



K-12 SPECIAL EDUCATION GENERAL CURRICULUM

LICENSURE AND NON-LICENSURE

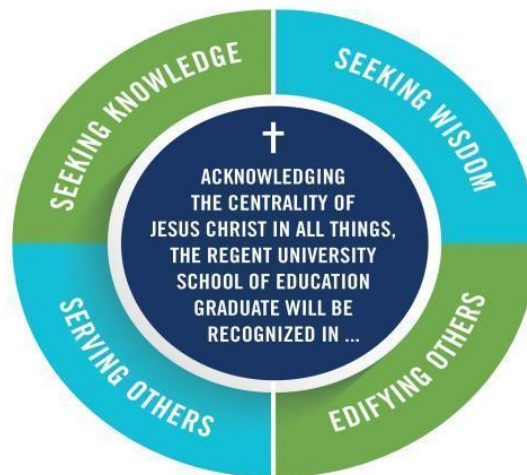
PROGRAM HANDBOOK

2021-2022

SCHOOL OF EDUCATION

K-12 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM HANDBOOK

SCHOOL OF EDUCATION **MISSION**



2021-2022

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K-12 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM HANDBOOK

Introduction

Mission and Vision of the School of Education

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

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

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

Philosophy of the School of Education

Conceptual Framework

Regent's foundation is more than a date carved on a cornerstone. It is a perspective imprinted on every program, class and relationship that students, faculty, and staff will experience. Our School of Education programs will deepen your understanding of both the **power of knowledge** and the **spiritual truths** that give it value and meaning in a curriculum that balances timeless Judeo-Christian principles with the highest standards of **contemporary theory and practice**. **How do we accomplish this?** Through our commitment to provide learning opportunities which promote the skills, dispositions and understandings that encourage our graduates to:

- **Seek knowledge** by formulating questions and answers to current educational issues and by formulating research-based solutions.
- **Seek wisdom** by applying the knowledge in a manner that demonstrates a God-given wisdom to create an environment in which justice, human dignity and academic achievement are valued.



- **Serve others** by treating others with dignity, love and respect, as well as supporting and encouraging others.
- **Edify others** by demonstrating awareness of and sensitivity to the individual needs of students, colleagues and community by growing in competence and character.

Thus, we seek to prepare competent, caring and qualified graduates who will become Christian leaders that transform education through their example. When someone graduates from Regent, they will hold more than an advanced degree in education. They will hold the knowledge and leadership skills needed for professional and personal success.

To the K-12 Special Education General Curriculum Teacher Candidate

This handbook is your guide to the K-12 Special Education General Curriculum Program in the School of Education. The information contained in this handbook is meant to complement the graduate course catalog for Regent University. This handbook is regularly updated and can be considered the most accurate and current statement of requirements, policies, and procedures. Please refer to the handbook for all questions relating to your learning journey in the K-12 Special Education General Curriculum Program. This handbook provides information on the programs leading to teaching licensure in the state of Virginia. State Licensure requirements are not necessarily the same as degree requirements. Refer to your current degree plans and the graduate course catalog for information specific to your degree requirements.

To the School of Education K-12 Special Education General Curriculum Program Faculty

This handbook reflects the policy of the School of Education at Regent University concerning the K-12 Special Education General Curriculum Program and should be utilized throughout program completion. Every effort has been made to create a document that is in agreement with the philosophy of Regent University and the School of Education, while adhering to the requirements of the state of Virginia. Please be certain to use the most current edition of the handbook and note any amendments that may have been issued between revisions.

OVERVIEW OF THE K-12 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM

The M.Ed. K-12 Special Education General Curriculum Program is offered primarily through online classes. This provides students the opportunity to do the majority of work online and at their convenience from any location. Course material is presented with immediate application in mind; assignments are designed for immediate implementation in classrooms. These "real world" assignments allow students to complete course requirements with projects and assignments that apply to what is currently needed in their classrooms. Speakers and other instructional team members from the community supplement the course material with presentations that reflect what is currently in schools today. The sequence of courses meets the Virginia requirements for those on provisional licenses. The online portion of the courses is regularly updated to include state of the art audio and video presentations; thus, making these courses current and student friendly.

Today's schools are looking for general and special education teachers who can address a wide range of student needs. Through the completion of the special education program, students will earn a master's degree in K-12 Special Education General Curriculum. For the licensure program, this major requires completion of the VCLA and the Reading for Virginia Educators (RVE: 5306) prior to receiving a degree conferral. Participation in internships and final projects are contingent upon successfully demonstrating key competencies throughout the program.



Areas of Certification

Master of Education in Special Education (M.Ed.) (Licensure Track)

Regent's CAEP-accredited Master of Education in K-12 Special Education General Curriculum Program (Licensure) is designed for those seeking K-12 teacher licensure with an endorsement in special education, as well as special educators seeking further training. This program will increase students' understanding of special education laws and study best practices in disability services, teaching gifted students, addressing behavior disorders, and using assistive technology.

