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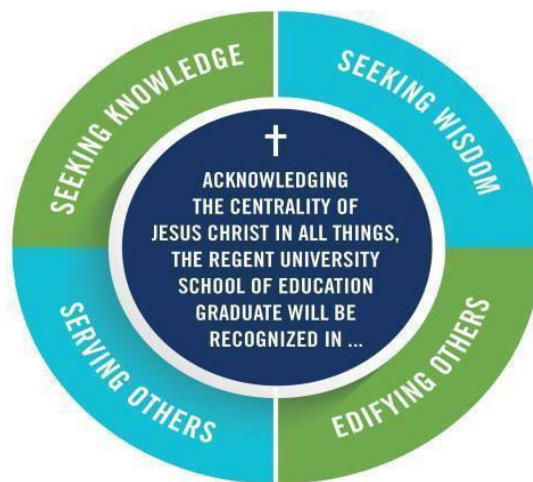


LEADERSHIP IN MATHEMATICS EDUCATION
PROGRAM HANDBOOK
2022-2023

SCHOOL OF EDUCATION

LEADERSHIP IN MATHEMATICS EDUCATION (M.ED. & ED.S.) PROGRAM HANDBOOK

SCHOOL OF EDUCATION **MISSION**



2022-2023

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LEADERSHIP IN MATHEMATICS EDUCATION 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 Leadership in Mathematics Education Candidate

This handbook is your guide to the Leadership in Mathematics Education (M.Ed. & Ed.S.) 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 Leadership in Mathematics Education 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 Leadership in Mathematics Education Program Faculty

This handbook reflects the policy of the School of Education at Regent University concerning the Leadership in Mathematics 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 LEADERSHIP IN MATHEMATICS EDUCATION PROGRAM

The Leadership in Mathematics Education programs are offered primarily through online classes. This provides students with the opportunity to do most of their work online and at their convenience and from any location. Course material is presented with “real world” application in mind; assignments are designed for implementation in classrooms, currently. The courses are regularly updated to include current technological aspects within the mathematics education field as well as making the courses current and student friendly.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development. The Master’s and Educational Specialist in Leadership in Mathematics Education degree program at Regent University is approved by the Commonwealth of Virginia Department of Education to obtain a Mathematics Specialist license.

What Do Mathematics Educational Leaders/Specialists Do?

Professionals that earn the master’s or educational specialist degree in leadership in mathematics education are qualified to be a mathematics coach, interventionist, specialist, coordinator, instructional supervisor, director and/or any other leadership title in reference to building level or district level mathematics leadership.

The Virginia Statewide and Mathematics Specialist and Leadership Project funded by the National Science Foundation outline seven essential goals within the Virginia Mathematics Specialist Handbook that give an overview of the type of work that a mathematics leader/specialist may encounter:

1. To provide a rigorous mathematics program so that every child becomes mathematically proficient.
2. Improve student learning by improving teacher understanding of mathematics content and the application of that content through relative problem-based instruction.
3. To develop assessment tools to monitor student development and understanding, student interests, and student misconceptions.
4. Collaborate with teachers to review and analyze data, in order to assess student development and to inform instruction (develop and implement intervention plans as needed).
5. Develop and implement a parental involvement program for the purpose of educating parents in why and how they can support their child and providing strategies and materials for that support.
6. Provide professional development for teachers to strengthen areas of weakness shown in district or local school data.
7. Influence teachers to develop mathematics climates in which students are working independently or collaboratively to solve relevant tasks and justify their thinking while respecting the thinking of others.

The Value of a Mathematics Specialist/Leader

The joint position of the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), NCSM: Leadership in Mathematics Education (NCSM) and the National Council of Teachers of Mathematics (NCTM) calls for elementary mathematics specialists to help ensure equitable and effective mathematics learning for each and every student. (NCTM, June 2022)

<https://www.nctm.org/Standards-and-Positions/Position-Statements/The-Role-of-Elementary-Mathematics-Specialists-in-the-Teaching-and-Learning-of-Mathematics/>

These elementary and middle school leaders work to improve mathematics learning opportunities and programs for students, teachers, and all other stakeholders, at the school and district level. Further, these leaders advocate for and model effective and equitable teaching practices.

