REGENT UNIVERSITY

Christian Leadership to Change the World



TEACHER EDUCATION

PROGRAM HANDBOOK

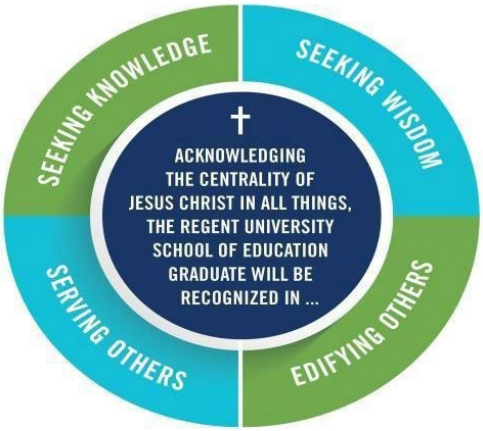
2026-2027

SCHOOL OF EDUATION

REGENT UNIVERSITY
Christian Leadership to Change the World

TEACHER EDUCATION PROGRAM HANDBOOK

SCHOOL OF EDUCATION
MISSION



2025-2026

Kurt Kreassig, Ed.D., Dean of the School of Education

Dr. Karen Drosinos, Ed.D., Chair of Teacher Education Department

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TEACHER EDUCATION PROGRAM HANDBOOK

Introduction

Mission of the School of Education

Regent University is an institution of higher learning that exists to bring glory to God the Father and His Son Jesus Christ through the work of the Holy Spirit. Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world. Vision to be the most influential Christian transformational university in the world.

Philosophy of the School of Education

Regent University is a Christ-centered institution. The Board of Trustees, as well as the faculty and staff of the university, are committed to an evangelical interpretation and application of the Christian faith. The campus community is closely identified with the present-day renewal movement, which emphasizes the gifts, fruits and ministries of the Holy Spirit. It is expected that our students will both understand and agree to receive an education in accordance with the following articles:

- That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept
- That there is one God, eternally existent in three persons: Father, Son and Holy Spirit
- That man was created in the image of God but as a result of sin is lost and powerless to save himself
- That the only hope for man is to believe in the Lord Jesus Christ, the virgin-born Son of God, who died to take upon Himself the punishment for the sin of mankind, and who rose from the dead, so that by receiving Him as Savior and Lord, man is redeemed by His blood
- That Jesus Christ will personally return to earth in power and glory
- That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives
- That the Church is the Body of Christ and is comprised of all those who, through belief in Christ, have been spiritually regenerated by the indwelling Holy Spirit. The mission of the church is worldwide evangelization and the nurturing and making disciples of Christians.

To the Teacher Candidate

This handbook is your guide to the Teacher Education Program in the School of Education. The information contained in this handbook is meant to complement the undergraduate 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 Teacher Education Program. This handbook provides information on the programs leading to a teaching certification in the state of Virginia. Certification requirements are not necessarily the same as degree requirements. Refer to your current degree plans and the undergraduate catalog for information specific to your degree requirements.

To the School of Education and Sciences Teacher Education Program Faculty

This handbook reflects the policy of the School of Education at Regent University concerning the Teacher Education Program and should be utilized for student advisement. 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 TEACHER EDUCATION PROGRAM

The School of Education Teacher Education Program

The School of Education at Regent University is committed to providing teacher candidates with practical experiences that will challenge and reward students. University faculty, staff, and cooperating teachers will work with teacher candidates to provide support and expertise while the candidate is immersed in a local school using research-based best practices, exhibiting growth in interpersonal relationships, and demonstrating progress in classroom leadership. The teacher education program at Regent University has been developed in accordance with the framework of nationally recognized professional organizations and is accredited by the Council for the Accreditation of Teacher Preparation (CAEP).