On completing the Master of Education – K-12 Special Education (Licensure) degree, graduates will be able to:

- Understand characteristics of students with disabilities and how to manage behaviors and train in social skills.
- Integrate language acquisition, reading tools, instructional methods and data-driven assessment techniques.
- Apply all of the Virginia Department of Education competencies and skills required for state licensure.

For licensure program completers, the verification of the completion of all state approved licensure program courses, teaching experience, and state assessments will come from the university upon degree conferral. This verification can be obtained through the completion of the College Verification Form sent to the Certification and Licensure Official for the School of Education.

If a licensure program completer is not a contracted teacher, upon degree conferral, the student can work with the School of Education Certification and Licensure Official to complete and submit licensure paperwork to the Virginia Department of Education (VDOE).

Please reference www.regent.edu/program/med-in-k-12-special-education-licensure/# for the required courses and their descriptions.

Master of Education in Special Education (M.Ed.) (Non-licensure Track)

Regent's CAEP-accredited Master of Education in K-12 Special Education General Curriculum Program (Non-licensure) is designed for those seeking K-12 teacher licensure with an endorsement in special education. This program will increase students' understanding of special education laws and study best practices in disability services, teaching gifted students, addressing behavior disorders, and using assistive technology.



On completing the Master of Education – K-12 Special Education (Non-Licensure) degree, graduates will be able to:

- Understand characteristics of students with disabilities and how to manage behaviors and train in social skills.
- Integrate language acquisition, reading tools, instructional methods and data-driven assessment techniques.
- Collaborate and consult effectively on behalf of at-risk children.
- Apply all of the Virginia Department of Education competencies and skills required for state licensure.

For Non-licensure program completers, upon degree conferral, the verification of the completion of all state approved licensure program courses with the exception of teaching experience and assessment will come from the university. This verification can be obtained through the completion of the College Verification Form sent to the School of Education Certification and Licensure Official. Completion of teaching experience and state assessments will be verified through the school division where a provisional license teacher is contracted.

Please reference <https://www.regent.edu/program/med-in-k-12-special-education-nonlicensure/> for the required courses and their descriptions.

The School of Education Special Education Program Faculty Advisors

Rachel Copeland, M.Ed., rachcop@regent.edu
Internship Coordinator, Certification/Licensure Official

K-12 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM STANDARDS

The special education programs are of highest quality and meet state and national standards. The following statements represent how the teacher education programs in the School of Education at Regent University meet state and national standards and promote excellence in the teacher preparation process.

Alignment with VDOE Competencies

The Virginia Department of Education has outlined competencies specific to each degree program that must be mastered in the K-12 Special Education General Curriculum Program to obtain a professional teaching license in the state of Virginia. The information for this endorsement can be found at:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section500/>

Please see Appendix A for the competencies specific to the licensure program.

Alignment with CAEP Standards

1. Regent University utilizes rigorous curriculum to ensure that teachers master the content and pedagogical knowledge necessary to facilitate equitable and inclusive learning experiences by utilizing innovative and research-based instructional practices and clinical experiences to equip students to take professional responsibility for their learning, ethical practice, and professional conduct with diverse P-12 students and their families. (See CAEP Standard R1, Appendix B)
2. Regent University ensures effective partnerships and high-quality clinical experiences that cultivate the teacher's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. This is achieved through strategic placements in various clinical settings and modalities to ensure the teacher's ability to meet the diverse needs of P-12 students, schools, families, and communities. (See CAEP Standard R2, Appendix B)
3. Regent University engages in a continuous and intentional recruitment of students that possess the academic competency and professionalism to teach effectively with positive impacts on diverse P-12 student populations while seeking to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. Regent University focuses on the professional development and preparation of each teacher

- candidate and offers several support services at all phases of the program to promote a successful outcome. (See CAEP Standard R3, Appendix B)
4. Regent University demonstrates that teachers effectively contribute to P-12 student learning and growth, apply their knowledge, skills, and dispositions in the P-12 classroom that the preparation experiences were designed to achieve, and that employers are satisfied with the teacher's preparation for their assigned responsibilities in working with diverse P-12 students and their families. This is achieved in the evaluation and feedback process. (See CAEP Standard R4, Appendix B)
 5. Regent University maintains a quality assurance system, which is developed and maintained by internal and external stakeholders, to follow up with new teachers and their employers to ensure that valid data is collected to determine program effectiveness to promote data-driven decision making to continually meet the cutting-edge, diverse needs of P-12 teachers, schools, and students. (See CAEP Standard R5, Appendix B)
 6. Regent University's Library, Financial Aid Office, Academic Advising, Student Success Center, Educational Leadership teams, and School of Education work collaboratively to budget for curriculum, instruction, highly qualified faculty with earned doctorates or equivalent teaching experience, clinical work, scholarships, and facilities management to ensure that teacher preparation programs and students meet professional, state, and institutional standards. (See CAEP Standard R6, Appendix B)

The Virginia Department of Education and CAEP accreditation standards are in alignment with the InTASC standards to promote the thorough and exceptional preparation process for students in the Teacher Education Program.