Areas of Certification

Master of Education in Leadership in Mathematics Education (M.Ed.) & Educational Specialist in Leadership in Mathematics Education (Ed.S.)

Regent's graduate program in Leadership in Mathematics Education will enhance your career as an influential leader in the field of education. The program standards are aligned with the Virginia Department of Education's Mathematics Specialist competencies as well as the Council for the Accreditation of Educator Preparation (CAEP) standards for Mathematics Specialists.

On completing the Leadership in Mathematics Education degree program, graduates will be able to:

- Apply all the Virginia Department of Education competencies and skills required for the Mathematics Specialist license.
- Demonstrate coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools and/or districts.
- Show a deeper understanding of the teaching and learning of mathematics and how it connects to higher levels of mathematics and the skillful use of methods to guide diverse learners in their acquisition of the base concepts and processes.

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.



The School of Education Leadership in Mathematics Education Program Faculty Advisor

Darwin Mills, Ed.D., dmills@regent.edu
Assistant Professor and Program Director
Leadership in Mathematics Education

LEADERSHIP IN MATHEMATICS EDUCATION PROGRAM STANDARDS

The Leadership in Mathematics Education Program is of the highest quality and meets 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 the mathematics specialist for elementary and middle education license. This information can be found at:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section590/>

Please see Appendix A for the competencies specific to the license.

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 RA1**, 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 RA2**, 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 RA3**, 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 RA4**, 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 RA5**, 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 RA6**, Appendix B)

Please see Appendix B for CAEP Accreditation Standards.

The Virginia Department of Education Standards and CAEP accreditation standards are in alignment with the NCTM CAEP Standards for Elementary Mathematics Specialist to promote the thorough and exceptional preparation process for students in the Leadership in Mathematics Education Program.

Alignment with NCTM CAEP Standards (2012)

Elementary Mathematics Specialist (Advanced Preparation)

Standard 1: Content Knowledge Effective

Elementary mathematics specialists demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2: Mathematical Practices Effective

Elementary mathematics specialists solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices.

They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching and mathematics leadership.

Standard 3: Content Pedagogy Effective

Elementary mathematics specialists apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching and coaching/mentoring to develop all students' mathematical understanding and proficiency. As teacher, lead teacher, and coach/mentor, they provide and assist teachers in providing students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts.

They plan, select, implement, interpret, and assist teachers in the incorporation of formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4: Mathematical Learning Environment Effective

Elementary mathematics specialists exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools.

Standard 5: Impact on Student Learning

Elementary mathematics specialists provide evidence that as a result of their instruction or coaching/mentoring of teachers, elementary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Elementary mathematics specialists support the continual development of a positive disposition toward mathematics. These mathematics specialists show that new student mathematical knowledge has been created as a consequence of their ability to engage students or coach/mentor teachers in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Standard 6: Professional Knowledge and Skills Effective

Elementary mathematics specialists are lifelong learners and recognize that learning is often collaborative. They participate in and plan mathematics-focused professional development experiences at the school and/or district level, draw upon mathematics education research to inform their practice and the practice of colleagues, continuously reflect on their practice, use and assist teachers in using resources from professional mathematics organizations, and demonstrate mathematics-focused instructional leadership.

Standard 7: Elementary Mathematics Specialist Field Experiences and Clinical Practice

Elementary mathematics specialists engage in a planned sequence of field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator. They develop a broad experiential base of knowledge and skills working with a range of student and adult learners including elementary students (e.g., primary, intermediate, struggling, gifted, and English language learners) and elementary school teachers, both novice and experienced, in a variety of school and professional development settings. They develop and use interpersonal and leadership skills to engage school-based and other professionals in the improvement of mathematics programs at the school and/or district levels.



