



EDUCATIONAL LEADERSHIP &  
K-12 SCHOOL LEADERSHIP

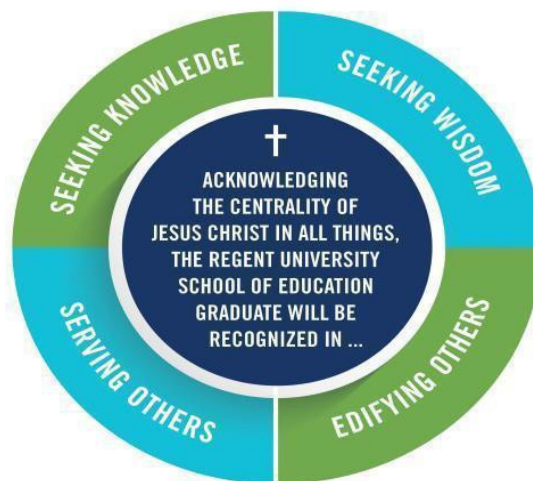
PROGRAM HANDBOOK

2021-2022

# SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP (M.Ed.) AND K-12 SCHOOL LEADERSHIP (Ed.S., Ed.D., Ph.D.)  
PROGRAM HANDBOOK

## SCHOOL OF EDUCATION **MISSION**



2021-2022

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## EDUCATIONAL LEADERSHIP AND K-12 SCHOOL LEADERSHIP PROGRAM HANDBOOK

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### 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 Educational Leadership & K-12 School Leadership Teacher Candidate**

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This handbook is your guide to the Educational Leadership (M.Ed.) & K-12 School Leadership (Ed.S., Ed.D., & Ph.D.) Programs 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 Educational Leadership & K-12 School Programs. This handbook provides information on the programs leading to Administration & Supervision pre-K-12 add-on endorsement in the state of Virginia. Endorsement 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 Educational Leadership & K-12 School Leadership Program Faculty**

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This handbook reflects the policy of the School of Education at Regent University concerning the Educational Leadership & K-12 School Leadership Programs 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.

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## OVERVIEW OF THE EDUCATIONAL LEADERSHIP AND K-12 SCHOOL LEADERSHIP PROGRAMS

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The Educational Leadership & K-12 School Leadership programs are 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.

Schools need effective leaders that can cultivate a positive school culture and develop strategic plans for student success. Educational leadership programs prepare educators for careers as assistant principals, principals, and superintendents.

*Principals in K-12 schools make a median salary of \$96,400 per year in 2021.*

### **What Do Educational Leaders Do?**

The most common career for someone with a master's or educational specialist degree in educational leadership is that of the K-12 school principal. Principals are in charge of managing staff, coordinating curriculums, and working to establish a productive and safe learning environment. As a part of their responsibilities in directing the operation of a school, a principal may also establish programs such as counseling, after-school child care, and extracurricular activities. Other positions suitable for this type of degree can include superintendence or other district-level leadership positions.

### **What Is It Like To Work As A Principal?**

Most principals work in local public schools; however, about 18% work in private institutional settings. The work is demanding, as districts hold principals accountable for their school meeting local and federal standards for performance and educator qualification. Principals must work not only with faculty but also parents, students, and the community at large.

This is a full-time career, sometimes exceeding 40 hours per week. It's not unusual for principals to work evenings or weekends in order to meet the needs of parents and to attend school functions. They work year-round even when students are not in school, including summers. Despite these demands, many find working with the students under their care to be extremely rewarding.

The Master's and Specialist in Educational Leadership degree program at [Regent University](#) is approved by the Commonwealth of Virginia Department of Education to provide endorsements for students who already hold a teaching license. This program has eight start dates throughout the year (see the schedule rotation for master's level courses (500s) and educational specialist courses (700s) indicated on page four (p. 4).

The content and delivery of the Educational Leadership program make it cutting edge because students develop a set of skills and actions used to promote and ensure student achievement, teacher effectiveness, job satisfaction, institutional improvement, and success. Faculty help students develop the knowledge and skills they need to analyze, evolve, and enact school policies, procedures, and reform at both systemic and institutional levels.