Please see Appendix B for CAEP Accreditation Standards.

Alignment with InTASC Standards

The first ten SOE standards represent the 10 InTASC standards, which have also been adopted by CAEP as national standards and Virginia as state standards.

1. Teachers demonstrate mastery of the content, understanding of the curriculum, and the ability to create learning experiences that are developmentally appropriate in order to promote the intellectual, social, and personal development of the students. (InTASC Standard 1, Appendix C)
2. Teachers understand individual learning differences and develop, and engage in instructional planning that utilizes effective strategies, resources, and data to meet the learning needs of all students. (InTASC Standard 2, Appendix C)
3. Teachers implement a variety of instructional strategies to meet the diverse learning needs of their students. (InTASC Standard 3, Appendix C)
4. Teachers systematically gather, analyze, and use all relevant data to guide instructional content and delivery methods, measure student academic progress, and inform strategies

- to promote the development of students' critical thinking, problem solving, and performance skills. (InTASC Standard 4, Appendix C)
5. Teachers understand individual and corporate motivation in the learning process and utilize resources, routines, and procedures to promote a respectful, positive, safe, and student-centered learning environment. (InTASC Standard 5, Appendix C)
 6. Teachers engage in effective, professional, and ethical verbal, nonverbal, and media communication and take responsibility for and participate in professional growth that results in enhanced student learning. (InTASC Standard 6, Appendix C)
 7. Teachers create strategic plans for instruction that supports every student in meeting rigorous learning goals based upon knowledge of subject matter, curriculum, pedagogy, as well as the community. (InTASC Standard 7, Appendix C)
 8. Teachers understand and utilize formal and informal assessment strategies to evaluate the students' content mastery and cultivate the skills necessary to apply the acquired knowledge in a meaningful way. (InTASC Standard 8, Appendix C)
 9. Teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and engage in ongoing professional development to enhance their ability to ensure the diverse needs of their learners are met. (InTASC Standard 9, Appendix C)
 10. Teachers foster professional and collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being and to advance the profession. (InTASC Standard 10, Appendix C)
 11. Teachers are reflective educators who continually evaluate their practice, specifically the impact that their choices, dispositions, and actions have on others, and how their life is a reflection of their Christian worldview. (Regent Specific Standard)
 12. Teachers make educational decisions based on the principles of the Kingdom of God, specifically pertaining to the spiritual, physical, intellectual, social, and emotional maturation of themselves and their students. (Regent Specific Standard)
 13. Teachers demonstrate the disposition of an educator that has been transformed by their relationship with the Triune God and actively pursues opportunities to be a Christian leader that changes the world on local and global levels. (Regent Specific Standard)

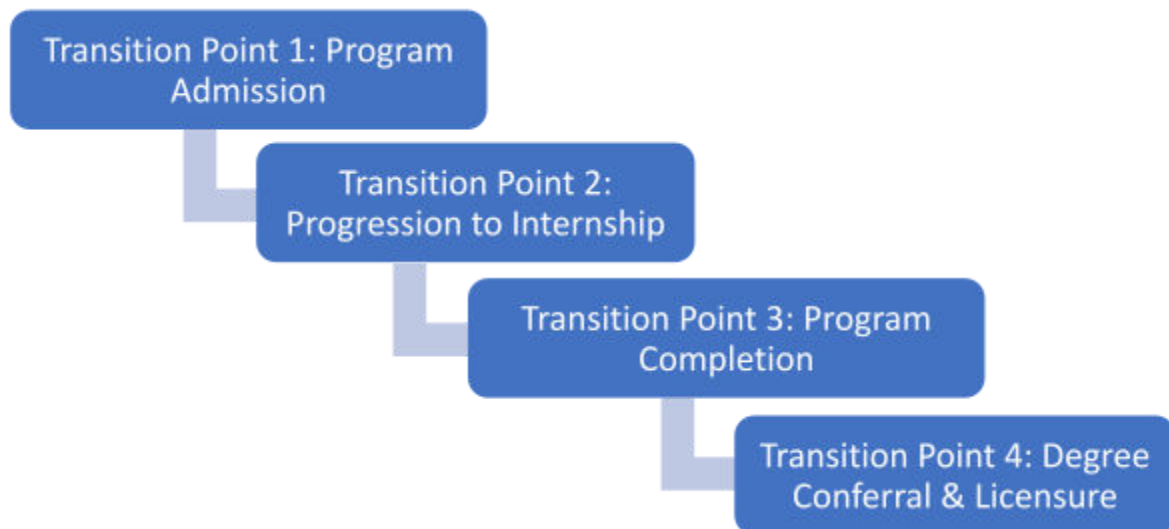
Please see Appendix C for InTASC standards.

