Dear Teacher Candidate:

Welcome to the University of Richmond’s Education Department. We are excited that you have chosen the University of Richmond to begin your journey as a classroom teacher. You will find that the education community at Richmond is highly engaged and active. The faculty and staff of the Education Department are committed to educating teachers who seek to raise academic achievement for all learners including those from diverse backgrounds and of varied abilities.

At the University of Richmond, we believe in the transformative power of education. We want all our program graduates to thrive as educators in schools and other learning environments. We take enormous pride in the fact that our graduates are traditionally recognized for their leadership, innovation and teaching.

As part of our learning community you will encounter a program of study, created by the faculty along with our public school division partners, designed to challenge students to think deeply and critically about children and learning within the framework of the historical, cultural, economic and social influences on our educational system. Through our curriculum, we seek to connect students with research based knowledge and practical field experiences in order that they may learn and grow as professionals. These experiences blend together to provide valuable context that will deepen your knowledge of learning and teaching.

Thank you for allowing us to be part of your journey. I look forward to seeing you on campus.

Laura Kuti
Assistant Chair
Teacher Education
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<td><strong>Mailing Address:</strong></td>
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<tr>
<td>Education Department</td>
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<tr>
<td>421 Westhampton Way</td>
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<tr>
<td>University of Richmond</td>
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<td>23173</td>
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</table>

The offices of all of the faculty and staff listed below are located in **North Court Academic, 3rd floor** (exception = Ms. Angela Leeper who is on the 1st floor)

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Introduction

The purpose of the Teacher Preparation Handbook is to provide the reader with a clear understanding of the mission, goals, and requirements of the Teacher Preparation Program at the University of Richmond. It is intended to serve as a resource for students as they progress through the required course of study.

There are three pathways to licensure at the University of Richmond. Program faculty and staff work in the same space on campus and across administrative boundaries. All three pathways are collectively referred to as the Teacher Preparation Program. The three pathways that make up the Teacher Preparation Program share the same mission, goals, and values.

- **Pathway 1:** Arts & Sciences undergraduate students attend the School of Arts and Sciences with a minor in education. The A & S undergraduate pathway leads to an undergraduate degree and an elementary, secondary, or comprehensive license.

- **Pathway 2:** Bachelor of Arts of Liberal Arts (BALA) undergraduate students attend the university as undergraduate students in the School of Professional and Continuing Studies’ BALA program with an Education Concentration. The BALA pathway leads to an undergraduate degree and an elementary education license only.

- **Pathway 3:** Master of Teaching (MT) graduate students attend the university through the School of Professional and Continuing Studies’ Master of Teaching Program (MT). The MT pathway leads to a graduate degree and an elementary, secondary, or comprehensive license.
Teacher Preparation at the University of Richmond: Mission and Overview

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

Mission Statement

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in P-12 environments through reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

Conceptual Framework

Education faculty believe that learners must actively “build” knowledge and skills (Bruner, 1990), that this knowledge is socially constructed (Vygotsky, 1978), and that schools and classrooms must be learner centered (National Research Council, 1999). This belief is reflected in our coursework where students collaboratively identify issues and post solutions to educational conundrums, analyze data to determine instructional needs, and to apply best practices to remedy achievement deficits. Additionally, throughout our program, students are placed within local schools to apply knowledge and skills learned in their courses. It is here that we guide our preservice teachers in building resiliency and improving performance through the principle of reflective practice. We believe that committed professionals exhibit the disposition to reflect upon and change their practice as necessary, and that this is a skill that can be taught (Schon, 1983). Ultimately, we envision that our mission and conceptual framework will develop educators who are positioned to improve P-12 student learning in our regions’ classrooms.

Program Themes, Goals, and Outcomes

We have established four themes for our program that align with our mission and conceptual framework, as well as state and national standards for teacher performance.

Theme 1: Knowledge of Learners (VA Performance Standards 1,3; InTASC Standards 1,2,3)
Goal - Develop candidates who are reflective and knowledgeable about learners and are able to employ instructional strategies that meet the needs of all students, including students with disabilities, gifted students, students with limited proficiency in English, and students with diverse cultural needs.

Outcome 1: Candidates will provide learning opportunities that support the physical, social, emotional, moral, and cognitive development of their students.

Outcome 2: Candidates will create instructional opportunities that are adaptable to the individual differences of learners.