The faculty in the Department of Teacher Education seek to equip students with the knowledge and skills necessary to be effective teachers in PreK-3, PreK-6, or 6-12classrooms. Students graduating from the Teacher Education Program will receive a broad-based, comprehensive education through coursework in various disciplines including English, mathematics, natural science, history, social science, arts and humanities, and computer technology. Students will be reflective Christian leaders capable of analyzing, synthesizing, and communicating information and ideas related to their specific teaching disciplines. The faculty seek to foster students' awareness of how their Christian worldview impacts the profession. Through the professional studies coursework, students are prepared to engage their learners effectively, to maximize the educational experience, and to prepare children for success. Students gain hands-on experience through practicum and a student teaching internship, which enhance their opportunities to become successful beginning teachers of children in grades in PreK-3, PreK-6, or 6-12. The program is continuously refined to meet and exceed the changing expectations of the Virginia Department of Education and other professional organizations. The Department of Teacher Education seeks to prepare leaders to teach in the public and private schools. Furthermore, Regent students graduating from the program will be prepared to enter a graduate program or the workforce.

Areas of Certification

The School of Education has five areas of certification for initial licensure, all of which result in a Bachelor of Education degree.

Bachelor of Education in Early and Primary Education (B.Ed.) (Licensure Track)

(Program only available on campus)

The Teacher Education Department in the School of Education offers the Bachelor of Education in Early and Primary Education major. The coursework and educational experience for students who wish to be licensed elementary teachers (PreK-3rd grade). The purpose of the program is to graduate competent, caring, licensed teachers who will be qualified to teach children.

This major has been designed specifically for students seeking initial licensure in the Commonwealth of Virginia with an elementary education PreK-3 endorsement. After completing all degree and program requirements, students will receive a Bachelor of Education degree in Early and Primary Education and a license to teach grades PreK-3. The courses in the major must be completed on the Virginia Beach campus (courses in the major are primarily taught in face-to-face format). As a result of an unsuccessful internship experience or an inability to achieve admission to the professional studies portion of the program or the internship experience, students will be allowed to complete program requirements for a different Bachelor's degree program (120+ credit hours).

Please reference the undergraduate catalog the required courses and their descriptions.

Please reference Appendix A to see the VDOE competencies for this licensure track.

Bachelor of Education in Elementary Education (B.Ed.) (Licensure Track)

(Program only available on campus)

The School of Education offers the Elementary Education major. The coursework and educational experience are designed for students who wish to teach grades PreK-6**.** The purpose of the program is to graduate competent, caring, licensed teachers who will be qualified to teach students in the primary grades.

The Elementary Education major has been designed specifically for students seeking initial licensure in the Commonwealth of Virginia with an elementary education PreK-6 endorsement. After completing all degree and program requirements, students will receive a Bachelor of Education degree in Elementary Education and a license to teach in grades PreK-6. The course in the major will be completed on the Virginia Beach campus (Courses in the major are primarily taught in a face-to-face format, not online). (120+ credit hours).

Please reference the graduate catalog to view the required courses and their descriptions.

Please reference Appendix B to see the VDOE competencies for this licensure track.

Bachelor of Education in Secondary English (B.Ed.) (Licensure Track)

(Program only available on campus)

The major in Secondary English is designed for students who have a passion for language arts and literature and are seeking the ability to teach in grades 6-12. The program is designed to graduate students who are able to demonstrate key knowledge of reading, writing, interpretation, and critical analysis, as well as prepare them to effectively teach children in grades 6-12 to communicate effectively and participate in society as literate citizens.

Please reference Appendix C to see the VDOE competencies for this licensure track.

Bachelor of Education in Secondary History and Social Science (B.Ed.) (Licensure Track)

(Program only available on campus)

The major in Secondary History and Social Science is designed for students who have a passion for History and the Social Sciences and are seeking the ability to teach in grades 6-12. The program is designed to graduate students who are able to demonstrate key knowledge of history, geography, civics, and economics as defined by the Virginia History and Social Science Standards of Learning, exhibit understanding and competence in the collection and analysis of both primary and secondary sources of research, and effectively implement the principles of teaching and learning.

Please reference the graduate catalog the required courses and their descriptions.

Please reference Appendix D to see the VDOE competencies for this licensure track.

Bachelor of Education in Secondary Mathematics, (B.Ed.) (Licensure Track)

(Program only available on campus)

The major in Secondary Mathematics is designed for individuals who have a passion for mathematics and wish to teach children in grades 6-12. The purpose of the major is to graduate competent, caring, and licensed math teachers qualified to teach secondary mathematics.