ADMISSION TO AND PROGRESS THROUGH THE K-12 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM

K-12 SPECIAL EDUCATION GENERAL CURRICULUM LICENSURE PROGRAM

The K-12 Special Education General Curriculum program in the School of Education utilizes Program Transition Points to monitor admission, and support student progress and readiness for graduation. The following diagram is a visual representation of the levels of progression involved:

- Program Transition Point 1: Program Admission
- Program Transition Point 2: Progression to Internships
- Program Transition Point 3: Internship
- Program Transition Point 4: Degree Conferral & Licensure





Program Transition Point 1: Program Admission

Steps in the admissions process include but are not limited to the following:

- Minimum GPA 2.75
- Undergraduate degree competition prior to graduate program enrollment
- Minimum number of credit hours
- Photo ID

Steps to applying for the M.Ed. K-12 Special Education General Curriculum Program can be found on the admissions section of the program web pages listed below.

Licensure Webpage:

<https://www.regent.edu/program/med-in-k-12-special-education-licensure/#admissions-requirements>

Background Check Requirements

The School of Education requires a background check for all students who participate in Field Experience that includes direct contact with students. Regent University School of Education has entered into an agreement with Castle Branch, a private vendor that conducts background checks for many universities and educational institutions. After you are admitted into the program, you will be provided instructions to set up an online profile with Castle Branch.

Program Transition Point 2: Progression to Internships

During Program Transition Point 2, students must:

- Achieve a minimum GPA of 3.0
- Complete all program courses except EFND 598-Professional Project, and ETSP 561A and ETSP 561 internship courses.

(Our internship team checks this when students apply for their internships)

Internship Application Process

- Apply for the Student Teaching Internship by submitting the online [Special Education Program Internship Application | Regent University](https://www.regent.edu/school-of-education/special-education-program-internship-application/) form by clicking the link or visiting: <https://www.regent.edu/school-of-education/special-education-program-internship-application/> The deadlines for submission are March 1 for those planning a Fall student



teaching experience, and October 1 for those planning a Spring student teaching experience.

All student teaching and internship applications and forms can be found at the [Special Education Program Internship Application | Regent University](#) webpage.

Graduation Application

- Apply for Graduation by submitting the online [Graduation Application](#) form. The Graduation Application due date is September 15 for Fall graduates, and December 1 for Spring and Summer graduates. Further details on graduation procedures are found at [Graduation Policies](#).
- [Licensure Program](#): Prior to degree conferral, licensure program completers must pass the state required Praxis RVE (5306) and VCLA.

Program Transition Point 3: Internships

During Program Transition Point 3, students must complete:

- Internships: Evaluations from Supervisor, Cooperating Teacher, and Administrator
- Professional Project: Program Culmination Assessment
- Ensure that the completion of Licensure Assessments: Completion of RVE (5306) and VCLA

For successful completion of this stage of progression, students must finish the internship with overall field evaluation ratings of “effective” or above and earn course grades of a B- or higher.

Internships Completion Methods

Upon completion of all M.Ed. K-12 Special Education (Licensure) courses except for EFND 598, students in the licensure program are required to complete two internship courses. Students enrolled in these courses typically complete the internships as Traditional or Non-Traditional Interns. The completion of these courses align with the state requirements associated with the verification of teaching experience. School division partnerships aligned for the internship courses to occur is an important aspect to the completion of this internship process. Questions regarding internships can be directed to the program Internship Coordinator.

Traditional Internship



A Traditional Internship is a full semester internship experience specifically for students that are not already a contracted special education teacher and that do not have an active provisional license. After applying for the internship courses, the Field Placement Coordinator works with the student and various school divisions to align two 8-week internship placements. These placements will be at the elementary and secondary level.

Non-Traditional Internship

A Non-Traditional Internship is a full semester internship experience specifically for students that are already a contracted special education teacher and have an active provisional license. After applying for the internship courses, the Internship Coordinator and Field Placement Coordinator will work with the student and employing school divisions to align two internship experiences based on the teacher's contracted teaching position. This placement process will ensure that experience in the elementary and secondary education setting is complete through a portion of internship hours completing observation hours. Interns would complete two internship that are full semester courses. These internships can be complete succinctly or in separate semesters.

Please consult the ETSP 561 and 561A Internship Traditional and Non-Traditional Internship Handbooks for further internship details.

Internship applications and other information can be found at the [Special Education Program Internship Application | Regent University](#) webpage.

Program Transition Point 4: Degree Conferral & Licensure

Graduation Application

- Apply for Graduation by submitting the online [Graduation Application](#) form. The Graduation Application due date is September 15 for Fall graduates, and December 1 for Spring and Summer graduates. Further details on graduation procedures are found at [Graduation Policies](#).

Licensure

Prior to degree conferral, licensure program completers must pass the state required Praxis RVE (5306) and VCLA. Teaching experience will be verified through the successful completion of the internship courses.

Upon successful completion of all components of the approved program requirements, students are eligible for graduation. Once degree conferral occurs,

You will receive a degree-posted transcript confirming your graduation.