Outcome 3: Candidates will incorporate values of inclusion and multiculturalism into instruction and promote a classroom model of democracy, equity, and social justice.

Theme 2: Knowledge of Content (VA Performance Standards 1,2; InTASC Standards 4,5)
Goal - Develop candidates who have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

Outcome 1: Candidates will demonstrate a depth of content knowledge necessary to teach to state and national standards in their subject matter discipline(s).

Outcome 2: Candidates will create learning experiences that make these aspects of subject matter meaningful for students.

Outcome 3: Candidates will include real-world applications and interdisciplinary connections of their subject matter discipline(s) in their instruction.
Theme 3: Knowledge of Instruction (VA Performance Standards 2,3,4,5; InTASC Standards 6,7,8)
Goal - Develop candidates who are able to employ best practices in the planning, delivery, and assessment of instruction so that they may transform content for teaching purposes in ways that make it accessible and meaningful to students.

Outcome 1: Candidates will plan for instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, and students’ abilities and differences.

Outcome 2: Candidates will create learning environments that encourage positive social interaction and active engagement in learning.

Outcome 3: Candidates will use a variety of instructional strategies to encourage students’ development of content knowledge, critical thinking, problem solving, performance skills, and effective use of technology.

Outcome 4: Candidates will manage classroom procedures and student behaviors to maximize academic learning time.

Outcome 5: Candidates will employ various assessment strategies to evaluate the teaching/learning process and adapt instruction.

Theme 4: Knowledge of the Profession (VA Performance Standard 6; InTASC Standards 9,10)
Goal - Develop candidates who have the knowledge and skills to bring the highest levels of professionalism to their practice as instructional leaders and have the disposition to reflect upon and change that practice as necessary.

Outcome 1: Candidates will demonstrate knowledge of the ethical and legal aspects of teaching including the rights of students, parents, and families, as well as the legal rights and responsibilities of the teacher.

Outcome 2: Candidates will communicate effectively with parents, families, and other professionals in the community to actively engage them in support of students’ learning and well-being.

Outcome 3: Candidates will work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Outcome 4: Candidates will demonstrate a commitment to the process of continuous learning and engage in professional development activities.

Teacher Preparation at the University of Richmond: Admissions, Advising and Requirements

The Virginia Department of Education (VDOE) is the licensing agency for educators in Virginia. Regulations for teacher licensure are adopted by the Board of Education and administered by the VDOE to approved college and university teacher preparation programs. As a state-approved teacher education program, the University of Richmond is authorized to prepare and recommend teacher candidates for initial licensure; however, recommendations for licensure are ultimately subject to VDOE approval.

Once you have successfully completed all stated requirements of the teacher preparation program, you will be required to complete a VDOE application for licensure. Your application will be verified and forwarded to the VDOE by the university. The VDOE will then mail you an official teaching license.

Candidates in the Teacher Preparation Program may seek an additional endorsement by adding coursework to the existing course of study, or in some cases, taking additional assessments. If a student is considering adding an endorsement, he/she is encouraged to work closely with his/her advisor in scheduling additional courses. Completing the coursework prior to student teaching is required so that consideration is given to requesting placement in the area of the initial endorsement as well as the added endorsement.

The University of Richmond is committed to upholding high standards for our teacher candidates that align with state requirements. A comprehensive list of all program and state requirements is included below.

SPECIAL NOTE:
Due to the current critical shortage of classroom teachers in Virginia, many public school divisions are forced to hire individuals who have not yet completed a state approved teacher preparation program or secured an initial teaching license. In order to do this, school divisions apply to the VDOE for provisional licensure on behalf of the individual. A provisional license can only be obtained by the requesting school division, not the individual. If a candidate is hired by a school division through the provisional licensing route before he/she has completed our program and earned a license, she/he can continue on to complete the program and obtain a full license while employed. Please talk to your academic advisor before accepting employment through provisional licensure with a local school division as you will want to fully understand the implications for subsequently obtaining full licensure.

Admissions Overview

Pathway 1: Arts & Sciences undergraduate students should first apply to the University of Richmond by navigating to https://www.richmond.edu/admission and clicking the “Apply Now” button. Once accepted, students should discuss the process of obtaining licensure while pursuing a Bachelors degree with their undergraduate advisor.