Please note that the position of principal is not the only one available to graduates of these programs. Other positions include **Assistant Principal, Superintendent, Central Office, Teacher Leader, Dept of Education, Professor, & numerous different Administration positions.**

## Areas of Certification

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### ***Master of Education in Educational Leadership (M.Ed.) & Educational Specialist in K-12 School Leadership (Licensure Track)***

Regent's Master of Education in Educational Leadership will help you advance in your career as an influential leader in the field of education. The primary knowledge-base for this program is the Professional Standards for Educational Leaders (PSEL). Approved by the Commonwealth of Virginia Department of Education to provide the Administration & Supervision pre-K-12 add-on endorsement for individuals who already hold a professional teaching license or pupil personnel license.

On completing the M.Ed. – Educational Leadership or Ed./S. in K-12 School Leadership degree programs, you will be able to:

- Develop, communicate, implement, monitor, and evaluate a vision of learning as an educational leader.
- Understand school law, finance, resource management, and technology needs.
- Complete a principal internship and professional project that provide hands-on experience in daily operations at the leadership level.
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*For licensure program completers, the verification of the completion of all state approved licensure program courses, internships, 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/#](http://www.regent.edu/program/med-in-k-12-special-education-licensure/#) for the required courses and their descriptions.*

### ***Education Specialist in Educational Leadership – K-12 School Leadership (Ed.S.)***

Regent’s Education Specialist (Ed.S.) in Educational Leadership – K-12 School Leadership provides continuing education for teachers and is designed for those seeking initial administrative endorsement. You’ll be rest assured knowing that courses are organized around the Policy Standards For Educational Leaders (PSEL) and the endorsement competencies for Administration & Supervision Pre-K-12 as issued by the Virginia Department of Education (VDOE) in preparation for positions as assistant principal or principal.

On completing this Ed.S. concentration, the graduate will be able to:

- Advance in principled leadership and management skills that achieve efficient and effective organizational operations, whether resources, time, space, or funds.
- Analyze and problem-solve the challenges of recruitment, selection, placement, training, and evaluation of education personnel.
- Participate directly in management duties and leadership experiences involving the position of the principal.

### ***Doctor of Education in K-12 School Leadership (Ed.D.)***

Regent’s Doctor of Education (Ed.D.) in K-12 School Leadership provides continuing education for teachers and is designed for those seeking initial administrative endorsement in preparation for positions as principal or assistant principal. Courses are organized around the Policy Standards For Educational Leaders (PSEL) and the endorsement competencies for Administration and Supervision pre-K-12 as issued by the Virginia Department of Education.

On completing the Ed.D. in Education - K-12 School Leadership degree, you will be able to:

- Design effective strategies for resource planning, school operations, school and community relations, and ethical, policy, and professional issues
- Develop your abilities through an administrative internship that allows the application of acquired knowledge and skills
- Be prepared to complete the School Leaders Licensure Assessment (SLLA) by participating in an optional test preparation course

### ***Doctor of Philosophy in K-12 School Leadership (Ph.D.)***

Regent's Doctor of Philosophy (Ph.D.) in Education – K-12 School Leadership provides continuing education for teachers seeking initial administrative endorsement in preparation for positions as principal or assistant principal. This research-based Ph.D. will prepare you more specifically for a career in academia. Be rest assured knowing that courses have been organized around Policy Standards For Educational Leaders (PSEL) and the endorsement competencies for Administration & Supervision Pre-K-12 as issued by the Virginia Department of Education (VDOE).

On completing the Ph.D. in Education – K-12 School Leadership degree, you will be able to:

- Lead a positive school culture that fosters improved learning based on research and best practices.
- Implement effective strategies for resource planning, school operations, school and community relations; and ethical, policy, and professional issues.
- Prepare to complete the School Leaders Licensure Assessment (SLLA) by participating in an optional test preparation course.

### **The School of Education Educational Leadership & K-12 School Leadership Program Faculty Advisors**

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Glenn Koonce, Ed.D., [glenkoo@regent.edu](mailto:glenkoo@regent.edu)

Associate Professor Educational Leadership and K-12 School Leadership Concentration  
Director

Ashley Rombs, M.Ed., [arombs@regent.edu](mailto:arombs@regent.edu)

Certification/Licensure Official

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## EDUCATIONAL LEADERSHIP & K-12 SCHOOL LEADERSHIP PROGRAM STANDARDS

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The Educational Leadership and K-12 School Leadership 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**