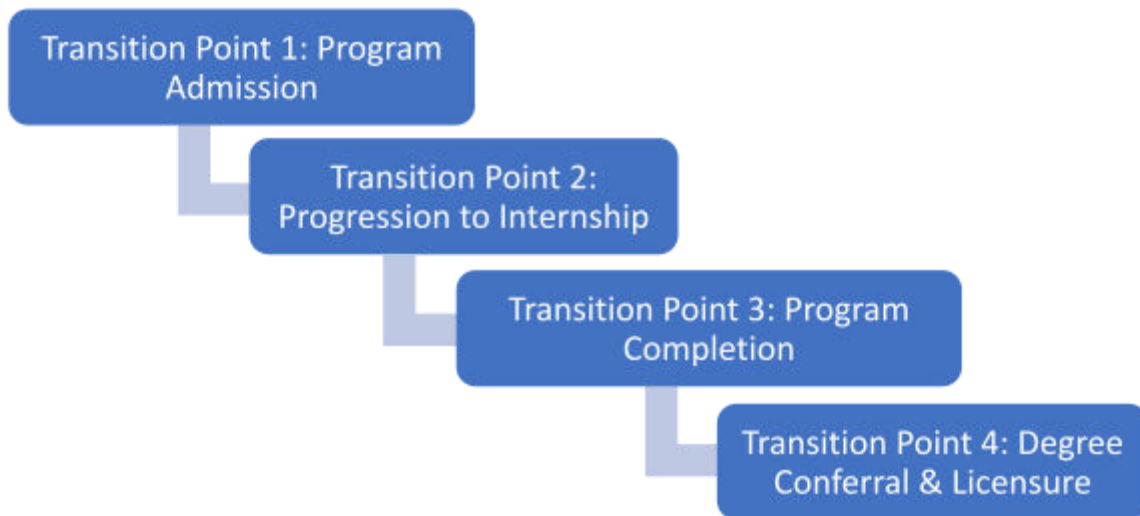
After Graduation

For all approved education programs, the Virginia Department of Education and the School of Education's accrediting body the Council for Accreditation of Educator Preparation require that every education provider monitors alumni progress and impact in their teaching careers. The data collected is used for continuous program improvement and to meet the reporting requirements for all accrediting bodies. To satisfy these needs, the School of Education asks alumni to participate in our completer surveys for at least 3 years after graduation. Since the School of Education is also required to survey employers, we ask that our graduates provide their employer contact information as well.

K-12 SPECIAL EDUCATION GENERAL CURRICULUM NON- LICENSURE PROGRAM

The K-12 Special Education General Curriculum Non-Licensure program in the School of Education utilizes a Program Transition Points to monitor admission, and support student progress and readiness for graduation. The following diagram is a visual representation of the levels of progression involved:

Program Transition Point 1: Program Admission
 Program Transition Point 2: Progression to Course Completion
 Program Transition Point 3: Program Culmination- Final Course
 Program Transition Point 4: Degree Conferral and Licensure



Transition Point 1: Program Admission

Steps in the admissions process include but are not limited to the following:

- Minimum GPA 2.75
- Undergraduate Degree Competition Prior to Graduate Program Enrollment
- Minimum number of credit hours
- Student ID

Steps to applying for the M.Ed. K-12 Special Education Program can be found on the admissions section of the program web pages listed below.



Non-Licensure Program Webpage:

<https://www.regent.edu/program/med-in-k-12-special-education-nonlicensure/#admissions-requirements>

Program Transition Point 2: Progression to Course Completion

During Program Transition Point 2 students must:

- Maintain a minimum GPA of 3.0
- Complete all program courses with the exception of EFND 598-Professional Project.

Program Transition Point 3: Program Culmination-Final Course

During Program Transition Point 3, students must complete:

In the final semester of the program, students will complete EFND 598- Professional Project.

EFND 598: Professional Project

Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

Program Transition Point 4: Degree Conferral & Steps to Licensure

Graduation Application

- Apply for Graduation by submitting the online [Graduation Application](#) form. The Graduation Application due date is September 15 for Fall graduates, and December 1 for Spring and Summer graduates. Further details on graduation procedures are found at [Graduation Policies](#).
- **Non-licensure Program:** Non-licensure program completers are not responsible for the completion of the state required Praxis RVE (5306) and VCLA during the program, This verification for the program completer will come from the school division where they are employed. These assessments are not a requirement for degree conferral, but are state assessment requirements to obtain a professional license for this endorsement. Program completers are encouraged to begin taking the assessments prior to degree conferral in order to ensure that this licensure requirements is fulfilled.



Upon successful completion of all components of the approved program, students are eligible for graduation. Upon successful completion of your degree,-you will receive a degree-posted transcript confirming your graduation.

STUDENT SUPPORT SERVICES

Regent University provides a number of support services geared at helping students successfully navigate academic life and prepare for their chosen career fields.

