Accreditation and State Approval

Regional and State Accreditation

Teacher education programs offered through the College of Arts and Science are evaluated regularly and accredited by the 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, and the Reading Assessment (RVE) 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.


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 College of Arts and Sciences.

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 Teacher Education and Interdisciplinary Studies 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 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 College of Arts and Sciences offers teacher certification programs at the undergraduate level. At the undergraduate level, certification opportunities in a liberal arts program with an emphasis on Interdisciplinary Studies can lead to endorsement in Pk-6 and secondary teacher licensure programs paired with the disciplines of math, English, and history/social science. 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 College or Arts and Science state approved programs (e.g. Interdisciplinary Studies). 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) and Secondary Teacher Licensure Track*

**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 Secondary Teacher Licensure in the following areas in 2012, 2013, and 2015 respectively: English, math, history and social science. Programs are 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 College of Arts and Sciences. 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.

**Admissions Process for B.S. Degree, Interdisciplinary Studies (Pk-6 Endorsement)**

All undergraduate admission is handled by the College of Arts and Sciences. 2.75

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 Praxis I scores, 2.7 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).

**Assessments Required for Initial Licensure**

The prescribed tests for Virginia for initial licensure are as follows:

**VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT**

The Virginia Communication and Literacy Assessment (VCLA) became effective January 1, 2006, for individuals seeking an initial Virginia license unless an individual meets the exemption criteria. Beginning November 1, 2013, the VCLA will only be available via computer-based testing. Paper-based test administrations will no longer be given. For more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration, refer to the Web site, www.va.nesinc.com, or contact Evaluation Systems Pearson, P.O. Box 660, Amherst, MA 01004-9015; Telephone: (866) 613-3292 or (413) 256-2888; Teletypewriter (TTY): (413) 256-8032.
PASSING SCORES: EFFECTIVE JANUARY 1, 2014

On June 27, 2013, the Virginia Board of Education approved new VCLA passing raw scores for the Virginia Communication and Literacy Assessment (VCLA). Even though the scaled passing score remains the same, the score scale has been adjusted to apply the Board approved passing raw scores. As a result, the scaled passing scores are 235 for the reading subtest, a score of 235 for the writing subtest, or a composite score of 470 for the assessment.

Writing Sub Test: 235
Reading Sub Test: 235
Composite Score: 470

*Score reports for individuals who took the VCLA prior to January 1, 2014, will be accepted provided the candidate met the passing score effective at the time the test was taken.

Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education (0306 paper* or 5306 computer-based) -- A reading assessment [Reading for Virginia Educators: Elementary and Special Education-RVE (0306 paper* or 5306 computer-based)] is required for individuals seeking initial licensure in any of the following endorsements (teaching areas): Early/Primary Education preK-3, Elementary Education preK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments. [This assessment also may apply to those individuals with endorsements in Special Education-Emotional Disturbances, Special Education-Specific Learning Disabilities, and Special Education-Intellectual Disabilities who were advised under previous regulations to meet this assessment requirement for full licensure.]

*Please note: Beginning June 8, 2014, the RVE will only be available via computer-based testing. Paper-based test administrations will no longer be given.

PRAXIS II: SPECIALTY AREA TESTS

The following tests are required for the following endorsement (teaching specialty) areas for initial licensure unless an individual meets the exemption criteria. 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 the initial licensure is granted. For information regarding registration, test administration, fees, the policy for testing individuals with disabilities, etc., please refer to the Web site, www.ets.org, or contact the Educational Testing Service (ETS) at 1-800-772-9476 or 609-771-7395 for THE PRAXIS SERIES Registration Bulletin or write to THE PRAXIS SERIES, ETS, P. O. Box 6051, Princeton, NJ 08541-6051. Hearing impaired individuals using a Telecommunications Device for the Deaf (TDD) may call 1-800-275-1391 for information.

SAT taken prior to April 1, 1995—a score of 1000 on the SAT, with at least 450 on the verbal and 510 on the mathematics test,

SAT taken after April 1, 1995—a score of 1100 on the SAT, with at least 530 on the verbal and 530 on the Mathematics test

ACT taken prior to April 1, 1995—a composite score of 21 ACT taken after April 1, 1995—a composite score of 24

*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 http://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) (effective January 1, 2006, have passing Praxis II scores, and 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

Insurance Coverage

Educators Professional Protection Liability Insurance

The College of Arts and Science 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 CAS’s Senior Academic Advisor 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 College of Arts and Sciences, 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 College of Arts and Sciences 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.

