

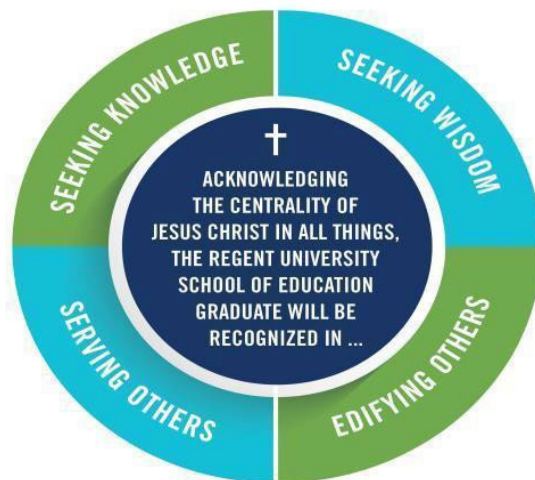


READING SPECIALIST
LICENSURE AND NON-LICENSURE
PROGRAM HANDBOOK
2021-2022

SCHOOL OF EDUCATION

READING SPECIALIST PROGRAM HANDBOOK

SCHOOL OF EDUCATION **MISSION**



2021-2022

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READING SPECIALIST PROGRAM HANDBOOK

Introduction

Mission and Vision of the School of Education

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

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

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

Philosophy of the School of Education

Conceptual Framework

Regent's foundation is more than a date carved on a cornerstone. It is a perspective imprinted on every program, class and relationship that students, faculty, and staff will experience. Our School of Education programs will deepen your understanding of both the **power of knowledge** and the **spiritual truths** that give it value and meaning in a curriculum that balances timeless Judeo-Christian principles with the highest standards of **contemporary theory and practice**.

How do we accomplish this? Through our commitment to provide learning opportunities which promote the skills, dispositions and understandings that encourage our graduates to:

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

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

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

To the Reading Specialist Teacher Candidate

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

To the School of Education Reading Specialist Program Faculty

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

OVERVIEW OF THE READING SPECIALIST GENERAL PROGRAM

(Delivered entirely online.)

The Reading Specialist major offers two options to accomplish a master's degree. The endorsement option is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. This option results in accomplishing both a master's degree and adding an endorsement to a current Virginia teaching license. The endorsement option requires internship hours and a passing score on the current reading specialist assessment. The non-endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. The coursework offers a balanced perspective on teaching reading - preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of experience teaching reading, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for endorsement.

The course material is presented with practical application in mind. Assignments are designed for implementation in classrooms immediately. These "real world" assignments allow students to complete course requirements with projects and assignments that apply to what they currently need in their classrooms. Speakers and other instructional team members from the community supplement the course material with presentations that reflect what is really going on schools today. The sequence of the courses also meets the Virginia requirements for those on conditional or provisional licenses. The online courses are updated to include state of the art audio and video presentations making these courses as updated and student friendly as possible.

Areas of Certification

Master of Education in Reading Specialist (M.Ed.) (Endorsement)

Regent's CAEP-accredited Master of Education in Reading Specialist (with endorsement) program is designed to meet the growing demand for trained reading specialists with competency-based courses that fulfill the requirements for a Virginia Reading Specialist endorsement.

On completing the M.Ed. – Reading Specialist (endorsement) program, you will be able to:

- Develop reading instruction using technology and data-driven assessment tools.
- Create a supportive learning environment that fosters improved reading skills.
- Apply all of the Virginia Department of Education competencies and the skills required for state licensure.

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

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

Please reference www.regent.edu/program/med-in-reading-specialist-endorsement/ for the required courses and their descriptions.

Master of Education in Reading Specialist (M.Ed.) (without Endorsement)

Regent's Master of Education in Reading Specialist without an endorsement is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. Gain a balanced perspective on teaching reading so that you will be prepared in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research.

On completing the M.Ed. – Reading Specialist degree without endorsement, you will be able to:

- Develop reading instruction using technology and data-driven assessment tools.
- Assess and teach reading of narrative and expository texts.
- Understand data and research methods to improve student learning and program effectiveness.

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

Please reference www.regent.edu/program/med-in-reading-specialist-without-endorsement/ for the required courses and their descriptions.