Pathway 2: Bachelor of Arts of Liberal Arts (BALA) undergraduate students will first apply to the program through the School of Professional and Continuing Studies (SPCS) website: https://spcs.richmond.edu/degrees/admissions/application/index.html. During the application process, applicants will be prompted to choose the Elementary Education Concentration (major). Once applicants choose the Elementary Education Concentration, an additional admissions process will be required. An advisor in the Education Department will guide you through the steps toward this additional admissions process. Upon successful completion of the application process to the Elementary Education Concentration, the candidate will be invited for an interview with one of our faculty members. During the interview, the candidate will be given a Program of Study (POS), the name and contact information for your academic advisor, and other important program information.
Pathway 3: Master of Teaching (MT) graduate students will apply though the School of Professional and Continuing Studies (SPCS) website: https://spcs.richmond.edu/degrees/admissions/application/index.html.

Upon successful completion of the application process, the candidate will be invited for an interview with one of our faculty members. During the interview, the candidate will be given a Program of Study (POS), the name and contact information for your academic advisor, and other important program information.

If you are completing the Teacher Licensure Program (which is no longer offered to new applicants) and wish to apply for the M.Ed program through the University of Richmond, you have two years to do so and qualify for the 6-course M.Ed degree. For more information, contact Julia Burke. jburke@richmond.edu

Academic Advising

Upon acceptance to the program, you will be assigned an academic advisor. It is incumbent upon you to reach out to your advisor as soon as possible after you are admitted to set up an initial meeting. During this initial meeting, your advisor will begin to build a trusting and open relationship with you in order to ensure that your experience is rewarding.

Prior to registering for coursework each semester, you must have a substantive conversation with your advisor. Any deviation from registering for and attending agreed upon courses as recorded in the POS and/or discussed with your advisor, may result in an inability to fulfill requirements of the Teacher Preparation Program in the agreed upon timeline.

Program Requirements

As mentioned in the previous section, the requirements for licensure are derived from both the state and university. Overall, program requirements can be divided into 6 categories:

1. Assessments
2. Coursework (please note—you will occasionally have a class that begins at 4pm)
3. Certifications
4. Field Experiences/Student Teaching
5. Professional Behaviors/Dispositions
6. License and Graduation Applications

I. Assessments

All candidates must pass the Praxis Subject Assessment and the Virginia Communication and Literacy Assessment (VCLA). Elementary education candidates must also pass the Reading for Virginia Educators (RVE) test. Failure to pass the required examinations will result in a delay of the teaching internship placement. Recommendation for licensure is subject to the timely and successful completion of all assessments. Your advisor will guide you through the details of these assessments and help you develop an acceptable timeline for completion. Please see Appendix B for more detailed information about assessments.
2. Coursework

There are two sets of coursework requirements for teacher candidates at the University of Richmond.

The first includes content specific courses that meet the VDOE prerequisite requirements for teachers. The state dictates prerequisite coursework for both elementary and secondary education candidates.

The second set of coursework requirements include the professional studies coursework listed in your Program of Study. These courses will help you learn more about the teaching profession, students, content, and pedagogy. In order to complete the program, you must maintain a minimum overall GPA of 3.0. Your advisor will help you better understand and meet both sets of coursework requirements.

If you earn a grade of B- in any of your professional study courses, you will be placed on academic probation and asked to meet with the program chairperson as well as your academic advisor to discuss your standing in the program. A student who earns a second grade of B- must immediately meet with the chairperson to discuss continuation in the program. If you earn a grade of C or below in any of your professional studies courses, all of the consequences listed above apply AND you will need to retake the course.

Policy permits absence from no more than 25% of all scheduled class sessions. Students exceeding this standard receive a grade of a V (failure due to excessive absences) and no credit for the course. Attendance includes being present at the beginning of class through the end of each class meeting. If a student is going to miss class, it is expected that the student will notify the instructor with as much advance notice as possible and develop a plan for making up missed instruction and/or work. Additionally, students are expected to follow the University of Richmond’s academic calendar, not the calendar of any local school division, regarding when classes are held and when attendance is expected.

Grades of I and Y denote that coursework has not been completed by the end of the term. The I, which provisionally counts as a failing grade, is given when the reasons for incomplete work are deemed unjustifiable by the instructor. The work is to be made up by the date the instructor specifies, but no later than 45 calendar days (grace period) from the last day of the term in which the I was given. If the work is not made up during the grace period, the I will be converted to F, and cannot be changed. The Y, which does not affect the grade point average, is given when the reasons for incomplete work are deemed justifiable (not passing, but for medical or personal reasons the student is not able to complete the work) by the instructor, or at the end of the first term of a course that continues into a succeeding term. Y grades must be rectified by making up the incomplete work by the end of the succeeding term, unless special arrangements have been made with the instructor, or the instructor will assign an F. In the case of either an I or Y, once the make-up grade is received, it appears to the right of the original grade on the permanent record. In all cases, it is the student's responsibility to make arrangements for and progress toward the completion of incomplete work.