95 Broadway, Amityville, N.Y. 11701
1-800-421-6694 or (516) 691-6400
Website: www.americanprofessional.com
Limit of Coverage: $1,000,000 - $3,000,000 = $35.00 annually
Limit of Coverage: $2,000,000 - $4,000,000 = $41.00 annually

4. **American Psychological Association, Membership Department**
750 First Street, N.E., Washington, D.C. 20002-4242
1-800-477-1200
Website: www.apait.org (Select “Products”)
Limit of Coverage: $1,000,000 - $3,000,000 = $35 annually
There is a student membership required for obtaining this insurance policy.
You can obtain both memberships for APA and insurance at the same time when applying for insurance.

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

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**Criminal Background Check**

The College of Arts and Science requires that any student enrolled in a program that requires an internship should acquire a notarized State Criminal Background Check before beginning the internship. The State Criminal Background Check must be requested from all the states in which the student has resided for six (6) months or longer starting from age 18 or for the past ten (10) years, whichever is less. The results must be sent from the state agency directly to the SOE's Coordinator of Licensure Programs for evaluation. Foreign students may use a copy of their visa to satisfy this requirement. (Some countries or territories do not require a visa; these situations will be dealt with on a case-by-case basis).
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.

If there are areas of concern surrounding a background check, a meeting will be arranged with the Director of Student Teaching 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 on page 23 of the Handbook: http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf.

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, misdemeanors other than minor moving traffic violations.

To initiate a state criminal background check, call the state police department(s) where you live (or used to live) and ask them about the procedure for your area. The student will be responsible for the (minimal) costs involved. For those in the state of Virginia, request that form SP-167 be completed for the background check.

All criminal background records will be retained by the Office of the Dean. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law.

Note: A criminal background check will be required before student teaching.

Please call local police department for additional information*

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.

All 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.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>GRADE</th>
<th>EARNED</th>
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<tbody>
<tr>
<td>BIBL 103 Old Testament Studies (3 credits)</td>
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<td>BIBL 104 New Testament Studies (3 credits)</td>
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<tr>
<td>BIBL 111 Introduction to Christian History and Thought (3 credits)</td>
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<td>COMM 110 Public Speaking (3 credits)</td>
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<td>ENGL 101 English Composition (3 credits)</td>
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<td>ENGL 102 Research and Academic Writing (3 credits)</td>
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<td>PHIL 101 Introduction to Philosophy (3 credits)</td>
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<td>MATH 102 College Algebra (3 credits)</td>
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<td>MATH 201 Statistics (3 credits)</td>
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<td>BIOL 101 Intro to Biology with Lab (4 credits)</td>
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<td>EASC 101 Earth Science with Lab (4 credits)</td>
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<td>GEOG 101 World Geography (3 credits)</td>
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<td>HIST 101 (3 credits)</td>
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<td>HIST 102 (3 credits)</td>
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<td>ENGL 205 Literature of the Western World (3)</td>
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<td>ECON 101 Economics (3 credits)</td>
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<td>GENE 200 Art and Culture (3)</td>
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<td>UIS 200 Orientation to Teaching (1 cr)</td>
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<td>UIS 201 Orientation to Teaching (1 cr)</td>
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<td>UIS 300 Character Education (3 cr)</td>
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<td>UIS 310 Fundamentals of Grammar (3 cr)</td>
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<td>UIS 330 Topics in Geometry (3 cr)</td>
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<td>UIS 350 Technology in Education (3 cr)</td>
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<td>UIS 360 Introduction to Integrated Science (3 cr)</td>
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<td>UIS 412 Topics in Advanced Math (3 cr)</td>
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<td>UIS 414 Advanced Integrated Science (3 cr)</td>
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<td>UIS 320 Philosophy of Christian Education (3); UIS 325 Characteristics of Chotten Schools (3); UIS 401 Teaching Math and Science in Elementary Schools (3); or UIS 440 Multicultural Education (3)</td>
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<td>UIS 400 Curriculum Design &amp; Assessment Techniques (3 cr)</td>
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<td>UIS 406 Classroom Management and Instructional Strategies (3 cr)</td>
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<td>UIS 408 Teaching Reading in the Elementary Grades (3 cr)</td>
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<tr>
<td>UIS 412 Topics in Advanced Math (3 cr)</td>
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<tr>
<td>UIS 414 Advanced Integrated Science (3 cr)</td>
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<td>UIS 440 Multicultural Education (3)</td>
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<td>UIS 441 Child &amp; Adolescent Growth &amp; Development (3 cr)</td>
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<td>UIS 442 Foundations in Education (3 cr)</td>
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<td>UIS 451 Characteristics of Students with Disabilities (3)</td>
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<td>UIS 495 Field Experience/Student Teaching (6 cr)</td>
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<tr>
<td>UIS 496 Field Experience Portfolio (1 cr)</td>
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Minimum C grade required for General Education courses that will be applied to meet requirements for admission to Teacher Education Licensure Track.