The School of Education Special Education Program Faculty Advisors

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

READING SPECIALIST PROGRAM STANDARDS

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

Alignment with VDOE Competencies

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

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section600/>

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

Alignment with CAEP Standards

1. Regent University utilizes rigorous curriculum to ensure that teachers master the content and pedagogical knowledge necessary to facilitate equitable and inclusive learning experiences by utilizing innovative and research-based instructional practices and clinical experiences to equip students to take professional responsibility for their learning, ethical practice, and professional conduct with diverse P-12 students and their families. (See CAEP **Standard R1**, Appendix B)
2. Regent University ensures effective partnerships and high-quality clinical experiences that cultivate the teacher's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. This is achieved through strategic placements in various clinical settings and modalities to ensure the teacher's ability to meet the diverse needs of P-12 students, schools, families, and communities. (See CAEP **Standard R2**, Appendix B)
3. Regent University engages in a continuous and intentional recruitment of students that possess the academic competency and professionalism to teach effectively with positive impacts on diverse P-12 student populations while seeking to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. Regent University focuses on the professional development and preparation of each teacher candidate and offers several support services at all phases of the program to promote a successful outcome. (See CAEP **Standard R3**, Appendix B)

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

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

Please see Appendix B for CAEP Accreditation Standards.

Alignment with ILA Standards

1. Regent University utilizes rigorous curriculum to ensure that candidates demonstrate mastery of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, components of reading, writing development and processes, language acquisition, and the role of the reading/literacy specialist.
2. Regent University uses “real-world” assignments to support students in creating literacy curricula, selecting evidence-based literacy curricula, evaluating evidence-based instructional approaches, developing evidence-based supplemental, and intervention approaches and programs to meet the needs of all students. The program prepares students to collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
3. Regent University ensures that candidates understand, select, and use reliable, fair, and

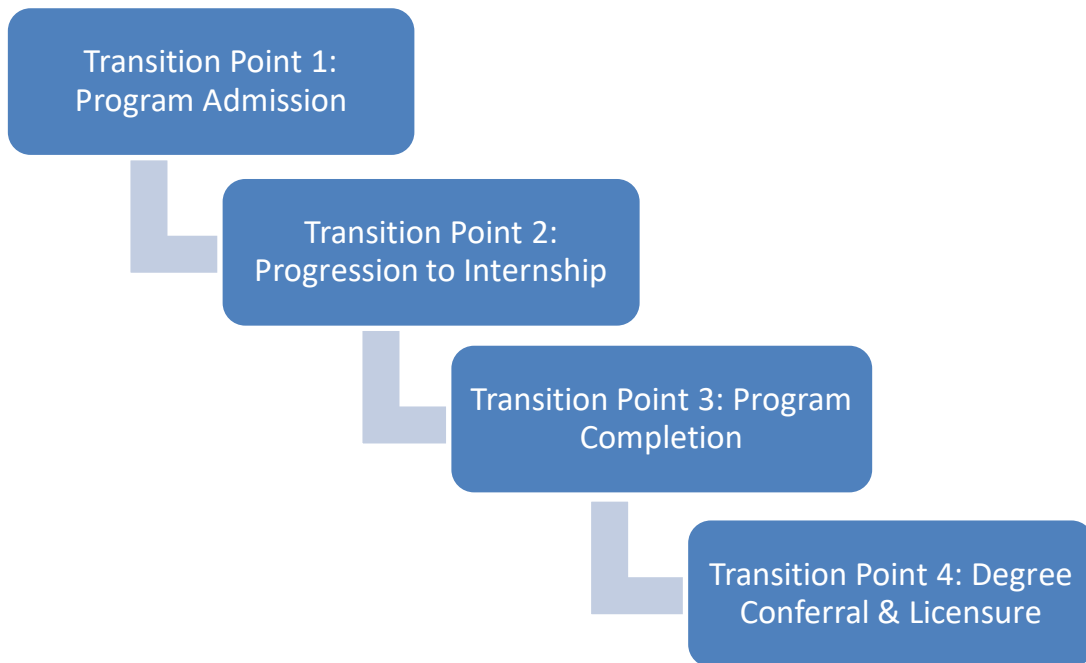
4. appropriate assessment tools to measure student literacy achievement. Candidates are also equipped to make data-driven decisions based on the assessment results to inform best practices regarding instructional strategies, intervention, and evaluation for all students. Regent University prepares candidates to lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in the classroom. Students are also prepared to advocate for appropriate literacy and language practices to a variety of stakeholders.
5. Regent University strives to ensure that candidates demonstrate an understanding of themselves and others as cultural beings and apply this knowledge through their pedagogy and interactions with individuals both within and outside the school community. Candidates are prepared to apply foundational theories about diverse learners, equity, and culturally responsive instruction by creating inclusive and affirming classroom and school environments and advocating for these at school, district, and community levels.
6. Regent University's curriculum and instruction facilitates learning experiences that equip candidates to meet the developmental needs of all learners and collaborate with school personnel, families, and colleagues to utilize a variety of print and digital materials to engage and motivate all learners while considering the students' physical, social-emotional, cultural, and intellectual well-being. Candidates are also prepared to foster a climate that supports the physical and social literacy-rich learning environment using routines, grouping structures, and social interactions to facilitate growth and positive learning experiences.
7. Regent University utilizes rich, collaborative learning environments to encourage candidates to demonstrate the ability to be reflective literacy professionals who utilize adult learning theory to conduct professional development and demonstrate leadership skills with colleagues to advocate on behalf of teachers, students, families, and communities to promote excellence in literacy.
8. Regent University promotes excellence in practice through the supervised, integrated, and extended internship process. During the internships, candidates engage in experiences that include intervention work with students and partnering with peers and experienced colleagues to promote excellence in practice. Candidates receive regular feedback from expert coaches to improve practice, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Candidates engage in self-reflection to assess personal growth throughout the internship process and discuss these reflections with supervisors.

