that this Practicum Student continue in the teacher education program.

_____ _____
Signature of Cooperating Teacher /Date **Signature of Regent University Faculty**

Cooperating Teacher: Please complete and sign this Practicum Evaluation Form and return to the practicum student. The student will forward the original to the Office of Licensure, School of Education/Regent University, forward a copy to the assigned course professor, and a keep a copy for their portfolio.

Appendix I
Virginia State Requirements: Steps to Licensure

VIRGINIA STATE REQUIREMENTS - STEPS TO LICENSURE
HTTP://WWW.REGENT.EDU/ACAD/SCHEDU/ACADEMICS/LICENSURE_STEPS.HTM

The Collegiate Professional License is a five-year renewable license available to an individual who has satisfied all requirements for Licensure, including the professional teacher's assessment prescribed by the Board of Education. **Students are responsible for submitting the materials that make up the licensure application packet to Kenyetta Veal, Certification Officer in the School of Education**. When the packet is complete, she will sign the college verification form and forward it to the Virginia State Department of Education. In order to complete the packet, students must do the following:

1. Attend the meeting on licensure procedures held at the end of the academic semester.

2. Complete the application for Virginia Licensure required by the Virginia State Department of Education. These forms can be obtained from http://www.pen.k12.va.us/VDOE/newvdoe/Application.pdf.

3. Please include all OFFICIAL transcripts from all colleges and universities in your packet that you send to the School of Education (**Please remember: official transcripts MUST remain sealed**). This includes an official Regent University transcript. **All transcripts must show the grades for your final semester of classes and the awarding of your degree**.

4. Documentation of official passing scores of VCLA (Virginia Literacy Assessment) and II as well as documentation of completion of Virginia Reading Assessment must be sent to the School of Education.

5. Send Kenyetta Veal a certified check, money order, or cashier's check made payable to the Treasures Office. The in-state fee is $50 and the out-of-state fee is $75. Note: The fee is determined by the address on your application. A $25 processing fee is assessed for a returned check.

Initial Licensure	
In-state	$50
Out-of-state (based on address on application)	$75
Superintendent Licensure	
In-state	$100
Out-of-state (based on address on application)	$150
Other	
License Renewal	$25
Add or Evaluate for an additional endorsement	$25
Other actions on licenses (add a degree/duplicate license)	$25

If a name change is the only request, a $25 fee for duplicating the license will be assessed. A cap of $50 will be assessed for a request for multiple actions on a license. **All materials must be submitted to Kenyetta Veal by the following deadlines:**

Degree Completion Date	Materials due date
Fall semester	December 31
Spring semester	May 15
Summer semester	August 15

Mail all components of the application and fee to

Regent University, School of Education ATTN: Kenyetta Veal 1000 University Drive ADM 266 Virginia Beach, VA 23464	You may also hand-deliver your packet to the Administration Building, Suite 266 (see campus map) PDF 124K.

Should you have any questions about the application process, please contact Kenyetta Veal at 757.226.4479 or kenyvea@regent.edu. For any additional information, please visit the Virginia Department of Education.

Appendix J

Virginia Certification Information

Virginia welcomes your interest regarding certification. Our state is committed to insuring success for every learner in every school. Talented Virginia educators are vital to the accomplishment of this goal.

Virginia STATE -DEPARTMENT OF EDUCATION

Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

http://www.doe.virginia.gov/

Main line: 1-800-292-3820

BASIC CERTIFICATION REQUIREMENTS

Professionals in Virginia public schools and in approved schools operated by state agencies are required to hold an appropriate certificate. Nonpublic school personnel and prospective professionals may also be issued an appropriate certificate.

The Praxis Series: Virginia Teacher Certification Assessments
The Praxis Series are assessments for teacher candidates administered by a company called Educational Testing Services (ETS). The number of assessments required depends on the content are in which a candidate will teach. Praxis II is required for all candidates. Praxis II assesses subject matter and pedagogy skills in one of 25 content areas. The State Board of Education approved Praxis qualifying scores in February 1999, and plans to review Virginia candidate performance in two years to consider raising the qualifying scores.

Any teacher candidate applying for an initial teacher certification in Virginia must pass the appropriate Praxis assessments. These assessments replace the National Teachers Examination (NTE) previously required.

Praxis I is required as an entrance **requirement for this program** and many others around the state. Praxis II is usually taken near the end of course work and before student teaching. Candidates from states that do not require these assessments must take them to become certified in Virginia. Out-of-State candidates who have already taken the exams must meet Virginia's qualifying scores.

Testing Dates and Application Procedures
Information regarding testing dates, test sites and application procedures may be obtained directly from Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541, telephone (800) 771-7395 or visit the PRAXIS website at www.praxis.com or See www.ets.org for registration and additional resources.