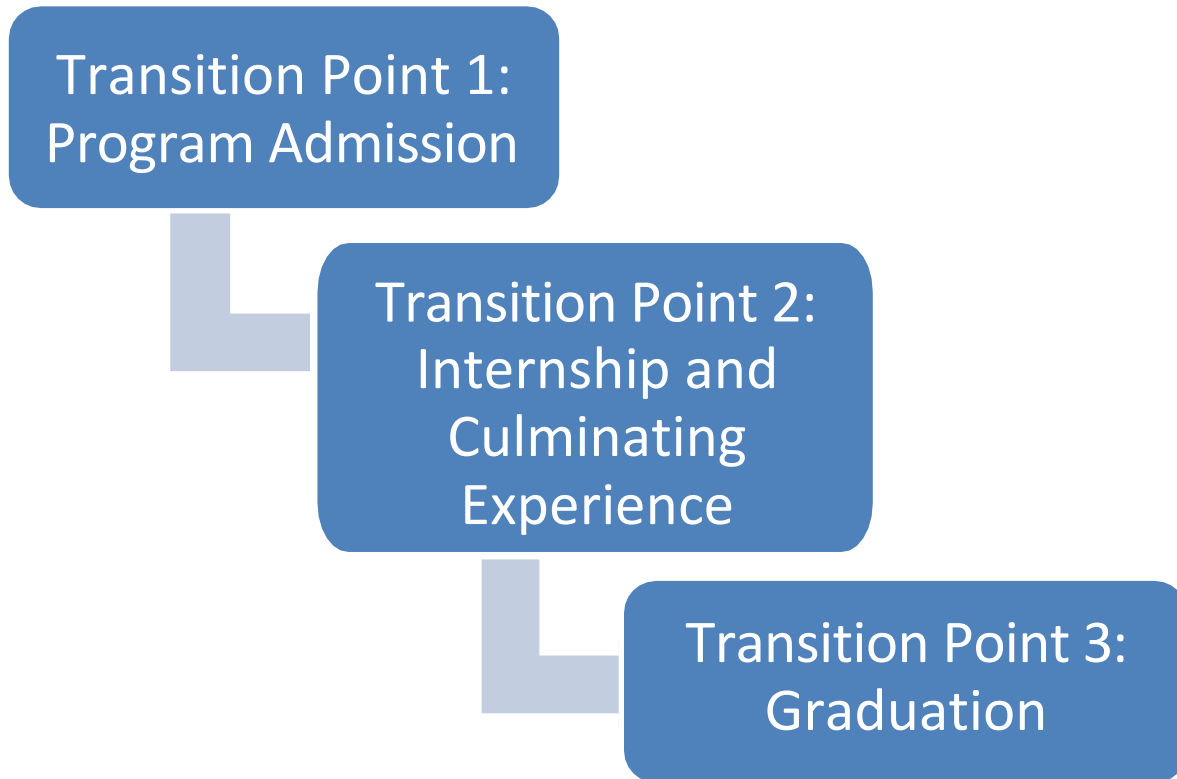
Please see Appendix C for NCTM CAEP Standards (2012) – Elementary Mathematics Specialist (Advanced Preparation).

**ADMISSION TO AND PROGRESS THROUGH THE LEADERSHIP
IN MATHEMATICS PROGRAM**

Leadership in Mathematics Education Program

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

Program Transition Point 1: Program Admission
Program Transition Point 2: Internship and Culminating Experience
Program Transition Point 3: Graduation



Program Transition Point 1: Program Admission

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

- Undergraduate degree completion prior to graduate program enrollment
- Unofficial transcripts

- Minimum number of credit hours
- Government-issued photo ID
- Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility.

Steps to applying for the M.Ed. & Ed.S. in Leadership in Mathematics Education Program can be found on the admissions section of the program web pages listed below.

Licensure Webpage: <https://www.regent.edu/program/med-in-leadership-in-mathematics-education/#admissions-requirements>

Background Check Requirements

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

Program Transition Point 2: Internship and Culminating Experience

EADM 548/648 Educational Leadership in Mathematics II (Internship)
MATH 598/698 Mathematics Specialist Final Project

Note: These courses can only be taken in the Fall or Spring Semesters.