Regent University Academic Advising

Regent University Academic Advising is available to all students and provides timely feedback for all your academic and financial aid questions. The Office of Academic Advising assists students with understanding their degree requirements, financial aid options, and academic standing. The Office of Academic Advising provides both university resources as well as caring and practical support.

Each student is assigned to an advising team that assists with course selection, financial aid information, degree planning, and university resources. The name of your team is located in your MyRegent portal on the Student page.

To help you stay on track as you pursue your degree, we encourage you to communicate with your advising team at least once each semester.

For more information, go to <https://www.regent.edu/resources/office-of-advising/>

Teacher Candidate Academic Grievance Procedure

1. Grievances related to academic courses or professors (see the University's Student Handbook, p. 52, or at <https://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>).
2. Crisis Response (see [Student Teacher Handbook](#), p. 36, found at).

Other University Student Support Services



In addition to Academic Advising, Regent University provides a range of other services to students. Full details of these services are provided in the Regent Undergraduate Catalog under the section titled “**Academic Support, Student Life, and Campus Services.**” These services include, but are not limited to:

Disability Services

All students, faculty and staff are important to Regent University. That is why the University strives to make its facilities and courses as accessible as possible for those with disabilities, and to this end, provides a range of services for its disabled population. Please visit <https://www.regent.edu/student-life/disability-services/> to learn more.

Students with questions or concerns that this website does not address should contact Lauren Malpass, the Section 504 student disability accommodations coordinator (A-M), at laurmal@regent.edu or [757.352.4797](tel:757.352.4797), or Elizabeth Fleischer, the Section 504 student disability accommodations coordinator (N-Z), at elizfl2@regent.edu or [757.352.4793](tel:757.352.4793).

Center for Student Happiness

The Center for Student Happiness (CSH) exists to increase the quality of the student’s experience at Regent University. The heart of CSH is to cultivate a welcoming environment that supports student success. The CSH facilitates new student orientations, success coaching, writing tutoring, math tutoring, webinars, and numerous resources that empower students to take charge of their learning and growth in academics, life, and leadership.

For more information, please visit:

<https://www.regent.edu/resources/center-for-student-happiness/> or contact the Center at csh@regent.edu.

Success Coaching

Success Coaching is an opportunity for students to “discover” what God has already placed within them. Regent’s certified coaches will help explore the change God has initiated, identify and overcome challenges that may be a hindrance, and put a plan into action towards life goals and purpose.

Contact: ssc@regent.edu | [757.352.4906](tel:757.352.4906)



Writing Lab

Specially trained Writing Lab Tutors help students to understand, identify, and apply the foundational and advanced writing concepts and techniques to present their research and ideas clearly and concisely for an academic audience. Professionally trained tutors work with students at all levels and in all disciplines to improve writing style and technique. Writers can improve their writing by scheduling free, individual appointments with a tutor (in-person, over the phone, or online), by registering to attend one of our interactive online writing workshops, or taking advantage of 50+ on-demand videos and other resources about thesis, organization, formatting, style, mechanics, and more.

Contact: writing@regent.edu | [757.352.4925](tel:757.352.4925)

Math Lab

The Math Lab assists undergraduate students enrolled in MATH 101, MATH 102, MATH 164, MATH 201, MATH 211, and MATH 212. Math students should make great use of the resources provided below, which are course and chapter-specific. These will assist students to develop a greater fundamental understanding of the material being taught in their math class. In addition to contacting your instructors for support during their office hours, students can receive additional support by scheduling individual online appointments through Smarthinking.

Contact: mathtutor@regent.edu | [757.352.4641](tel:757.352.4641)

Spiritual Life at Regent University

Regent University offers multiple ways to participate in the spiritual life of the community. Explore Campus Ministries, Chapel, Outreach Opportunities, Life Groups and more at: <https://www.regent.edu/student-life/spiritual-life/>

Office of Career & Talent Management

The experienced staff and online Career Development Center of Regent University's Office of Career & Talent Management (CTM) provide excellent resources for life. The CTM educates and empowers students for the ever-changing world of work. CTM's services range from the basics of exploring majors and career paths, to connecting with employers for internships and interviews. Regent University students have access to coaches and premier online career assessments.



Contact: 757.352.4926; ctm@regent.edu

For more information, please visit:

<https://www.regent.edu/resources/office-of-career-and-talent-management/>

Health Services

In partnership with Sentara Medical Group, Regent University operates a health center on campus in Constitution Hall (Regent Commons), room 103. Resident students and block-tuition CAS commuters pay a per-semester fee to cover the operating costs and have unlimited access to the health center at no additional charge. The health center is staffed by a Nurse Practitioner who can diagnose and treat minor illnesses and injuries.

Due to the current COVID-19 pandemic, we ask that students schedule a telehealth appointment instead of an in-person appointment. A virtual appointment provides an extra level of care and precaution to both the patient and the provider. A telehealth appointment must be scheduled in advance by calling the Health Center at **757.352.4953**.