The program is designed to graduate students who can demonstrate knowledge of mathematical concepts and mathematical reasoning. The program is aimed at providing strong mathematical foundations for teaching applications of math for work in a variety of fields. The curriculum also provides excellent preparation for graduate study in fields that require quantitative and/or analytical skills.

Please refer to the graduate catalog for the required courses and their descriptions.

Please reference Appendix E to see the VDOE competencies for this licensure track.

The School of Education Teacher Education Program Faculty Advisors

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Dean of the School of Education

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Department Chair, Associate Professor, Teacher Education

Jenny Sue Flannagan, Ed.D., jennfla@regent.edu
Associate Professor, Teacher Education Director of Student Teaching

TEACHER EDUCATION PROGRAM STANDARDS

The teacher education program is of the highest quality and meets state and national standards. The following statements represent how the teacher education program in the School of Education at Regent University meets state and national standards and promotes 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 Teacher Education Program so that student teachers can obtain a teaching license in Virginia. The information can be found at:

https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section80/

Please see Appendix A, B, C, D, and E for the competencies specific to each of the licensure programs.

Alignment with CAEP Standards

1. Regent University utilizes rigorous curriculum to ensure that teachers are able to apply their content mastery and knowledge of the learner and learning at the appropriate progression levels by creating equitable and inclusive learning experiences for diverse P- 12 students.
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 through strategic placements for clinical practice to ensure the teacher's ability to meet the diverse needs of students, schools, families, and communities.

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.
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.
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 examine program effectiveness to promote data-driven decision making to continually meet the cutting-edge, diverse needs of P-12 teachers, schools, and students.
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.

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 G 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.

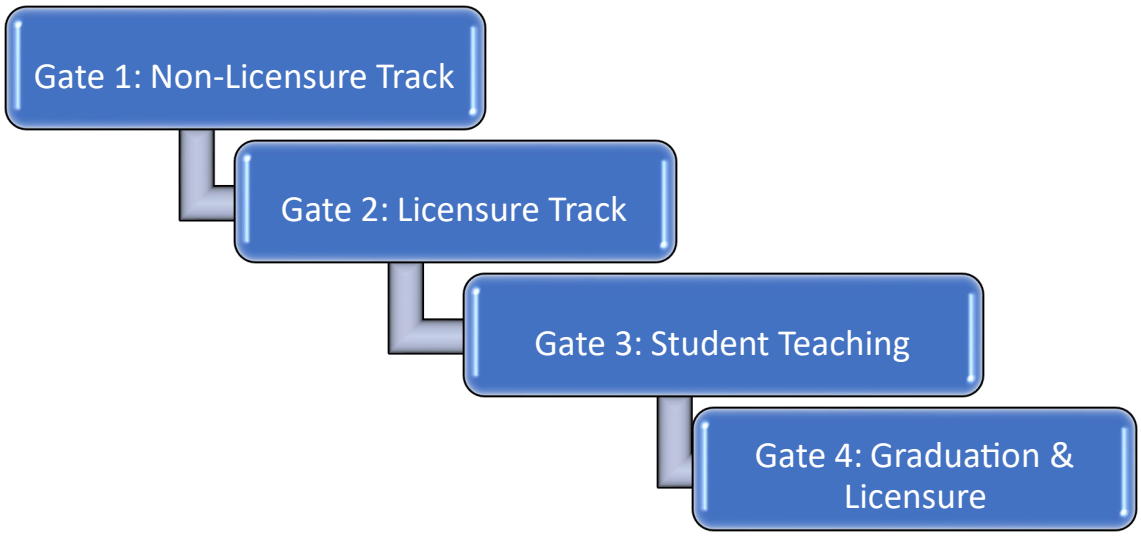
1. Teachers demonstrate mastery of the content, understanding of the curriculum, and the ability to create learning experiences that promote the intellectual, social, and personal development of the students.
2. Teachers understand how children learn and develop, and engage in instructional planning that utilizes effective strategies, resources, and data to meet the learning needs of all students.

3. Teachers provide a variety of instructional strategies to meet the diverse learning needs of their students.
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.
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.
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.
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.
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.
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.
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.
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 F for InTASC standards.