To enroll in the Internship and Culminating Experience, students must:

- Achieve a minimum GPA of 3.0
- Complete all program courses except the EADM 548/648 Educational Leadership in Mathematics II (Internship) and MATH 598/698 Mathematics Specialist Final Project
- Apply for the Internship by submitting an online application (see internship handbook)
 - The **deadlines for submission** are March 1 for those planning a Fall Internship, and October 1 for those planning a Spring Internship.

Program Transition Point 3: Graduation

Graduation Application

Apply for Graduation by submitting the online [Graduation Application](#) form.

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

Licensure Endorsement

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

After Graduation

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

STUDENT SUPPORT SERVICES

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>).

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, 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, 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 1st. 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 scholarships 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 MATHEMATICS SPECIALIST FOR ELEMENTARY AND MIDDLE EDUCATION

- A. A mathematics specialist is a teacher in the elementary or middle grades who has interest and special preparation in mathematics content, scientifically-based research in the teaching and learning of mathematics, diagnostic and assessment methods, and leadership skills. The school-based mathematics specialist shall serve as a resource in professional development, instructing children who have learning difficulties in mathematics, curriculum development and implementation, mentoring new teachers, and parent and community education.
- B. The mathematics 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 in which the teaching of mathematics was an important responsibility and 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; statistics and probability; and functions and algebra;
 3. Understanding of the sequential 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 of major current curriculum studies and trends in mathematics;
 7. Understanding how to utilize appropriate technologies for teaching and learning mathematics, including graphing utilities, dynamic software, spreadsheets, and virtual manipulatives;
 8. Understanding of and the ability to select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology;
 9. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
 10. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
 11. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high-achieving and low-achieving students and of strategies to challenge them at appropriate levels; child

- psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches;
12. Understanding of how to develop and lead appropriate professional development based on the needs of students and the school community;
 13. Understanding of how to work with school-based administration for the improvement of mathematics teaching and learning;
 14. Understanding of how to effectively mentor teachers for the improvement of mathematics teaching and learning;
 15. Understanding of how to effectively work with parents and the at-large community to improve mathematics teaching and learning;
 16. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and
 17. 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.

Statutory Authority

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

APPENDIX B: CAEP STANDARDS FOR ADVANCED STANDARDS

Standard RA.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/or 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 candidate content knowledge appropriate for the professional specialty should be documented.

Standard RA.2 Clinical Partnerships and Practice

The provider ensures that 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.

RA2.2 Clinical Experiences The provider works with partners to design varied and developmental 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 A1.1.

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 community, state, national, regional, or local 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 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 help 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.

RA5.1 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. This system 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.

RA5.2 Data Quality This provider's quality assurance system from RA5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

RA5.3 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 the program design, evaluation, and continuous improvement processes.

RA5.4 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.

APPENDIX C – NCTM CAEP STANDARDS (2012) ELEMENTARY MATHEMATICS SPECIALIST (ADVANCED PREPARATION)

Standard 1: Content Knowledge Effective

Elementary mathematics specialists demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Elementary mathematics specialist candidates:

- 1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number and Operations, Algebra, Geometry and Measurement, and Statistics and Probability) as outlined in the NCTM CAEP Mathematics Content for Elementary Mathematics Specialist.

Standard 2: Mathematical Practices Effective

Elementary mathematics specialists solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices.

They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching and mathematics leadership.

In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:

- 2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.
- 2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
- 2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.
- 2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
- 2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
- 2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Standard 3: Content Pedagogy Effective

Elementary mathematics specialists apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching and coaching/mentoring to develop all students' mathematical understanding and proficiency. As teacher, lead teacher, and coach/mentor, they provide and assist teachers in providing students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and assist teachers in the incorporation of formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:

- 3a)** Apply knowledge of curriculum standards for elementary mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers.
- 3b)** Analyze and consider research in planning for and leading students and the teachers they coach/mentor in rich mathematical learning experiences.
- 3c)** Plan and assist others in planning lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
- 3d)** Provide students and teachers with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
- 3e)** Implement and promote techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.
- 3f)** Plan, select, implement, interpret, and assist teachers in using formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
- 3g)** Monitor students' progress and assist others, including family members, administrators and other stakeholders, in making instructional decisions and in measuring and interpreting students' mathematical understanding and ability using formative and summative assessments.