For more information, please visit: <https://www.regent.edu/resources/student-resources/#>

Counseling Services

Regent Counseling Services provides free professional counseling to any Regent student enrolled in at least one class and who can visit the Virginia Beach campus. Services include individual counseling, group counseling, pre-marital/marriage counseling, assessments, and psychoeducational workshops. All counseling is provided or supervised by licensed professionals, is completely confidential, and adheres to all laws and ethics that govern the counseling profession.

Contact: 757.352.4485; or counseling@regent.edu

Other important phone numbers: Lifeline [800.273.8255](tel:800.273.8255) | Suicide Hotline [800.784.2433](tel:800.784.2433)

For more information, please visit:

<https://www.regent.edu/resources/student-resources/#counseling-services>

Psychological Services Center



The Psychological Services Center (PSC) at Regent University is open to all students and their immediate families, in addition to those from the Regent and Hampton Roads community. The PSC provides consultation, workshops/trainings, individual, family, couple, and group counseling, as well as psychological and intelligence testing. Doctoral students in clinical psychology, under the supervision of licensed psychologists, are the primary service providers. All information is kept in strict confidence in compliance with the ethical standards set by the American Psychological Association. The PSC provides the highest professional quality of therapy and diagnostics utilizing a Christian worldview. There is no counseling fee for students and their immediate families; testing fees are moderately priced. Employees of Regent, CBN and others from the general community are invited to schedule appointments and reduced fees are available for those with financial need. In addition, referrals from pastors and local community partners can offset service costs.

Contact: 757.352.4488.

FINANCIAL AID

Regent University offers a comprehensive financial aid program. Undergraduate students may qualify for scholarship, grant, and loan programs from institutional, state, private, and federal sources. The Student Financial Aid Office administers all aid programs available to undergraduate students. See <https://www.regent.edu/admissions-aid/financial-aid/apply-financial-aid-scholarships>.

Important Financial Facts

Each student is personally responsible to ensure that he or she has sufficient funds to cover all tuition and other fees by the payment deadline of each term. Federal aid, excluding the Pell Grant and TEACH Grant, is not available to students with fewer than six (6) credit hours each semester.

All federal monies received will be automatically applied to the student's account. A refund check will be issued for all monies over and above the current term balance.

Students may submit a written request to the Business Office that all refunds from federal funds be left on their account for future term payments.

Federal Financial Aid

Regent University students may apply for assistance through Federal Direct Stafford and PLUS Loans. The University also participates in a variety of alternative education loan program options through private lenders.

To have eligibility determined for federal aid, the student must complete a Free Application for Federal Student Aid (FAFSA). Students pursuing a loan for the next academic year (beginning with the fall semester) should submit the FAFSA as close as possible to, but not before, October 1. Submission of the FAFSA by March 15 is recommended for students who will be attending the following fall semester.

Any United States citizen or eligible non-citizen enrolled at least half-time as a regular degree-seeking student may apply for any of the loan programs in which Regent University participates. Applications for loans should be submitted a minimum of two (2) months prior to



your final registration payment deadline to assist in expediting the arrival of funds for disbursement by the first day of classes.

Federal Pell Grant

Only regularly enrolled degree-seeking students in an undergraduate degree-seeking program may be considered for eligibility in the Federal Pell Grant Program. Interested individuals must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Depending upon need as determined by the results of the FAFSA application, costs and enrollment status as determined by federal guidelines, a student may qualify for an amount up to \$5,920 for a full year beginning Fall 2017. The actual amount will vary depending upon each student's application information and enrollment status

The TEACH Grant Program

The TEACH Grant program awards grants to students who intend to teach. The Grant will provide up to \$4,000 a year in grant aid to undergraduate and graduate students in eligible programs. In turn, you must agree to serve as a full-time teacher in a high-need field in a school serving low-income students for at least four academic years within eight years of completing the program of study for which you received the grant. If you do not complete your service as a teacher, the grant will convert to an unsubsidized federal loan.

For additional information on the impact of the Sequester and TEACH grant amounts, please visit: <https://studentaid.ed.gov/sa/types/grants-scholarships/teach#sequestration>.

School-Based Scholarships and Grants

The university offers additional school-based scholarship and grants. These awards are highly selective, and the number of awards is limited and varies each year. Eligibility for the following awards depends on a student's program of enrollment. Go to the following web address for more information about the school-based scholarships and grants available: [Scholarships for College Freshmen | Regent University](https://www.regent.edu/incoming-freshman/scholarships-aid/) <https://www.regent.edu/incoming-freshman/scholarships-aid/>



Scholarship & Grant Policies

For more information about the critical policies that guide how Regent University processes and awards scholarships, please visit: [Scholarships for College Freshmen | Regent University](https://www.regent.edu/incoming-freshman/scholarships-aid/#policies)
<https://www.regent.edu/incoming-freshman/scholarships-aid/#policies>

A current list of all the undergraduate scholarships and grants, with full eligibility requirements and application information, is available online at <http://www.regent.edu/undergradscholarships>.