ADMISSION TO AND PROGRESS THROUGH THE TEACHER EDUCATION PROGRAMS

The Department of Teacher Education in the School of Education utilizes a Gate System to monitor admission, and support student progress and readiness for graduation. The following diagram is a visual representation of the levels of progression involved:



Gate 1 (Non-Licensure Track)

At this level, students have declared their major as one of the five teacher education majors but have not yet been accepted into the licensure track portion of the program. **Upon declaring the major, the University identifies students as non-licensure track**. During the non-licensure stage of the program, students are required to complete general education courses and lower-level teaching requirements. This includes taking UIS 200 Orientation to Teaching during the freshman year. The complete list of courses to be taken in Level I will be found in Degree Works. Please check with your Academic Advisor for these courses. The complete course list will also be found in the Course Catalog.

To progress to Gate 2, the Licensure Track, students must meet the following:

- Complete most general education courses (grade C or higher)
- Complete a minimum of 45-55 credit hours
- Attain a GPA of 2.7 or higher
- Pass the Praxis® Core Academic Skills for Educators (5752).

After completing the majority of general education requirements, students should apply for formal admission into the professional studies portion of the major. At this stage, students will be required to:

- Order a background check through CastleBranch.com – Package Code RQ14
- Complete the Teacher Education Major Entrance Application and Faculty Recommendation Request form by March 1st for Fall applicants and by September 1st for Spring applicants. The online form is located at www.regent.edu/studentteacher

Background Check Requirements

The School of Education requires that any student enrolled in a program that requires an internship or other clinical experience will also complete a background check through CastleBranch.com before beginning the internship. Foreign students may use a copy of their visa to satisfy this requirement. (Some countries or territories do not require a visa; these situations will be dealt with on a case-by-case basis).

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

If there are areas of concern surrounding a background check, a meeting will be arranged with the Teacher Education Chairperson to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals, found in the Regent University School of Education handbook.

Areas of concern shall include but not be limited to: child abuse or neglect, felony convictions, especially those involving harm to others, theft, or fraud convictions, drugs, sexual assault, and misdemeanors other than minor moving traffic violations.

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

Responding to Report of Crime

If a candidate has a felony, he or she will be directed to the Virginia Department of Education to talk to the Director of Certification. In order to continue in the field experience/internship, the candidate must submit to the Teacher Education Program office a letter (on State Department letterhead) stating that with the current charge, the candidate ¬will be able to receive teaching certification.

If the candidate does not submit a letter from the State Department, the candidate will not be placed in a clinical experience, and he or she will be advised to drop the class and to choose a different career path.

Application for Licensure Track Review and Approval

A Teacher Education committee will consider a student's completed application, faculty recommendation, and past academic performance to accept a student to the professional studies stage of the program. The committee may request an interview with the applicant. Upon acceptance, students now enter the licensure track and may begin taking professional studies courses.

Gate 2 (Licensure Track)

Once admitted to the licensure track, students complete upper-level teacher preparation coursework called professional studies courses. Professional studies course numbers begin with UED. Students will also undertake their initial clinical teaching experiences that require registration in two courses, **UED 480A Practicum I** and **UED 480B Practicum II**. Each practicum course is a semester long and pairs students with a licensed teacher. Students must log 45 hours for each course in a local school classroom.

After registering for UED 480A and UED 480B, students must also provide to the Coordinator of Field Placements proof of up-to-date practicum placement requirements that include:

1) Negative TB results;

2) First Aid/CPR/AED training certificates 3) Professional liability insurance.

The Coordinator of Field Placements will coordinate student placement with one of our partners.

During Level II, students must:

- Complete all remaining coursework (except UED 495 and UED 496)
- Earn a minimum cumulative GPA of 3.00 or higher
- Take and pass all assessments required by the state of Virginia for licensure prior to student teaching application:
  - Praxis Subject Assessment(s) specific to the licensure endorsement area; and for Early/Primary Education or Elementary Education majors only, the Praxis® Teaching Reading: Elementary [5205]

  [***The Teacher Education Department recommends that students take the Praxis Teaching Reading after completing UED 408 and Praxis II after completing most coursework***. ***The Teacher Education Department also recommends that candidates take all assessments at least three months prior to student teaching application to allow time for retakes, if needed***].