Praxis I - Candidates can take the Praxis in either of two ways: with pencil and paper or on a computer. The paper version of Praxis I, called the Pre-Professional Skills Tests (PPST), cost $18 per section plus a $35 registration fee per test date. This version is given six times per year at the 14 Virginia test sites. The computer version of Praxis I, called the Computer Based Test (CBT), is $90 for two, and $110 for three sections. In

either version of the Praxis I, candidates may take all of the test sections at one sitting or at several separate sessions.

Praxis II - The cost for Praxis II varies depending on the number of tests, ranging from one to three, required for each subject area, and on the type of test items. For example, a one-hour multiple choice subject assessment is $45, while the one-hour constructed-response subject assessment is $50. The total cost for Praxis II ranges for $60 to $170, with most candidates paying approximately $110.

Specialty Area Tests

The following tests are required for the endorsement (teaching specialty) areas indicated. Individuals are required to satisfy the Specialty Area test(s) requirement for only one endorsement area, but it must match an endorsement area in which initial licensure is granted. The Specialty Area tests are listed under PRAXIS II tests in THE PRAXIS SERIES Registration Bulletin.

SPECIALTY AREA TEST	CODE	PASSING SCORES	ENDORSEMENT AREA
Regent's Endorsement			
Elementary Education:			
Knowledge	(0014)	143	PreK-6

APPENDIX L

REGENT UNIVERSITY
SCHOOL OF EDUCATION

Teacher Candidate Personal Data Form

Name_____**Date**_____

Address _____

Home Phone No. _____ **Emergency Phone No.**_____

Email address _____**(Cell)**_____

Regent University Program of Study_____

****
Undergraduate College Major _____ **Minor** _____

College/University_____

Degree Received _____ **Date Conferred** _____

****
Awards, Achievement, Extra-curricular Activities Which Have Contributed to Your Preparation for Teaching:

_____
_____
_____
_____
_____

Relevant Work Experience During the Last Five Years:

_____
_____
_____
_____

Brief Summary of Professional Goals:

_____
_____
_____
_____
_____

List Any Special Hobbies, Talents, Interests:

_____
_____
_____
_____

Please give a copy of this form to your course professor and /or university supervisor, and also to the school in which you are conducting a practicum or internship.

Appendix M

School of Education

Tuberculosis Certificate

As a condition of acceptance, every student will submit this form signed by a licensed physician, or registered nurse, stating said student is free from tuberculosis. The certificate is to be based on recorded results of x-rays, skin tests, and other examinations, singly or in combination, as deemed necessary by the physician that have been performed.

To be completed by student:

Name_____

Address_____

Phone Number_____

Signature_____ **Date**_____

To be completed by Physician
I hereby certify that on the basis of skin tests, x-rays, and other examination, singly or in combination, the above named person appears to be free of communicable tuberculosis.

Dates of skin tests, x-rays, and other examinations _____

_____

Signature_____

Printed Name_____

Address_____

_____

_____ **I am a licensed Physician in** _____ **(state)**

_____ **I am a Registered Nurse licensed pursuant to Virginia's Board of Nursing.**

Please return this form to the Coordinator of Licensure Programs

FAX: 757.226.4147

Appendix N

SCHOOL OF EDUCATION

Practicum Placement Request Form

THIS FORM IS FOR ALL SCHOOL DIVISIONS OTHER THAN VIRGINIA BEACH AND NORFOLK. (Please complete the appropriate form for these school divisions).

Deadlines: February 1 for Summer April 1 for Fall October 1 for Spring

Use BLACK ink and PRINT clearly**.**

PLACEMENT INFORMATION FROM THE TEACHER CANDIDATE

Teacher Candidate's Name_____
Phone_____ **E-Mail**_____
Local Address_____
(Street) (City) (State) (Zip Code)
Course Title(s)
_____
Professor/Instructor(s)
_____
Grade Level Requested_____
Dates Requested_____
(Beginning) (Ending)
Briefly explain any special school requests:
_____
_____
_____
__

Total Number of Hours_____

I understand that confidentiality **is a legal issue, and I agree not to discuss my experience in a manner that will allow identification of any individual. I will contact the school in advance to arrange a mutually convenient schedule.**

_____
Teacher Candidate's Signature Date

* * * *

Placement Coordinator's Signature_____ **Date**_____
Date Sent to School District for Placement _____
Date Placement Received from School District _____
Date Teacher Candidate Notified of Placement _____

RETURN THIS COMPLETED FORM TO
Trish Lyons, FAX # 757.352.4147

Appendix O

SCHOOL OF EDUCATION

Teacher Candidate's Self-Evaluation of Field Experience

(Practicum or internship)

Teacher Candidate's Name: _____ Dates of Placement: _____

Cooperating Teacher's Name: _____ School: _____

Professor: _____ Course/Semester: _____

Complete the evaluation of your field experience. The intent of this evaluation is to serve both as a self-examination of your growth and also as a means of helping faculty members improve the teacher preparation program at Regent University. Return your completed evaluation form to your field experience professor or university supervisor.