Standard 4: Mathematical Learning Environment Effective

Elementary mathematics specialists exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers

in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools.

In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:

- 4a) Exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior and demonstrate and promote a positive disposition toward mathematical processes and learning.
- 4b) Plan, create, and coach/mentor teachers in creating developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.
- 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include and assist teachers in embracing culturally relevant perspectives as a means to motivate and engage students.
- 4d) Demonstrate and encourage equitable and ethical treatment of and high expectations for all students.
- 4e) Apply mathematical content and pedagogical knowledge in the selection, use, and promotion of instructional tools such as manipulatives and physical models, drawings, virtual environments, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make and nurture sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

Standard 5: Impact on Student Learning

Elementary mathematics specialists provide evidence that as a result of their instruction or coaching/mentoring of teachers, elementary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Elementary mathematics specialists support the continual development of a positive disposition toward mathematics. These mathematics specialists show that new student mathematical knowledge has been created as a consequence of their ability to engage students or coach/mentor teachers in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:

- 5a) Verify that elementary students demonstrate conceptual understanding; procedural

fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

- 5b) Engage students and coach/mentor teachers in using developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.
- 5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction or their efforts in coaching/mentoring teachers.

Standard 6: Professional Knowledge and Skills Effective

Elementary mathematics specialists are lifelong learners and recognize that learning is often collaborative. They participate in and plan mathematics-focused professional development experiences at the school and/or district level, draw upon mathematics education research to inform their practice and the practice of colleagues, continuously reflect on their practice, use and assist teachers in using resources from professional mathematics organizations, and demonstrate mathematics-focused instructional leadership.

In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:

- 6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics and to their development as a mathematics instructional leader.
- 6b) Engage in and facilitate continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' and teachers' mathematical knowledge development; involve colleagues and other school professionals, families, and various stakeholders; and advance the development in themselves and others as reflective practitioners.
- 6c) Plan, develop, implement, and evaluate mathematics-focused professional development programs at the school and/or district level; use and assist teachers in using resources from professional mathematics education organizations such as teacher/leader discussion groups, teacher networks, and print, digital, and virtual resources/collections; and support teachers in systematically reflecting on and learning from their mathematical practice.
- 6d) Demonstrate mathematics-focused instructional leadership through actions such as coaching/mentoring; building and navigating relationships with teachers, administrators, and the community; establishing and maintaining learning communities; analyzing and evaluating educational structures and policies that affect students' equitable access to high quality mathematics instruction; leading efforts to assure that all students have opportunities to learn important mathematics; evaluating the alignment of mathematics curriculum standards, textbooks, and required assessments and making recommendations for addressing learning and achievement gaps; developing appropriate classroom or school-level learning environments; and collaborating with school-based professionals

to develop evidence-based interventions for high and low-achieving students.

Standard 7: Elementary Mathematics Specialist Field Experiences and Clinical Practice

Elementary mathematics specialists engage in a planned sequence of field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator. They develop a broad experiential base of knowledge and skills working with a range of student and adult learners including elementary students (e.g., primary, intermediate, struggling, gifted, and English language learners) and elementary school teachers, both novice and experienced, in a variety of school and professional development settings. They develop and use interpersonal and leadership skills to engage school-based and other professionals in the improvement of mathematics programs at the school and/or district levels.

Elementary mathematics specialist candidates:

- 7a) Engage in a sequence of planned field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator that involves the development of a broad experiential base of knowledge and skills working with a range of student and adult learners in a variety of school and professional development settings and the development of interpersonal skills critical for mentoring other teachers and working with school-based personnel, district administrators, and others.
- 7b) Develop and use leadership skills to improve mathematics programs at the school and/or district level, e.g., coaching/mentoring new and experienced teachers to better serve students; sharing critical issues, policy initiatives, and curriculum trends related to mathematics teaching; keeping abreast of local, state, or national policy decisions related to mathematics education; communicating to educational constituents about students, curriculum, instruction, and assessment; collaborating to create a shared vision and to develop an action plan for school improvement; and partnering with school-based professionals to improve each student's achievement.