- Apply for the Student Teaching Internship by submitting the online Student Teaching Application form. The deadlines for submission are March 1 for those planning a Fall student teaching experience, and September 1 for those planning a Spring student teaching experience.
- Attend the meeting on licensure procedures held at the end of the semester prior to student teaching.
- 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 graduates. Further details on graduation procedures are found at Graduation Policies.

All student teaching and internship applications and forms can be found at the Teacher Education Resources webpage.

Gate 3 (Student Teaching)

The last courses for the teacher education programs are UED 495 and UED 496. UED 495 Field Experience/Student Teaching is an 11-credit course during which students undertake their final clinical experience. It is one semester long and comprises one field placement, lasting fifteen weeks. During student teaching, each student is paired with a licensed, experienced classroom teacher who serves as a mentor and coach. UED 496 Field Experience E-Portfolio is a one-credit online class. During this course, students submit assignments and artifacts that reflect their competence in classroom teaching. Please see Student Teacher Forms & Resources for details on the requirements and expectations for the Student Teaching Experience.

For successful completion of this stage of progression, students must finish the student teaching internship with overall field evaluation ratings of "effective" or above and course grades of C or better.
All student teaching and internship applications and forms can be found at the Teacher Education Resources webpage.

Gate 4 (Graduation & Licensure)

Upon successful completion of student teaching, students are eligible for graduation.

Upon successful completion of your degree, you will receive a degree-posted transcript confirming your graduation. Upon degree conferral,

- ***Submit your completed "Application for Virginia State License" to the Certification & Licensure Official*** (Additional instructions are included on the School of Education website.

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 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, or Elizabeth Fleischer, the Section 504 student disability accommodations coordinator (N-Z), at elizfl2@regent.edu or 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

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

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

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, Connect Group 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 | Suicide Hotline 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 A I D

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/

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

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/privschol.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 EARLY/PRIMARY EDUCATION PREK-3

The program for early/primary education PreK-3 shall ensure that the candidate has demonstrated the following competencies:

1. Methods.

a. Understanding of the knowledge, skills, dispositions and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;

b. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;

c. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, approaches to learning abilities, and achievement;

d. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;

e. The ability to utilize effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment;

f. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

h. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

i. The ability to analyze, evaluate, and apply quantitative and qualitative research;

j. The ability to use technology as a tool for teaching, learning, research, and communication; and

k. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

(a) Reading and English. Understanding of the content, knowledge, skills, dispositions, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including oral language (speaking and listening), reading, and writing, and how these standards provide the core for teaching English in grades PPreK-3 (early/primary licensure).

(1) Assessment and diagnostic teaching. The individual shall:

a) Be proficient in the use of both formal and informal assessment as screening, diagnostic, and progress monitoring measures for the component of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and
b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

(2) Oral communication. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language, such as speaking and listening;

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(d) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, and choral and oral reading.

(3) Reading and literature. The individual shall demonstrate the following competencies:

(a) Be proficient in explicit phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;

(b) Be proficient in strategies to increase vocabulary and concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax;

(d) Be proficient in reading comprehension strategies for (i) fiction and nonfiction text predicting, retelling, and summarizing and (ii) guiding students to make connections beyond the text;

(e) Demonstrate the ability to develop comprehension skills in all content areas;

(f) Demonstrate the ability to foster the appreciation of a variety of literature;

(g) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and

(h) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

(4) Writing. The individual shall:

a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;
b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling"; and
c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process of planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading and writing.

b. Mathematics.

1. Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades PreK-3. Experiences with practical applications and the use of appropriate technology and manipulatives should be used within the following content:

(a) Number systems and their structure, basic operations, and properties;

(b) Elementary number theory, ratio, proportion, and percent;

(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;

(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and

(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; prediction; data collection and graphical representations including box-and- whisker plots; and measures of center, spread of data, variability, range, and normal distribution.

2. Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.
3. Understanding of the multiple representations of mathematical concepts and procedures.
4. Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.
5. Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.
6. Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.
7. Understanding of and the ability to use strategies to teach mathematics to diverse learners.

c. History and social sciences.

1. Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to American social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth.