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The Virginia Department of Education has outlined competencies specific to Administration and Supervision for preK-12 that must be mastered in the Educational Leadership & K-12 School Leadership Programs to obtain the Administration & Supervision endorsement in the state of Virginia. The information for this endorsement can be found at:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section570/>

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

### **Alignment with CAEP Standards**

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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 PSEL 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 PSEL Standards**

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### ***POLICY STANDARDS FOR EDUCATIONAL LEADERS (PSEL)***

1. **Mission, Vision, and Core Values:** Regent University cultivates effective educational leaders that are equipped to develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
2. **Ethics and Professional Norms:** Regent University educates both the heart and mind to understand the impact that ethical and professional practice have on student learning outcomes and overall well-being.
3. **Equity and Cultural Responsiveness:** Regent University's curriculum and instructional strategies focus on producing effective educational leaders that strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.
4. **Curriculum, Instruction, and Assessment:** Through rigorous instruction and authentic assessments, Regent University prepares educational leaders to develop and support

intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

5. **Community of Care and Support for Students:** Regent University utilizes recent research and project-based learning opportunities encourage educational leaders to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
6. **Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.
7. **Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.
8. **Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.
9. **Operations and Management:** Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.
10. **School Improvement:** Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

*Please see Appendix C for PSEL Standards.*

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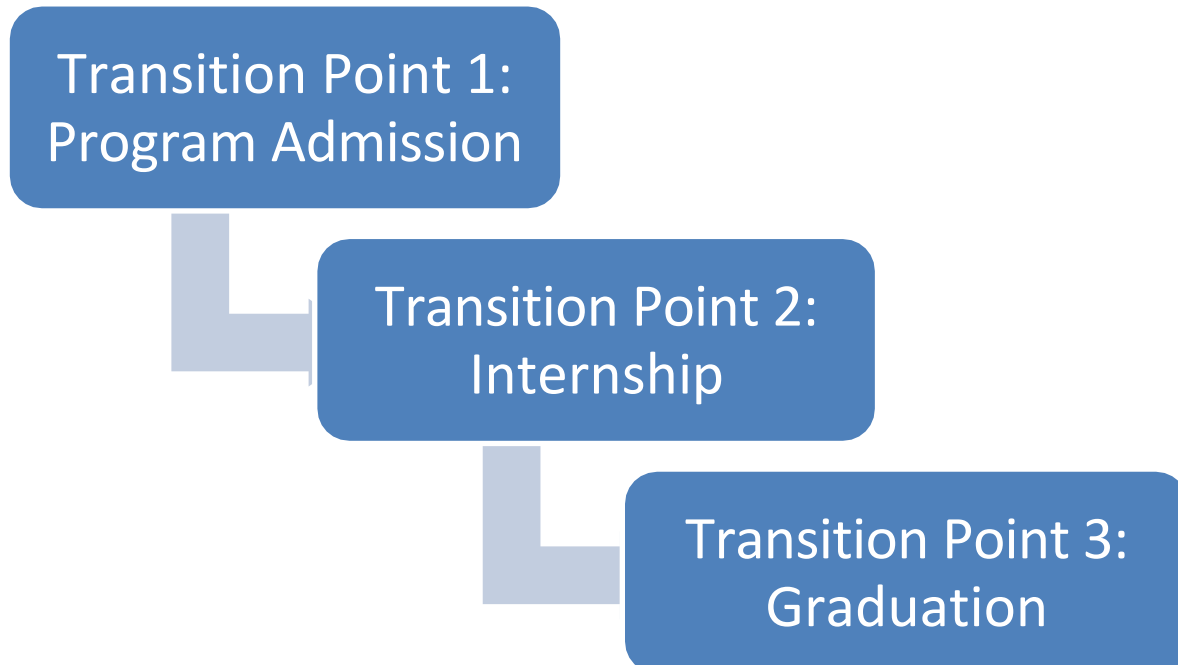
## ADMISSION TO AND PROGRESS THROUGH THE EDUCATIONAL LEADERSHIP & K-12 SCHOOL LEADERSHIP PROGRAMS

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### EDUCATIONAL LEADERSHIP & K-12 SCHOOL LEADERSHIP PROGRAMS

The Educational Leadership & K-12 Educational Leadership Programs in the School of Education utilize 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: Internships  
Program Transition Point 3: Graduation



## **Program Transition Point 1: Program Admission**

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

- Undergraduate degree completion prior to graduate program enrollment
- Unofficial transcripts
- Minimum number of credit hours
- Government issued photo ID
- Copy of current teaching license

Steps to applying for the M.Ed. Educational Leadership & Ed.S. in K-12 School Leadership 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 internships that include 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: Internships**

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### **EADM 594/794 Administrative Internship**

Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle, high, central office, and agency; and with diverse student populations. Interns complete a minimum of 120 embedded clock hours.