3. Certifications

All candidates must be certified in Recognizing & Reporting Child Abuse & Neglect, Dyslexia Awareness, and hands-on First Aid/CPR/AED in order to be recommended for licensure. Elementary education candidates and secondary candidates with a social studies endorsement must also complete the Virginia State and Local Civic Module. Again, your advisor will provide more detail about when and how to complete these certifications.
4. Field Experiences/Teaching Internship

Observing and participating in classroom settings allows you to put your learning into action and helps prepare you for the demands of teaching. Several courses in this program will require you to spend time in public K-12 classrooms. Additionally, you will be required to intern full-time for a total of 15 weeks during your final semester in the program. More information about the teaching internship experience and the seminar that accompanies it can be found in the Teaching Internship Handbook, which is also available online at [http://education.richmond.edu/teacher-education/teaching-handbook.html](http://education.richmond.edu/teacher-education/teaching-handbook.html).

**PLEASE NOTE:** Teaching internships cannot take place in a school where family or close friends work or are enrolled. If a student is employed at a local independent school and would like to be placed at that independent school for their internship, a written request must be submitted. The request should provide a rationale for the independent school placement. These requests will be reviewed by faculty to determine the viability of such a placement. We do not guarantee that an independent school placement request will be honored.

5. Professional Behaviors/Dispositions

Consistent with our vision, values, and expectations for teacher candidates, the Education Department at the University of Richmond adopted a set of professional behaviors and dispositions as a guide for teacher candidates. During your admissions interview, a faculty member will review the “Professional Behaviors and Dispositions” form. See Appendix C for a copy of this form. If, at any time during the program, a candidate’s dispositions become a concern, that candidate should expect to have a meeting with his/her professor to address the item or items that are not being adhered to and discuss possible solutions and recommendations for future success. The candidate’s advisor and the Director of Clinical Practice will be notified of the concern, the meeting, and the outcome. For multiple dispositional concerns, a meeting will be scheduled with the program chair (or designee) to determine further action. Should a candidate have a grievance or complaint, he/she may reference University of Richmond policy for the procedure to be followed via the link below: [studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html](http://studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html)

6. Licensure and Graduation Applications

There are two important applications that candidates are required to complete before exiting the program. The first is the VDOE application for a teaching license. The Director of Clinical Practice will guide you through this process at the end of your student teaching placement. Once you have filled out the forms, the Education Department staff will compile all official documentation, procure necessary signatures from faculty, and mail your application to the VDOE.

Barring any unforeseen delays, it typically takes 8-12 weeks for the state to process and mail a teaching license to the address you designate on the application. Should you sign a contract with a school division before you have received your license in the mail, the university will provide you with a letter of verification that is generally accepted as temporary proof of licensure by regional school divisions. Contact the Director of Clinical Practice if you need such a letter.

The second application that BALA and MT students are required to complete before exiting the program is the University of Richmond Graduation Application. Undergraduate students in the School of Arts and Sciences do not need to complete this application. Although some MT and BALA program completers will graduate in December and some in May, all program completers will participate in the graduation ceremony held in May. **It is mandatory that you attend the ceremony.** If you are unable to attend, please read the information provided by the university registrar’s office regarding a request for absentia status found at [http://registrar.richmond.edu/services/graduation/commencement.html](http://registrar.richmond.edu/services/graduation/commencement.html)
Appendices

Appendix A-Programs of Study

Master of Teaching- Program of Study for Elementary Endorsement
Professional Studies Requirements

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<th>Semester Advised</th>
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<tr>
<td>EDUC 517U: Foundations of Education</td>
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<td>EDUC 518U: Diverse Learners</td>
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<td>EDUC 507U: Instruction &amp; Assessment in Elementary Science</td>
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<td>EDUC 524U: Reading Foundations (includes Field Placement)</td>
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<td>EDUC 526U: Assessment, Intervention and Lit Strategies (PreReq 524U) (includes Field Placement)</td>
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Teaching Internship