During this field experience, my performance each of the following areas was…	**Below Expectations**	**Meets Expectations**	**Exceeds in Expectations**
Punctuality			
Dependability			
Organization and Preparation			
Communication Skills			
Appearance and Dress			
Effort and Initiative			
Cooperativeness and Flexibility			
Enthusiasm			
Attention to Student Safety			
Contribution to a Positive Learning Environment			
Rapport with Students			
Rapport with Parents and Other Community Members			
Rapport with Faculty and Other School Personnel			
Professional Demeanor			
Reflection upon Practice			
Potential for Leadership			

Based on your experiences and coursework to date, please provide a written evaluation of your strengths, weaknesses and development in becoming an effective teacher. (Attach a separate sheet, if necessary.)

_____Teacher Candidate's Signature
Date_____

Appendix P
School of Education

Elementary Education PreK-6 Licensure Program: Internship Application

Deadline for Application: September 15 for spring term February 26 for fall term

Personal and Professional Information (Please PRINT clearly)

Name_____ SSN_____

Address_____City/State/Zip _____

Phone (home) _____ (work) _____ (cell) _____ Regent E-mail _____

Internship Information

Preferred School District (1st 8 week placement) _____
Preferred School District (2nd 8 week placement) _____

***NOTE:** If you are working in a school as an aide or other paraprofessional and would like to do your internship experience in the same school, please note that above. Indicate the school, appropriate contact person in authority, and the name of the teacher with whom you would like to work.

Period of semester: Semester_____ Year_____

Courses you will take in conjunction with student teaching_____
Program completion date_____

A Placement WILL NOT be processed until the following items are on file in the Coordinator of Licensure Programs office:

Have you obtained Liability Insurance? _____ Please provide copy of policy.

Have you completed a background check? _____ Please provide **notarized** verification.

Have you obtained a TB test? _____ Please provide verification.
Passing Scores on Praxis I, VRA, and VCLA _____

Teacher Candidate's Signature_____ Date_____

For Administrative Use ONLY:
School Division _____ School Name _____ Grades ____

Cooperating Teacher Name(s) _____ Dates of Internship_____

Verification of all required documentation _____

Deadline for Application: April 1 for Fall October 15 for Spring February 1 for summer

RETURN THIS COMPLETED FORM TO
Trish Lyons, FAX # 757.352.4147

(01/03/07)

Appendix Q

Program Checklist

Bachelor of Science, Interdisciplinary Studies: Teacher Preparation

Degree Options: Upon meeting all program requirements, you will have earned the Bachelor of Science, Interdisciplinary Studies degree from the Regent School of Undergraduate Studies (SUGS) with a Teacher Preparation *Concentration* and Elementary Education (PK-6) endorsement; **IDS licensure track.**
Student may also begin the program with a IDS general education focus and move into another undergraduate track if they decide not to complete the advising approval requirements for upper level courses; **hence IDS non-licensure track.**
For more info: *http://www.regent.edu/acad/undergrad/academics/majors_ids.cfm*

Getting Started:

- **Campus Students**: Make an advising appointment in the IDS department to confirm your undergraduate major and emphasis.
- **Distance Learning Students:** Contact your IDS advisor to confirm your major and program requirements via email or phone. The advising office can be reached at #800.210.0060 (general toll free).
- **Advisor will create an Approved Degree Program(ADP) outline of all required courses**
- **Transfer credit evaluation will be completed if entering program as transfer.**
- **You should be familiar with your Regent catalog and Program Handbook. It is your responsibility to be aware of and meet requirements in both. Pay special attention to lower-division General Eds.**
- **The upper level education (professional studies) course requirement and general program policies are found in the handbook http://www.regent.edu/acad/schedu/academics/elem_ed/**
- Acknowledge that advising appointments are required every semester for IDS-TP Teacher Candidates.
- Schedule your advising appointments for early October and early March to ensure that your advising block will be removed before Registration dates.
- Advising is available via phone or e-mail. Call 757.226.4676 to schedule your appointment or stop by classroom building 3rd Floor between 10-3pm. (24-hour cancellation required). **Kathy Minter is the IDS academic advisor.**
- **BE AWARE THAT TO PROGRESS IN THIS PROGRAM YOU MUST MEET ENTRY REQUIREMENTS TO TEACHER EDUCATION IN THE SCHOOL OF ED., INCLUDING NO GRADE BELOW C IN ANY PROFESSIONAL ED. COURSE, A MINIMUM 2.75 CUMULATIVE, MAJOR, & PROFESSIONAL EDUCATION GPA, COMPLETION OF 45-50 GENERAL ED. CREDITS, *AND* PASSING SCORES ON PRAXIS I FOR THE COMMONWEALTH OF VIRGINIA.** Students that score within 2 standard deviations of the state passing scores will also be considered for **program admission**.