### **EADM 597/797 Principal Internship**

Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle, high, central office, and agency; and with diverse student populations. Interns complete a minimum of 200 clock hours.

## **Program Transition Point 3: Graduation**

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### **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 Endorsement**

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**

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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.



## STUDENT SUPPORT SERVICES

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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**

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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**

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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 Other University Student Support Services**

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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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:counseling@regent.edu)

**Other important phone numbers:** Lifeline 800.273.8255 | Suicide Hotline 800.784.2433

For more information, please visit:

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

## **Psychological Services Center**

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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.

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## FINANCIAL AID

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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

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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

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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](http://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**

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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

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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

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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/privschol.cfm](http://www.regent.edu/admin/finaid/privschol.cfm).

## Federal Student Loans

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**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](http://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.



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## APPENDICES

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### APPENDIX A: VIRGINIA ADMINISTRATIVE CODE/ GENERAL COMPETENCIES FOR ADMINISTRATION AND SUPERVISION PRE K-12

- A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:
1. Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
    - a. Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;
    - b. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
    - c. Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
    - d. Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
    - e. Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
    - f. Knowledge, understanding, and application of the federal and state regulatory requirements and expectations associated with identification, education, and evaluation of students with disabilities; comprehension of (i) key special education laws and regulations; (ii) individualized education program development; (iii) the roles and responsibilities of special education teachers; and (iv) appropriate behavior management practices;
    - g. Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs);
    - h. Integration of technology in curriculum and instruction to enhance learner understanding;
    - i. Identification, analysis, and resolution of problems using effective problem-solving techniques; and
    - j. Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.
  2. Knowledge, understanding, and application of leadership and organizations, including;
    - a. The change process of systems, organizations, and individuals using appropriate and effective adult learning models;

- b. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
  - c. Information sources and processing, including data collection and data analysis strategies;
  - d. Using data as a part of ongoing program evaluation to inform and lead change;
  - e. Developing a change management strategy for improved student outcomes;
  - f. Developing distributed leadership strategies to create personalized learning environments for diverse schools; and
  - g. Effective two-way communication skills including consensus building, negotiation, and mediation skills.
3. Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including:
- a. Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division or district level;
  - b. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
  - c. Management decisions that ensure successful teaching and learning including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;
  - d. Knowledge, understanding, and application of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals;
  - e. Principles and issues related to fiscal operations of school management;
  - f. Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;
  - g. Legal issues impacting school operations and management;
  - h. Technologies that support management functions; and
  - i. Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement.
4. Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including:
- a. Emerging issues and trends within school and community relations;
  - b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
  - c. Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and
  - d. Integration of technology to support communication efforts.
5. Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:
- a. Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;
  - b. Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;

- c. Reflective understanding of potential moral and legal consequences of decision-making in the school setting;
  - d. Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and
  - e. Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
6. Knowledge, understanding, and application of basic leadership theories and influences that impact schools including:
- a. Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;
  - b. Ability to identify and respond to internal and external forces and influences on a school;
  - c. Ability to identify and apply the processes of educational policy development at the state, local, and school level; and
  - d. Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and
- 1. Provides significant experiences within a school environment for candidates to synthesize and apply the content knowledge and develop professional skills through school-based leadership experiences;
  - 2. Shall occur in a public or accredited nonpublic school;
  - 3. Provides exposure to five different multiple sites, including elementary, middle, high, central office, and agency with diverse student populations; and
  - 4. Documents a minimum of 320 clock hours of administration and supervision internship, of which at least 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.
- C. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

**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.

**R2.2 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.

**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.

### **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 – PSEL STANDARDS

### ***POLICY STANDARDS FOR EDUCATIONAL LEADERS (PSEL)***

1. **Mission, Vision, and Core Values:** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
2. **Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
3. **Equity and Cultural Responsiveness:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.
4. **Curriculum, Instruction, and Assessment:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.
5. **Community of Care and Support for Students:** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
6. **Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.
7. **Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.
8. **Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.
9. **Operations and Management:** Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.
10. **School Improvement:** Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.