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and a common identity as Americans; and

(iv) Local government and civics instruction specific to Virginia.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

2. Understanding of the nature of history and the social sciences, and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:

(a) Using artifacts and primary and secondary sources to understand events in history;

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

(c) Using charts, graphs, and pictures to determine characteristics of people, places, or events in history;

(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;

(f) Recognizing direct cause and effect relationships in history;

(g) Explaining connections across time and place;

(h) Using a decision-making model to identify costs and benefits of a specific choice made;

(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

d. Science.

1. Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth sciences, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the early/primary grades.
2. Understanding of the nature of science and scientific inquiry, including the following:

(a) Function of research design and experimentation;

(b) Role and nature of the theory in explaining and predicting events and phenomena;

(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and contracting explanations;

(d) Reliability of scientific knowledge and its constant scrutiny and refinement;

(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and

(f) Assumptions, influencing conditions, and limits of empirical knowledge.

3. Understanding of the knowledge, skills, and practices for conducting an active elementary science program, including the ability to:

(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;

(b) Implement classroom, field, and laboratory safety rules and procedures, and ensure that students take appropriate safety precautions;

(c) Conduct research projects and experiments, including applications of the design process and technology;

(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;

(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;

(f) Design instruction to meet the needs of diverse learners using a variety of techniques;

(g) Evaluate instructional materials, technologies, and teaching practices;

(h) Conduct formative and summative assessments of student learning;

(i) Incorporate instructional technology to enhance student performance in science; and

(j) Ensure student competence in science.

4. Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of PreK- 3 science as defined by the Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and Virginia Science Standards of Learning and equivalent to academic course work in each of these four core science areas.

5. Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:

(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;
(b) The ability to teach the processes and crosscutting concepts common to the Earth, biological, and physical sciences;
(c) The application of key science principles to solve practical problems; and

(d) A "systems" understanding of the natural world.

(6) Understanding of the contributions and significance of science, including:

(a) Its social, cultural, and economic significance;

(b) The relationship of science to mathematics, the design process, and technology; and

(c) The historical development of scientific concepts and scientific reasoning.

APPENDIX B: VIRGINIA ADMINISTRATIVE CODE/ GENERAL COMPETENCIES FOR ELEMENTARY EDUCATION PREK-6

The program in elementary education PreK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences, such as history, government, geography, and economics, or science and demonstrated the following competencies:

1. Methods.

   a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;

   b. Understanding of current research on the brain, its role in learning, and implications for instruction;

   c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;

   d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;

   e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem- solve;

   f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;

   g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

   h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

   i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

   j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and

k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and

l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades PreK-6 or elementary licensure.

(1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

(2) Communication: speaking, listening, and media literacy. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;

(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.

(3) Reading and literature. The individual shall:

(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;

(b) Be proficient in strategies to increase vocabulary and concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;

(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);

(f) Demonstrate the ability to develop comprehension skills in all content areas;

(g) Demonstrate the ability to foster appreciation of a variety of literature;

(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and

(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

(4) Writing. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;

(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";

(a) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and
(b) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.

b. Mathematics.

1. Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for

teaching mathematics in grades PreK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:

(a) Number systems and their structure, basic operations, and properties;

(b) Elementary number theory, ratio, proportion, and percent;

(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;

(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and

(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.

2. Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.
3. Understanding of the multiple representations of mathematical concepts and procedures.
4. Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.
5. Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.
6. Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.
7. Understanding of and the ability to use strategies to teach mathematics to diverse learners.

c. History and social sciences.

1. Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to modern social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth.

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and

(iv) Local government and civics instruction specific to Virginia.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

2. Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:

(a) Using artifacts and primary and secondary sources to understand events in history;

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;

(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;

(f) Recognizing direct cause and effect relationships in history;

(g) Explaining connections across time and place;

(h) Using a decision-making model to identify costs and benefits of a specific choice made;

(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

d. Science.

1. Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.
2. Understanding of the nature of science and scientific inquiry, including the following:

(a) Function of research design and experimentation;

(b) Role and nature of the theory in explaining and predicting events and phenomena;

(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;

(d)Reliability of scientific knowledge and its constant scrutiny and refinement;

(e)Self-checking mechanisms used by science to increase objectivity, including peer review; and

(f) Assumptions, influencing conditions, and limits of empirical knowledge.

3. Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:

(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;
(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;
(c) Conduct research projects and experiments, including applications of the design process and technology;
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;
(g) Evaluate instructional materials, technologies, and teaching practices;
(h) Conduct formative and summative assessments of student learning;
(i) Incorporate instructional technology to enhance student performance in science; and
(j) Ensure student competence in science.

4. Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of PreK- 6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.

5. Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:

(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;

(c) The application of key science principles to solve practical problems; and (d) A "systems" understanding of the natural world.

6. Understanding of the contributions and significance of science including:

a) Its social, cultural, and economic significance;

b) The relationship of science to mathematics, the design process, and technology; and

c) The historical development of scientific concepts and scientific reasoning.

APPENDIX C: VIRGINIA ADMINISTRATIVE CODE/ GENERAL COMPETENCIES FOR SECONDARY ENGLISH

The program in English shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of English as defined in the Virginia Standards of Learning;

2. Skills necessary to teach the writing process and the different modes of writing such as narrative, descriptive, expository, persuasive, and analytical and to employ available technology;

3. Knowledge of grammar, usage, and mechanics and their integration in writing;

4. 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;

5. Understanding of the nature and development of language including vocabulary appropriate to the topic, audience, and purpose;

6. Knowledge of reading strategies and techniques used to enhance reading comprehension skills in both fiction and nonfiction texts;

7. Knowledge of communication skills including speaking and listening skills and media literacy;

8. Knowledge of varied fiction and nonfiction from young adult, British, American, world, and ethnic and minority texts appropriate for English instruction;

9. The ability to provide experiences in communication arts, such as journalism, dramatics, debate, forensics, radio, television, films, and other media production;

10. Skills necessary to teach the analysis and production of media literacy;

11. Skills necessary to teach research including ethical accessing, evaluating, organizing, crediting, and synthesizing information; and

12. Knowledge of the Virginia Computer Technology Standards of Learning and their integration into English Language Arts.

APPENDIX D: VIRGINIA ADMINISTRATIVE CODE/ GENERAL COMPETENCIES FOR SECONDARY HISTORY & SOCIAL STUDIES

The program in history and social sciences shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Sciences Standards of Learning and how the standards provide the foundation for teaching history and the social sciences, including in:

a. **United States history.**

i. The evolution of the American constitutional republic and its ideas, institutions, and practices from the philosophical origins in the Enlightenment through the debates of the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by § 22.1-201 of the Code of Virginia (the Declaration of American Independence; the general principles of the Constitution of the United States; the Virginia Statute of Religious Freedom; the charters of The Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612; and the Virginia Declaration of Rights); Articles of Confederation; and historical challenges to the American political system;

ii. The influence of religious traditions on American heritage and contemporary American society;

iii. The influence of immigration on American political, social, cultural, and economic life;

iv. The origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the post-Cold War era;

v. The social, political, and economic transformations in American life during the 20th century;

vi. The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and cultural diversity and national unity; and

vii. The difference between a democracy and a republic and other types of economic and political systems.

b. **World history.**

i. The political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations;

ii. The origins, ideas, and institutions of Judaism, Christianity, Hinduism, Confucianism and Taoism, and Shinto, Buddhist, and Islamic religious traditions;

iii. Medieval society, institutions, and civilizations; feudalism; and the evolution of representative government;
iv. The social, political, cultural, and economic innovations of selected civilizations in Africa, Asia, Europe, and the Americas;
v. The ideas of the Renaissance and the Reformation, European exploration, and the origins of capitalism and colonization;
vi. The cultural ideas of the Enlightenment and the intellectual and political revolution of the 17th and 18th centuries;
vii. The sources, results, and influences of the American, French, and Latin American revolutions;
viii. The social and economic consequences of the Industrial Revolution and its impact on politics, culture, and the lives of everyday people;
ix. The influence of global ideologies of the 19th and 20th centuries;
x. The origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the post-Cold War era; and
xi. The development of globalization and the growing interdependence and inter-relationship among countries and cultures in the world.