Please see Appendix C for ILA standards.

ADMISSION TO AND PROGRESS THROUGH THE READING SPECIALIST PROGRAM

READING SPECIALIST LICENSURE PROGRAM

The Reading Specialist (with Endorsement) program in the School of Education utilizes Program Transition Points to monitor admission, and support student progress and readiness for graduation. The following diagram is a visual representation of the levels of progression involved:



Program Transition Point 1: Program Admission

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

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

Steps to applying for the M.Ed. Reading Specialist Program can be found on the admissions section of the program web pages listed below.

Licensure Webpage:

<https://www.regent.edu/program/med-in-reading-specialist-endorsement/#core-courses>

Background Check Requirements

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

Program Transition Point 2: Progression to Internships

During Program Transition Point 2, students must:

- Achieve a minimum GPA of 3.0
- Complete all program courses except the ETSP 596 reading internship and EFND 598 professional project.
- Work toward completing Licensure Assessments

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

Internship Application Process

- Apply for the Student Teaching Internship by submitting the online form by clicking the link or visiting: <https://www.regent.edu/program/med-in-reading-specialist-endorsement/#internship>

The deadlines for submission are March 1 for those planning a Fall internship, and October 1 for those planning a Spring internship.

Graduation Application

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

Program Transition Point 3: Internship

During Program Transition Point 3, students must complete:

- Internships: Evaluations from Supervisor, Cooperating Teacher, and Administrator
- Professional Project: Program Culmination Assessment
- Ensure that the completion of Licensure Assessments

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

Internships Completion Methods

Upon completion of all M.Ed. Reading Specialist (Endorsement) courses except for ETSP 596 and EFND 598, students in the licensure program are required to complete one internship course. Students enrolled in this course typically complete the internships as Traditional or Non-Traditional Interns. The completion of this course aligns with the state requirements associated with the verification of teaching experience. School division partnerships aligned for the internship courses to occur is an important aspect to the completion of this internship process. Questions regarding internships can be directed to the program Internship Coordinator.

Program Transition Point 4: Degree Conferral & Licensure

Graduation Application

Graduation Applications can be accessed at
https://www.regent.edu/admin/registrar/documents/FormStudent-ALL_Graduation%20Application_Inactive%20Students.pdf

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

Licensure

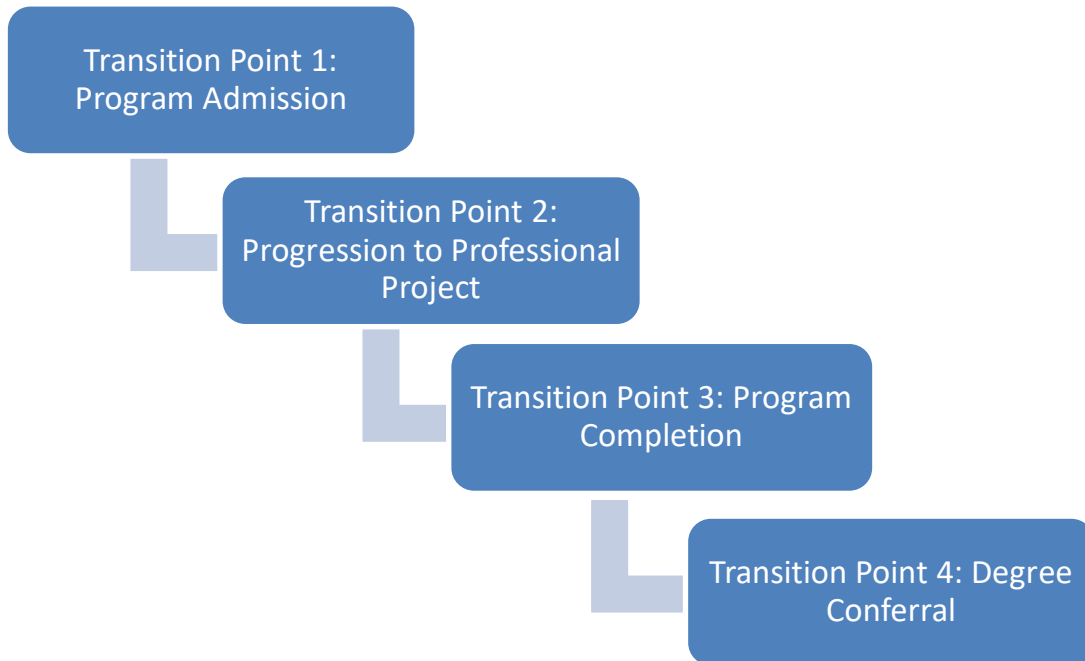
Prior to degree conferral, licensure program completers must pass the state required Praxis exams. Teaching experience will be verified through the successful completion of the internship courses. Upon successful completion of all components of the approved program requirements, students are eligible for graduation. Once degree conferral occurs, you will receive a degree-posted transcript confirming your graduation.