Minimum cumulative GPA 2.5 for General Ed. Requirements

Total General Education 0

Total Major 0

Total Electives 0

Total General Electives 0

GRAND TOTAL = minimum of 120 credits and minimum cumulative GPA of 3.0 earned for all coursework

Advisor Note: *Students must apply for the major courses leading to licensure. See advisor for application process. Check the course descriptions in the Catalog, as well as the course schedule for classes that have prerequisites.

Advisor Approval: ___________________________ Date: ___________________________

Dean or Designee Approval: ___________________________ Date: ___________________________
Co-Curricular Activities

The Office of Student Services provides voluntary non-credit co-curricular activities such as the COGS (Undergraduate Council of Students). Participation in this activity 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.

Field Experience

Collaboration between Department and School Partners

Field experiences represent the heart of Regent University’s certification programs in education at the undergraduate level. 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 Teacher Education and Interdisciplinary Studies Department.

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 Senior Academic Advisor. 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.

Practicum

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:**

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

*UED 408 Teaching Reading in the Elementary Grades (3) - 15 hour practicum*

*UED 441 Child & Adolescent Growth & Development (3) - 15 hour practicum*

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

*UED 406 Classroom Management & Instructional Strategies (3) - 15 hour practicum*

*UED 451 Characteristics of Students with Disabilities (3) - 15 hour practicum*

*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
Internships (Student Teaching)

Eligibility Requirements for Student Teaching

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 August 6 to intern in the Spring semester and February 26 to intern in the Fall semester. The application can also be found here, under Teacher Education Resources: http://www.regent.edu/acad/undergrad/academics/departments/ids/.

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 RVE www. passing test scores for Praxis I and Praxis II Elementary Education (PreK-6) Content Knowledge RVE. nesinc.com
- and specific discipline as defined by degree
- attended a mandatory briefing prior to beginning the internship.
- provided a current TB test result (valid for one year)
- submitted a recent notarized criminal background check (state police website: www.vatrooper.org)
- 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 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/vista/training/va_teachers/
- CPR certification

Effective on July 1, 2013, every person seeking initial licensure or renewal of a license must provide evidence of completion of certification or training in

- Emergency first aid
- Cardiopulmonary resuscitation (CPR)
- The use of automated external defibrillators (AED)

Certification or Training Program Requirements
The certification or training program must be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

Evidence of Completion Requirements

Individuals submitting an initial application for a license or a renewal request must submit official written documentation providing evidence that all three topics (emergency first aid, CPR, AED) were included in the certification or training.

*****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 Senior Academic Advisor 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 Teacher Education Department 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 Student Teaching. 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 Student Teaching.

Cooperating teachers are selected by the school divisions in consultation with school principals and our Teacher Education Cooperative Teacher Characteristics articulation, 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 Director of Student Teaching. The Director of Student Teaching 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.

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 Director of Student Teaching. 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 College of Arts and Sciences.

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.

Each practicum course will require you to complete an extensive field based assignment or portfolio. The requirements for the completion of the assignments or portfolio will be aligned with specific course competency and outcomes. Each instructor will provide the assignment guidelines and deadlines. All portfolios will have a shared cover page which will highlight the course/placement assignment requirements and time log. See appendix H for a copy of the required cover page for the field experience portfolio.

Summative Internship Portfolio

In addition to the field based assignments, a summative portfolio will be completed as a final concluding assignment for the internship experience. As a candidate in Regent University College of Arts and Science’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.

It includes a variety of documents to highlight your professional achievements in a cohesive manner, and may be in paper or electronic format. You are encouraged to consider an electronic format because it offers the distinct advantages of portability, accessibility, and connectivity. Additionally, it can easily be updated and revised and provides unique opportunities for demonstrating technological expertise.