Private Grants and Scholarships

Students are strongly encouraged to research other sources of private grants and scholarships. The Student Financial Aid Office website will have more information. Information on private scholarships is available at www.regent.edu/admin/finaid/privscol.cfm.

Federal Student Loans

Students may also be eligible for federal student loans:

For information about federal student loans, please visit:

www.regent.edu/incoming-freshman/scholarships-aid/#federal-aid for details

- Parent Plus Loan
- Pell Grant
- Stafford Loans
- TEACH Grant

For more information on Financial Aid, please access the undergraduate catalog for 2022.

APPENDICES

APPENDIX A: VIRGINIA ADMINISTRATIVE CODE/ GENERAL COMPETENCIES FOR SPECIAL EDUCATION GENERAL CURRICULUM LICENSURE K-12

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

1. Foundations - Characteristics, legal, and medical aspects.

a. Knowledge of the foundation for educating students with disabilities, including:

- (1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;
- (2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;
- (3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their relationship to the various disabilities;
- (4) Medical aspects of disabilities;
- (5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;
- (6) Educational implications of the various disabilities; and
- (7) Understanding of ethical issues and the practice of accepted standards of professional behavior.

b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:

(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;

(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and

(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.

2. Assessments and evaluation.

An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:

- a. Ethical issues and responsibilities in the assessment of individuals with disabilities;
- b. Procedures for screening, pre-referral, referral, and eligibility determinations;
- c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;
- d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;
- e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;
- f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and
- g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.

3. Management of instruction and behavior.

An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:

- a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;
- b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;

- c. Provide positive behavioral supports; and
- d. Are based on functional assessment of behavior.

4. **Collaboration.**

a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:

- (1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;
 - (2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;
 - (3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;
 - (4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;
 - (5) Understanding the roles and responsibilities of each member of the collaborative team; and
 - (6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;
- b. Training, managing, and monitoring paraprofessionals;
 - c. Involvement of families in the education of their children with disabilities;
 - d. Understanding the standards of professionalism;
 - e. Cooperating with community agencies and other resource providers; and
 - f. Models and strategies for promoting students' self-advocacy skills.

B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.

1. **Characteristics.**

- a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not

significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:

- (1) Autism spectrum disorder;
- (2) Deaf-blindness;
- (3) Developmental delay;
- (4) Emotional disability;
- (5) Hearing impairment, including deaf and hard of hearing;
- (6) Intellectual disability;
- (7) Learning disability;
- (8) Multiple disabilities;
- (9) Orthopedic impairment;
- (10) Other health impairment;
- (11) Speech-language impairment;
- (12) Traumatic brain injury; and
- (13) Visual impairment, including blindness.

b. Knowledge of characteristics shall include:

- (1) Age-span and developmental issues;
- (2) Levels of severity;
- (3) Cognitive functioning;
- (4) Language development;
- (5) Emotional and behavioral adjustment;
- (6) Social development;
- (7) Medical aspects; and
- (8) Cultural, ethnic, and socioeconomic factors.

2. Individualized education program development and implementation.

- a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.
- b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:
 - (1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;
 - (2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and
 - (3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.

3. Instructional strategies for reading and writing.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

- a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;
- b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;
- c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;
- d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;

- e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;
- f. Use of technology to promote student learning;
- g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and
- h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:
 - (1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;
 - (2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;
 - (3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;
 - (4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;
 - (5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;
 - (6) Use assistive and instructional technology in order to access the general education curriculum;
 - (7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and
 - (8) Implement and monitor IEP specified accommodations within the general education classroom.

4. Instructional strategies for mathematics.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

- a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education Virginia Standards of Learning at the elementary, middle, and secondary levels;

- b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving;
- c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;
- d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;
- e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;
- f. Use of technology to promote student learning;
- g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;
- h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:
 - (1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;
 - (2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;
 - (3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;
 - (4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;
 - (5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;
 - (6) Use assistive and instructional technology in order to access the general education curriculum;
 - (7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and

(8) Implement and monitor IEP specified accommodations within the general education classroom.

5. Transitioning.

Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.

a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;

(1) Coordinate service delivery with general educators, related service providers, and other providers;

(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;

(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;

(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.

b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.

c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.

d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:

(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and

(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.

e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:



(1) Assess social skill strengths and needs; and

(2) Plan and use specialized social skills strategies.

f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.

g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.

6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.

Statutory Authority

§§ [22.1-16](#) and [22.1-298.2](#) of the Code of Virginia.

APPENDIX B: CAEP STANDARDS FOR INITIAL LICENSURE PROGRAMS

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standards 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instruction strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness The provider demonstrates that program completers:

- Effectively contribute to P-12 student-learning growth

AND

- Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided

R4.2 Satisfaction of Employers The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actional measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. **For EPP's whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6.** If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

****Only For EPPs seeking access to Title IV funds****

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to, on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.

APPENDIX C: INTASC STANDARDS

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) Model Standards for Beginning Teachers Licensing and Development

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being