After Graduation

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

READING SPECIALIST NON- LICENSURE PROGRAM

The Reading Specialist (without Endorsement) program in the School of Education utilizes a Program Transition Points to monitor admission, and support student progress and readiness for graduation. The following diagram is a visual representation of the levels of progression involved:



Transition Point 1: Program Admission

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

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

Steps to applying for the M.Ed. **K-12** Reading Specialist Program (without Endorsement) can be found on the admissions section of the program web pages listed below:

<https://www.regent.edu/program/med-in-reading-specialist-without-endorsement/>

Program Transition Point 2: Progression to Professional Project

During Program Transition Point 2 students must:

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

Program Transition Point 3: Program Completion

During Program Transition Point 3, students must complete:

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

EFND 598: Professional Project

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

**** A non-licensure program completer seeking to add this endorsement to a professional state license must have teaching experience verification. A minimum of 3-years of teaching experience in the area of reading and the completion of a reading specialist internship are required. Students seeking to complete ETSP 596 Reading Specialist internship for this teaching experience requirement should contact the Internship Coordinator for the Reading Specialist Program. State assessment verification will occur through the school division where the student is a contracted teacher. ****

Program Transition Point 4: Degree Conferral

Graduation Application

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

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

STUDENT SUPPORT SERVICES

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

Regent University Academic Advising

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

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

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

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

Teacher Candidate Academic Grievance Procedure

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

Other University Student Support Services

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

Disability Services

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

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

Center for Student Happiness

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

For more information, please visit:

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

Success Coaching

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

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

Writing Lab

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

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

Math Lab

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

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

Spiritual Life at Regent University

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

Office of Career & Talent Management

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

Contact: 757.352.4926; ctm@regent.edu

For more information, please visit:

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

Health Services

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

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

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

Counseling Services

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

Contact: 757.352.4485; or counseling@regent.edu

Other important phone numbers: Lifeline 800.273.8255 | 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 AID

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

Important Financial Facts

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

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

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

Federal Financial Aid

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

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

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

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

Federal Pell Grant

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

The TEACH Grant Program

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

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

School-Based Scholarships and Grants

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

Scholarship & Grant Policies

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

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

Private Grants and Scholarships

Students are strongly encouraged to research other sources of private grants and scholarships. The Student Financial Aid Office website will have more information. Information on private scholarships is available at www.regent.edu/admin/finaid/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 READING SPECIALIST GENERAL CURRICULUM LICENSURE K-12

A. The reading specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school and has demonstrated the following competencies:

1. Assessment and diagnostic teaching. The candidate shall:

a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and

b. Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

2. Communication: speaking, listening, media literacy. The candidate shall:

a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;

b. Demonstrate expertise in developing students' phonological awareness skills;

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

d. Demonstrate an understanding of the unique needs of students with language differences and delays;

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

f. Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to, media messages and to facilitate their proficiency in using various forms of media to collaborate and communicate.