The process of developing the summative portfolio began with the creation of course specific documentation, written reflective logs and portfolio throughout the program. During the final culminating experience of the teacher preparation program, candidates will formalize the process by organizing a program 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. University Supervisors 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 supervisor 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
- 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.**

*Step One: 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.

*Step Two: 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.

*Step Three: 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.

*Step Four: INCLUDE THE MINIMUM REQUIREMENTS FOR THE PORTFOLIO*

Requirements for the portfolio are found in the portfolio checklist used as the University Supervisor Evaluation form. See the details in each section from I through V.

*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 program. 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.
Guidelines and Graphic Presentation of Portfolio Outline Requirements

I. Portfolio Organization and Introduction

| A | **Title Page:**  
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

_Each of the following included items are professional in appearance; photocopies are acceptable:_

<table>
<thead>
<tr>
<th>A</th>
<th>Statement of personal teaching philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Resume</td>
</tr>
<tr>
<td>C</td>
<td>Summary Observation Reports and Progress Reports (Internship Only)</td>
</tr>
<tr>
<td>D</td>
<td>Licensure assessment score copies* (PRAXIS I, II, RVE, VCLA)</td>
</tr>
</tbody>
</table>
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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Student-centered and/or differentiated instruction providing for special needs students and individual learner needs</td>
</tr>
<tr>
<td>B</td>
<td>Planning, Preparation, Instruction and Assessment of learners</td>
</tr>
<tr>
<td>C</td>
<td>Developmentally appropriate instruction</td>
</tr>
<tr>
<td>D</td>
<td>Effective communication and collaboration with students, parents, and community members to support student learning</td>
</tr>
<tr>
<td>E</td>
<td>Content Knowledge (standard based instruction)</td>
</tr>
<tr>
<td>F</td>
<td>Reflective Planning and Instruction</td>
</tr>
<tr>
<td>G</td>
<td>Interdisciplinary curriculum</td>
</tr>
<tr>
<td>H</td>
<td>Integration of technology and media resources for instruction, classroom organization, and student learning</td>
</tr>
<tr>
<td>I</td>
<td>Classroom and behavior management strategies that support a positive learning environment</td>
</tr>
</tbody>
</table>

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.

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria/Point Value</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Marginal (0)</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Statement</td>
<td>References the conceptual framework; discusses growth; well-written</td>
<td>No reference to the conceptual framework and/or personal growth (just discusses one or the other); just poorly written; no discussion of either conceptual framework or growth</td>
<td>Poorly written; no discussion of either conceptual framework or growth</td>
<td>Unsatisfactory Submission on all criteria</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>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 &amp; integration of faith; well-written</td>
<td>Missing one of the above elements.</td>
<td>Includes the philosophy paper from early in the program with no changes; missing 2 or more elements given above</td>
<td>Unsatisfactory Submission on all criteria</td>
<td></td>
</tr>
</tbody>
</table>

### Criteria/Point Value (3 – 0 Points)

| Classroom Environment (Student-centered and/or differentiated instruction) | Demonstrates support for learners of many styles and needs; careful thought in | Missing one of the above components; artifacts are questionable | Missing more than one of the above components; poor choice of artifacts; | Unsatisfactory Submission on all criteria |

- Excellent (3)
- Good (2)
- Satisfactory (1)
- Marginal (0)
<table>
<thead>
<tr>
<th>Criteria/Point Value</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Marginal (0)</th>
<th>Points Awarded</th>
</tr>
</thead>
</table>

**Planning, Preparation, Instruction and Assessment Strategies**
- lesson planning; evidence of differentiation; good selection of artifacts

**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; good selection of artifacts

**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**
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>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</th>
<th>Evidence is not balanced (does not show content knowledge across subject areas); artifacts are questionable</th>
<th>Evidence does not demonstrate strong content knowledge; poor choice of artifacts; missing artifact(s)</th>
<th>Unsatisfactory Submission on all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Statements (Reflective Planning and Instruction)</td>
<td>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</td>
<td>Evidence does not demonstrate reflection; no discussion of strengths and/or weaknesses; artifacts are questionable</td>
<td>Elements given above are missing; poor choice of artifacts; missing artifact(s)</td>
<td>Unsatisfactory Submission on all criteria</td>
</tr>
</tbody>
</table>
Graduation/Program Exit Requirements

Undergraduate Requirements

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

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 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, and RVE. 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 website.
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:


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.
- After the completion of 50-60 credits hours of general education requirements, GPA of 2.7, 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 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 Student Teaching. 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, College of Arts and Sciences.