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<td>EDUC 575U: Teaching Internship</td>
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<td>EDUC 585U: Capstone Seminar</td>
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<td>Total Credits:</td>
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Endorsement Options

**ESL:**
EDUC 598U: Working with English Learners (Praxis II Test Prep- offered in spring as online or HYB course)

**SPED: (Must complete all courses prior to Student Teaching)**
EDUC 565U: Foundations and Legal Aspects of SPED (spring course, face-to-face)
EDUC 571U: Assessment and Evaluation in SPED (fall course, HYB)
EDUC 574U: IEP Implementation (summer course, online)

**Gifted: (Must complete all courses prior to Student Teaching)**
EDUC 555U: Curriculum for Gifted and Talented Education (fall, face-to-face or HYB)
EDUC 563U: Social Emotional Needs of Gifted Students (summer, 5 week I, online)
EDUC 562U: Special Populations of Gifted Students (spring, online)
EDUC 570U: Working with High Achievers (summer, 5 week II, H)
## Master of Teaching- Program of Study for Secondary or Comprehensive Endorsement

### Professional Studies Requirements

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<td>EDUC 518U: Diverse Learners</td>
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<td>EDUC 542U: Teaching &amp; Learning in Secondary Classrooms</td>
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<td>EDUC 543U: Assessment &amp; Evaluation in EDUC (PreReq or Co-req 542U)</td>
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<td>EDUC 547U: Content Specific Methods for Secondary Schools (includes Field Placement) <strong>OR</strong> EDUC 553U: Foreign Language Methods</td>
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<tr>
<td>EDUC 550U: Content Area Literacy (includes Field Placement)</td>
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<td>EDUC 558U: Classroom Behavior Management (PreReq EDUC 542U)</td>
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<td>EDUC 538U: Techn. Enhanced 21st Century Teaching &amp; Learning</td>
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<tr>
<td>EDUC 560U: Assessment, Intervention, and Literacy Strategies for Adolescents</td>
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**Elective Course**

| Pre-Student Teaching | | | |

**TOTAL CREDITS:** 30

### Teaching Internship

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<td>EDUC 575U: Teaching Internship</td>
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<tr>
<td>EDUC 585U: Capstone Seminar</td>
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**Total Credits:** 14

### Endorsement Options

- **ESL:**
  - EDUC 598U: Working with English Learners (Praxis II Test Prep- offered in spring as online or HYB course)

- **SPED:** *(Must complete all courses prior to Student Teaching)*
  - EDUC 565U: Foundations and Legal Aspects of SPED (spring, face-to-face)
  - EDUC 568U: Successful Transition through Collaboration and Consultation (fall, HYB)
  - EDUC 574U: IEP Implementation (summer, online)
  - EDUC 511U: Assessment and Differentiation in Elementary Math (fall and spring, face-to-face)
  - EDUC 560U: Assessment, Intervention, and Literacy Strategies for Adolescents (fall and spring, face-to-face)

- **Gifted:** *(Must complete all courses prior to Student Teaching)*
  - EDUC 555U: Curriculum for Gifted and Talented Education: An Intro (fall, face-to-face or HYB)
  - EDUC 563U: Social Emotional Needs of Gifted Students (summer, 5 week I, online)
  - EDUC 562U: Special Populations of Gifted Students (spring, online)
  - EDUC 570U: Working with High Achievers (summer, 5 week II, HYB)
### Program of Study- BALA for Elementary Endorsement

#### Professional Studies Requirements

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<td>EDUC 307U: Instruction &amp; Assessment in Elementary Science</td>
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</tr>
<tr>
<td>EDUC 308U: Instruction &amp; Assessment in Elem. Social Studies (PreReq. 507U)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 310U: Content and Pedagogy for Elem Math (PreReq 507U)</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 311U: Assessment and Differentiation in Elementary Math (PreReq 510U)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 324U: Reading Foundations (includes Field Placement)</td>
<td></td>
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<tr>
<td>EDUC 326U: Assessment, Intervention and Lit Strategies (PreReq 524U) (includes Field Placement)</td>
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<td></td>
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<tr>
<td>EDUC 358U: Classroom Behavior Management (PreReq EDUC 507U)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS: 27</strong></td>
<td></td>
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</tr>
</tbody>
</table>

#### Teaching Internship

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Advised</th>
<th>Semester Actual</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 475U: Teaching Internship</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 485U: Capstone Seminar</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits: 14</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Appendix B-Assessment Information

**Required Admission Assessments:**

In order to be considered for admission into any of the teacher preparation pathways at the University of Richmond, candidates must submit scores on one or more of the following approved national assessments. Scores submitted must not be older than 15 years.