Sophomores (26-45 credits):
YOU MUST meet the Commonwealth of Virginia's Praxis I requirement before completing your 60th credit!
Transfer students: before you complete your 2nd semester at Regent University or apply for upper level professional studies course.

Complete the various program entry assessment

Late Sophomore and Junior year (45 - 55 credits):

- Submit your application for advisor approval to enroll in upper level courses when you have met your IDS program GPA requirements and meet the state of Virginia Praxis I requirements. Application forms are available in and should be returned to the IDS advisor. **Admission to the Education Licensure Track is required before you can register for your upper level courses. (Specifically practicum courses).**
- Attend field placement orientation (Contact SOE Field Placement Coordinator)

Eligibility Requirements for Field Experiences

- **Completed IDS advising approval for upper level course**
- **Provided current** TB **test result**
- **Provided documentation of Educators liability insurance**
- **Completed placement request with Dr. Bergdoll**
- **Passing Praxis I Assessment results**

- Submit your practicum/field placement application one semester before registering for your practicum courses. (See http:/www.regent.edu/acad/schedu/pdfs/field_placement.pdf for the required forms.)

Junior and Seniors (90+ credits):
Review and complete all eligibility requirements for student teaching

Eligibility Requirements for Student Teaching

It is the teacher candidate's responsibility to secure forms and materials necessary to apply for admission to the internship. The application is available in the appendix of the handbook and must be returned by the established deadlines. The application deadlines for placement are October 15 for spring and Feb 26 for fall.

A teacher candidate may enroll in the internship if he/she has completed all the following at the time of intern application:

- **coursework portfolio**
- **field placement final evaluations**
- **internship application by the required deadline**
- **passing test scores for** Praxis I
- **passing test scores for** Praxis II Elementary Education (PreK-6) Content Knowledge #10014
- **attended a mandatory briefing prior to beginning the internship.**
- **provided a current** TB **test result**
- **submitted a recent** notarized criminal background check **(state police website: www.vatrooper.org)**
- **submitted the cover page to verify** student professional educators protection liability insurance
- **provided evidence that the teacher candidate is not on academic probation**
- **cumulative** GPA **of 3.0**
- **successfully completed all professional education course work**
- **submits an Approved Degree Plan (signed by advisor) indicating that all coursework except EDIP 543/UIS 343 will be completed before starting the internship.**
- **provides copy of the** Child Abuse Training **(on the VDOE website) Certificate provided upon completion of the website training at** www.vcu.edu/vissta/training/va_teachers/
- **provide passing test scores for the** Virginia Communication and Literacy Assessment (VCLA)**(effective in 2006)**
- **provides passing test score for the** Virginia Reading Assessment Test www.vra.nesinc.com

_ Applying for Graduation: You should notify the IDS-Advisor when scheduling your final advising appointment that you plan to graduate by using the following deadlines:
_ Spring Graduation: October
_ Summer Graduation: April
_ Fall Graduation: July
See: http://www.regent.edu/admin/registrar/graduationinfo.cfm for the complete graduation certification process.
_ Complete and submit your IDS-Teacher Prep. Exit Survey during your final advising session (see deadlines above). Surveys are available online and in the IDS Advisor's.
_ Take your University Exit Survey online in your last semester after applying for graduation:

Minimum requirements for graduation (undergrad):
To graduate, a student must:

- Earn at least 120 semester hours of credit, including satisfactory completion of all course requirements
- Meet all general education requirements
- Have passing Praxis I scores, Praxis II scores, Virginia Reading Assessment, & the Virginia Communication and Literacy Assessment.
- Earn a minimum cumulative GPA of 2.00, and a grade of "C" or better in all program major courses and upper-division electives
- Pay all university financial obligations
- Have completed at least 60 credit hours of instruction at Regent University

*See the University Catalog for details of the curriculum and graduation http://www.regent.edu/general/catalog/

After Graduation: Students are responsible for submitting the materials that make-up the licensure application packet to Kenyetta Veal, Certification Officer in the School of Education. When the packet is complete including fee and official regent transcript, she will sign the college verification form and forward it to the Virginia State Department of Education.
See the following web site for details http://www.regent.edu/acad/schedu/academics/licensure_steps.htm

Advising Office: IDS Advisor, Kathy Minter 757.226.4770/ 1.800.210.0060 or email jamemcn@regent.edu

For specific university info, read the Regent University Catalog or visit the College of Education's Graduate Programs website for the Pk-6 endorsement/masters level: http://www.regent.edu/educ/education/grad.htm

Congratulations!

*As your degree is a **Bachelor of Science from the School of Undergraduate Studies***