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 Teacher Education and Interdisciplinary Studies 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):

1. Firstly, the student shall attempt to resolve all misunderstandings with the faculty member before taking his/her concern to the Chairperson of the Department.
2. 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.
3. 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.
4. 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 College of Arts and Sciences.
5. Questions or concerns related to the Student Teaching should be directed to Cheryl Gould, Director of Student Teaching.
6. All advising or academic questions should be first directed to the program Academic Advisor for the Undergraduate Program. 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:

- 2013-2014 Regent University Catalog at: http://www.regent.edu/academics/catalog.cfm
Teacher Education and Interdisciplinary Studies Organizational Chart

Administrative Organizational Chart
(Undergraduate PK-6 Licensure Program)
The philosophy of teacher education at Regent University’s Teacher Education and Interdisciplinary Studies 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

Licensure
( Elementary Pre K-6)

Student Name ______________________
Program / Major ____________________

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

D Signed Praxis I Form
D Completed minimum 45 credit hours (CAS)
D Passing VCLA: Reading___Writing_Composite Score_Date___
D Passing Praxis I scores: Reading___Math___Writing ______ Date Passed_________Composite Score ______
D SAT: Verbal___ACT: Verbal ___ Math ___Math ______

D TB Test Date of Test ______
D Handbook Signature
D Orientation meeting attendance (Field Placement form)
D Liability Insurance (Educator Professional Protection)
D Placement Request + Evaluation Forms
D Approved Degree Plan (ADP)
D 8 Practicum Placements (including a Private School Placement)
D GPA: 2.7 or higher (IDS)

B. Pre-Internship Requirements
D Submitted Notarized Criminal Background Check
D Attended Internship Orientation Meeting
D Submitted Internship Application
D Submitted Child Abuse/Homeless Certificate
D No Incompletes or “F”
D RVE Assessment (Passing Scores)
D VCLA, Praxis I, & II (Passing Scores)
D CPR certification
D Completed Professional Education Coursework

---

C. Certification Requirement Summary

D Graduation Application and Degree Clearance
D Practicum = 100 hours/ Internship = 500 hours
D All coursework completed (CAS+Teacher ED)
D Praxis II
D Portfolio
D College Verification Form – Date ___
D Other ___
D RVE
D Child Abuse/Homeless
D CPR certification
Appendix C

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

Descriptions of undergraduate level courses offered at Regent University can be found @
http://www.regent.edu/academics/catalog.cfm
Appendix D
Interdisciplinary Studies Teacher Candidate Application: CAS

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Current Address</th>
<th>E-mail Address</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Street or PO Box</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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<table>
<thead>
<tr>
<th>Current GPA</th>
<th>Completed Credit Hours</th>
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<tbody>
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</tbody>
</table>

Signature of Applicant

OFFICE USE ONLY

Official, passing Praxis I scores 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 2.7 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 RVE
- All practicum/observation evaluation forms signed and approved.
- CPR certified

After these requirements have been met, the Senior Academic Advisor 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 Dr. Kreassig at 757.352-4372.

Sincerely,

Dr. Kurt Kreassig

Chair, Teacher Education
Appendix H
Sample Portfolio Course Cover Page

Course

Semester & Year

<table>
<thead>
<tr>
<th>Portfolio Requirement</th>
<th>Date Completed</th>
<th>Instructor’s Check</th>
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<tbody>
<tr>
<td>1 Observation Reports</td>
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<td>2</td>
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<td>5</td>
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</tbody>
</table>

Practicum Time Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activities</th>
<th>Approved Signature</th>
<th>Total Hours</th>
</tr>
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<tbody>
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Appendix I

Virginia State Requirements: Steps to Licensure

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 College of Arts and Sciences.** 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](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 Teacher Education and Interdisciplinary Studies. **(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), Praxis II, and CPR certification as well as documentation of completion of Virginia Reading Assessment must be sent to the College of Arts and Sciences.

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.