**Praxis Core Scores**
Scores on the Praxis Core Academic Skills for Educators tests must be submitted directly to the School (UR’s code is 5808).

<table>
<thead>
<tr>
<th>Praxis Core Exam</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5713</td>
</tr>
<tr>
<td>Writing</td>
<td>5723</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5733</td>
</tr>
<tr>
<td>Combined Test (5712, 5722 &amp; 5732) taken at one time</td>
<td>5752</td>
</tr>
</tbody>
</table>

**AND/OR**

**SAT, ACT, or GRE Scores**
We accept personal copies of scores; request a copy from your high school (on your transcript) or through the College Board. Please email a copy of these scores to education@richmond.edu.

_Scores on each test will be reviewed prior to the interview. During their interview, applicants may be asked to re-take test within their first year based on earned score._
Required Program/Licensure Assessments:

In order to be considered for admission into any of the teacher preparation pathways at the University of Richmond, candidates must submit scores on one or more of the following approved national assessments. Scores submitted must not be older than 15 years.

1. **Praxis II Subject Assessments** – All education students must take and pass in the first semester of the program.

   Website: ets.org/praxis/va
   Cost: Prices vary by test. Information may be found at ets.org/praxis/about/fees

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Multiple Subjects</td>
<td>5001</td>
<td>157</td>
</tr>
<tr>
<td>This test is required in Virginia on and after 7/1/2015. A passing score on each subtest is required. If a passing score is not obtained on each subtest, a subtest may be retaken as a standalone test. [Score reports for individuals who took the Elementary Education: Multiple Subjects (5031) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects Subtest: Reading &amp; Language Arts</td>
<td>5002</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects Subtest: Mathematics</td>
<td>5003</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects Subtest: Social Studies</td>
<td>5004</td>
<td>155</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects Subtest: Science</td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>155</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>153</td>
</tr>
<tr>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
</tr>
<tr>
<td>French: World Language</td>
<td>5174</td>
<td>163</td>
</tr>
<tr>
<td>German: World Language</td>
<td>5183</td>
<td>163</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>Physics: Content Knowledge</td>
<td>5265</td>
<td>147</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>161</td>
</tr>
<tr>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
</tr>
</tbody>
</table>

2. **Virginia Communication and Literacy Assessment (VCLA)** – All education students must take and pass the VCLA with minimum scores of 235 in both the Reading and Writing subtests within the first or second semester upon entering the program. When the official score report is received by the student, it must be forwarded to the Director of Clinical Practice. The Education Department receives notification of scores but not the official score report which is required by VDOE.

   Website: va.nesinc.com
   Cost: $50 Registration processing fee
   $40 Reading Subtest
   $40 Writing Subtest
   Test dates are by appointment year-round, Monday through Saturday (excluding some holidays).

3. **Reading for Virginia Educators (RVE)** – elementary education and special education students (only) must take and pass the RVE: Elementary and Special Education. If student teaching the semester immediately following EDUC 526U: Assessment Interventions and Literacy Strategies, the student must take and pass the RVE as directed by the course instructor, about halfway through the course. If student teaching later than the following semester, the RVE is to be taken and passed within two months of completing EDUC 526U.

   Website: ets.org/praxis/va
   Cost: $135
   Test code: 5306
   Passing score: 157
## Appendix C: Professional Behaviors and Dispositions

### Professional Ethics
- The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.
- The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.

### Professional Demeanor & Responsibility
- The candidate is poised and professional in his or her demeanor.
- The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.
- The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.
- The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.
- The candidate is an active and effective problem solver.
- The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
- The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.
- The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.
- The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.

### Commitment to Teaching
- The candidate values the profession of teaching.
- The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.
- The candidate works effectively with professional colleagues and other adults to promote and support student learning.
- The candidate productively participates in school and community activities.

### Commitment to Learning and Professional Competence
- The candidate is curious and interested in learning more about students and content areas.
- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.
- The candidate uses professional knowledge and research to inform practice.

### Self-Reflection
- The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.
- The candidate is willing to consider multiple perspectives of his or her own performance.
- The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.