c. **Civics, government, and economics.**

i. The essential characteristics of governments;
ii. The importance of the rule of law for the protection of individual rights and the common good;
iii. The rights and responsibilities of American citizenship;
iv. The nature and purposes of constitutions and alternative ways of organizing constitutional governments;
v. American political culture;
vi. Principles of the American constitutional republic;
vii. The idea of federalism and states' rights;
viii. The structures, functions, and powers of local and state government;
ix. Importance of citizen participation in the political process in local and state government;
x. Local government and civics instruction specific to Virginia;
xi. The structures, functions, and powers of the national government;
xii. The role of the United States government in foreign policy and national security;
xiii. The structure and role of the local, state, and federal judiciary;
xiv. The structure and function of the United States market economy as compared with other economies;
xv. Knowledge of the impact of the government role in the economy and individual economic and political freedoms;
xvi. Knowledge of economic systems in the areas of productivity and key economic indicators;
xvii. The analysis of global economic trends; and

xviii. Knowledge of international organizations, both political and economic, such as the United Nations, International Court in the Hague, and the International Monetary Fund.

d. **Geography.**

i. Relationship between human activity and the physical environment, the ways in which geography governs human activity, and the effects of human activity on geographic features;
ii. Use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;
iii. Physical and human characteristics of places;
iv. Physical processes that shape the surface of the earth;
v. Characteristics, distribution, and migration of human populations;
vi. Patterns and networks of economic interdependence;
vii. Processes, patterns, and functions of human settlement;
viii. How the forces of conflict and cooperation influence the division and control of the earth's surface;
ix. Changes that occur in the meaning, use, distribution, and importance of resources;
x. Applying geography to interpret the past and the present and to plan for the future; and
xi. Impact of geospatial technologies on the study of geography, physical and human.

2. Understanding of history and social sciences to appreciate the significance of:

a. Diverse cultures and shared humanity;

b. How things happen, how they change, and how human intervention matters;

c. The interplay of change and continuity;

d. How people in other times and places have struggled with fundamental questions of truth, justice, and personal responsibility;

e. The importance of individuals and groups who have made a difference in history and the significance of personal character to the future of society;

f. The relationship among history, geography, civics, and economics;

g. The difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions;

h. How ideas have real consequences; and

i. The importance of primary documents and the potential problems with second-hand accounts.

3. Understanding of the use of the content and processes of history and social sciences instruction, including:

a. Fluency in historical thinking and geographic analysis skills;

b. Skill in debate, discussion, and persuasive writing;

c. The ability to organize key social science content into meaningful units of instruction based on historical thinking skills;

d. The ability to provide instruction using a variety of instructional techniques;

e. The ability to evaluate primary and secondary instructional resources, instruction, and student achievement;

f. The ability to incorporate appropriate technologies into social science instruction; and

g. The development of digital literacy skills while recognizing the influence of the media.

4. Understanding of the content, processes, and skills of one of the social sciences disciplines at a level equivalent to an undergraduate major, along with proficient understanding of supporting disciplines to ensure:

a. The ability to teach the processes and organizing concepts of social science;

b. An understanding of the significance of the social sciences; and

c. Student achievement in the social sciences.

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

6. 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.

7. Skills necessary to teach research including use of primary and secondary sources, ethical accessing, evaluating, organizing, crediting, and synthesizing information.

APPENDIX E: VIRGINIA ADMINISTRATIVE CODE/GENERAL COMPETENCIES FOR MATHEMATICS

The program in mathematics shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;

2. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory, geometry and measurement, analytic geometry, statistics and probability, functions and algebra, multivariate calculus, discrete mathematics, and linear and abstract algebra;

3. Understanding of the sequential and interrelated nature of mathematics, the vertical progression of mathematical standards, and the mathematical structures inherent in the content strands;

4. Understanding of the connections among mathematical concepts and procedures and their practical applications;

5. Understanding of and the ability to use the five processes - becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations - at different levels of complexity;

6. Understanding the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;

7. Understanding of major current curriculum studies and trends in mathematics;

8. Understanding how to utilize appropriate technologies for teaching and learning mathematics, including graphing utilities, dynamic software, spreadsheets, and virtual manipulatives;

9. Understanding of and the ability to select, adapt, differentiate, evaluate, and use instructional materials and resources, including professional journals and technology;

10. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;

11. Understanding of and the ability to use strategies to teach mathematics to diverse learners;

12. Knowledge of programming in at least two widely used programming languages, including definition, structure, and comparison;

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

14. 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.

APPENDIX F: 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

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APPENDIX G: 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 divers 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.