<table>
<thead>
<tr>
<th>Initial Licensure</th>
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<tbody>
<tr>
<td>In-state</td>
<td>$10000</td>
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<tr>
<td>Out-of-state (based on address on application)</td>
<td>$75</td>
</tr>
<tr>
<td><strong>Superintendent Licensure</strong></td>
<td></td>
</tr>
<tr>
<td>In-state</td>
<td>$100</td>
</tr>
<tr>
<td>Out-of-state (based on address on application)</td>
<td>$150</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>License Renewal</td>
<td>$25</td>
</tr>
<tr>
<td>Add or Evaluate for an additional endorsement</td>
<td>$25</td>
</tr>
<tr>
<td>Other actions on licenses (add a degree/duplicate license)</td>
<td>$25</td>
</tr>
</tbody>
</table>
If a name change is the only request, a $35 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:

<table>
<thead>
<tr>
<th>Degree Completion Date</th>
<th>Materials due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>December 31</td>
</tr>
<tr>
<td>Spring semester</td>
<td>May 15</td>
</tr>
<tr>
<td>Summer semester</td>
<td>August 15</td>
</tr>
</tbody>
</table>

Mail all components of the application and fee to:

Regent University, Teacher Education and Interdisciplinary Studies 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 area 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.
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

College of Arts and Sciences

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.
Appendix N
College of Arts and Sciences
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 ____________________
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 ______________________

INFORMATION FOR THE TEACHER CANDIDATE:
• All practicum requests must be coordinated through the College of Arts and Sciences.
• This practicum request will be used for the entire semester, and will be used for all practicum courses that the teacher candidate is registered for in that given semester.
• It is the teacher candidate’s responsibility to obtain enough hours for each practicum course. For example, 15 hours are needed for each practicum course.
• It is the teacher candidate’s responsibility to meet the specific requirements for each practicum course. Please see the syllabus and/or contact the professor for such requirements.
• Grade level and school district may be requested. However, please realize that not all requests can be honored.

FOR PLACEMENT COORDINATOR’S USE ONLY

Teacher Candidate is currently registered for the following courses: ____________________________
Teacher Candidate meets all necessary requirements for placement: ____________________________
Placement Coordinator’s Signature __________________________________ Date __________________
Date Sent to School District for Placement _____________________________________________
Date Placement Received from School District __________________________________________
Date Teacher Candidate Notified of Placement ____________________________________________
Appendix P

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:

<table>
<thead>
<tr>
<th>Have you obtained Liability Insurance? Please provide copy of policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you completed a background check? Please provide notarized verification.</td>
</tr>
<tr>
<td>Have you obtained a TB test? Please provide verification.</td>
</tr>
<tr>
<td>Passing Scores on Praxis I, RVE, and VCLA __________________________________</td>
</tr>
</tbody>
</table>

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
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 College of Arts and Sciences 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](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/](http://www.regent.edu/acad/schedu/academics/elem_ed/)
- **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 COLLEGE OF ARTS AND SCIENCES., INCLUDING NO GRADE BELOW C IN ANY PROFESSIONAL ED. COURSE, A MINIMUM 2.70 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!**

  - **Pass PRAXIS I with a composite score of 532 unless you wish to meet the requirement with qualifying SAT or ACT scores*:**
  - **SAT Taken Prior to April 1, 1995—a score of 1000 with at least 450 Verbal and 510 Math;**
  - **SAT Taken After April 1, 1995—a score of 1100 with at least 530 Verbal and 530 Math.**
  - **ACT Taken Prior to April 1, 1995—a composite score of 21, with the ACT math score no less than 21, and an ACT English Plus Reading score no less than 37;**
  - **ACT Taken After April 1, 1995—a composite score of 24, with the ACT math score no less than 22, and an ACT English Plus Reading score no less than 46.**

  *Take this basic skills test after successfully completing ENGL, MATH & GRAMMAR.

  Praxis Registration Bulletins are available ON LINE @ www.ets.org.

  Praxis Registration Bulletins provide the dates for paper-based tests and list of sites for the computer based tests. Test locations can also be found on the web site.

**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/fieldPlacement.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 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/
- provides passing test scores for the Virginia Communication and Literacy Assessment (VCLA) (effective in 2006)
- provides passing test score for the RVE Assessment Test www.rve.nesinc.com
- provide evidence of CPR Certification

Intern must submit summative portfolio to university supervisor with documentation of successful completion of internship experience.

**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 College of Arts and Sciences. 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, April Olson

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 College of Arts and Sciences