3. Reading. The candidate shall:

a. Demonstrate expertise in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, decoding skills, word analysis, and word attack skills;

- b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;
 - c. Demonstrate expertise in strategies to increase vocabulary;
 - d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development;
 - e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, inferencing, summarizing, clarifying, evaluating, and making connections;
 - f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension;
 - g. Demonstrate the ability to develop comprehension skills in all content areas;
 - h. Demonstrate the ability to foster appreciation of a variety of literature;
 - i. Understand the importance of promoting independent reading and reading strategically through a variety of means including by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and
 - j. 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 candidate shall:
- a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;
 - b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and
 - c. Demonstrate expertise to teach the writing process: plan, draft, revise, edit, and share in the narrative, descriptive, and explanative modes.
5. Technology. The candidate shall demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.
6. Leadership, coaching, and specialization. The candidate shall:
- a. Demonstrate an understanding of developmental psychology, including personality and learning behaviors;
 - b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels;

- c. Demonstrate an understanding of the significance of cultural contexts upon language;
 - d. Demonstrate an understanding of varying degrees of learning disabilities;
 - e. Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections;
 - f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;
 - g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers;
 - h. Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;
 - i. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;
 - j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders;
 - k. Demonstrate knowledge of current research and exemplary practices in English and reading;
 - l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing;
 - m. 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; and
 - n. Complete a supervised practicum or field experience in the diagnosis and remediation of reading difficulties in a public or accredited nonpublic school.
- B. Each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists shall include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. Such program shall (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.

Statutory Authority

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

APPENDIX B: ADVANCED CAEP STANDARDS

Standard RA.1 1: Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties 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 for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

RA1.2 Provider Responsibilities

Providers ensure that program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/of national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. Evidence of candidates content knowledge appropriate for the professional specialty should be documented.

Standard RA.2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

RA2.1 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 Experiences The provider works with partners to design varied and implement clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component RA1.1.

Standard RA.3: Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable.

RA3.1 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.

RA3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

The provider sets admissions requirements for academic achievement, including CAEP minimum criteria (group average college GPA of 3.0 or group average performance in top 50th percent of those assessed on a nationally normed assessment), the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion.

RA3.3 Monitoring and Supporting Candidate Progression

The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that 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.

RA3.4 Competency at Completion The provider ensures candidates possess academic competency to facilitate learning with positive impacts on diverse P=12 student learning and development through application of content knowledge, data literacy, and research-driven decision-making, effective use of collaborative skills, and application of technology 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 RA.4: Satisfaction with Preparation

The provider documents the satisfaction of its completers and their employers with the relevance and effectiveness of their preparation.

RA4.1 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

RA4.2 Satisfaction of Completers

The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.

Standard RA.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 system document 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 RA5.1 relies on relevant, verifiable, representative, cumulative, and actional measures to ensure interpretations of data are valid and consistent.

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

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

Standard 6: Fiscal and Administrative Capacity

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

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

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

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

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

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

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

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

APPENDIX C: ILA STANDARDS

Standard	Component 1	Component 2	Component 3	Component 4
<p>Standard 1: Foundational Knowledge Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate and the role of the reading/literacy specialist in schools.</p>	<p>1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.</p>	<p>1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.</p>	<p>1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing) and its relationships with other aspects of literacy.</p>	<p>1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.</p>
<p>Standard 2: Curriculum and Instruction Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.</p>	<p>2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.</p>	<p>2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning or read, write, listen, speak, view, or visually represent.</p>	<p>2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.</p>	<p>2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</p>
<p>Standard 3: Assessment and Evaluation Candidates understand, select, and use valid, reliable, fair, and appropriate assessment</p>	<p>3.1 Candidates understand the purposes, attributes, formats, strengths,/limitations (Including validity, reliability, inherent</p>	<p>3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment,</p>	<p>3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering,</p>	<p>3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy</p>

tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.	language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.	instruction, intervention, and evaluation for individual and groups of students.	analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
Standard 4: Diversity and Equity Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.	4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.	4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	4.4 Candidates advocate for equity at school, district, and community levels.
Standard 5: Learners and the Literacy Environment Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.	5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.
Standard 6: Professional Learning and Leadership	6.1 Candidates demonstrate the ability to reflection their professional	6.2 Candidates use their knowledge of adult learning to engage in	6.3 Candidates develop, refine, and demonstrate leadership	6.4 Candidates consult with and advocate on behalf of teachers,

<p>Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.</p>	<p>practices, belong to professional organizations, and are critical consumers of research, policy, and practice.</p>	<p>collaborative decision making with colleagues to design, align, and assess - instructional practices and intervention within and across classrooms.</p>	<p>and facilitation skills when working with individuals and groups.</p>	<p>students, families, and communities for effective literacy practices and policies.</p>
<p>Standard 7: Practicum/Clinical Experiences Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.</p>	<p>7.1 Candidates work with individual and small groups of students at various grade levels to assess students’ literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate’s own classroom, literacy clinic, other school, or community settings.</p>	<p>7.2 Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others’ teaching practices.</p>	<p>7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.</p>	<p>7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.</p>

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