
SALVE REGINA UNIVERSITY

EDUCATION DEPARTMENT



DEPARTMENT HANDBOOK

2008-2009 Academic Year

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INTRODUCTION

The Education Department Handbook is intended as an overview of the policies and procedures of the four Teacher Education Programs for students who are interested in seeking admission to an Education Program.

To that end, the Handbook first lists the University's and Education Department's mission statements. These underscore how the Teacher Education Programs are an extension and embodiment of the University Mission. The Handbook then lists the various Teacher Education programs available to students, as well as the criteria and process for gaining admission to these programs. The criteria are followed by brief descriptions of criteria and processes for retention in a program, acceptance into student teaching, and recommendation for professional licensure. Finally, the content of the Admissions Portfolio is displayed to show prospective applicants what is involved in gaining full admission to the program.

The purpose of providing this information and of describing the processes involved in progressing through the Education Programs is to help you understand what is involved in choosing to major in education and to eventually become a teacher. The choice to follow the path of teaching is not one that should be made lightly – there is much involved in the process and you need to commit fully if you want to achieve your goal in a four-year time frame.

Additional pieces of information we provide in this Handbook, as a means of helping you navigate the procedures of program admission, are copies of the University's disability accommodations policy, the Declaration of Major Form, the four Year Academic Advising Guides, a copy of a Program Application form, a list of admissions portfolio and interview contents, a copy of the Rhode Island Beginning Teacher Standards, and a list of the states to which a Rhode Island Teaching Certificate can readily transfer.

The Faculty of the Department of Education hope that you find this Handbook useful and helpful as you navigate the academic and certification requirements of entering your chosen profession. There are few choices one can make for a career that are more personally rewarding or important to society than becoming a teacher. We want to do all we can to help you reach your goal. Please contact the Department Chair or any Education Department Faculty member if you have questions about this Handbook or if you have suggestions for its improvement.

MISSION STATEMENT OF SALVE REGINA UNIVERSITY

As an academic community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice.

The University, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives.

In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just and merciful.

TEACHER EDUCATION PROGRAMS MISSION STATEMENT

Within the context of the University's mission, the Teacher Education Programs develop in students a desire to seek wisdom and to promote universal justice. The Rhode Island Professional Teacher Standards are reflected in the Teacher Education Programs Mission Statement.

The aims of the Teacher Education Programs are: to enable preservice teachers to become self-actualized persons; keen and reflective decision makers; skillful practitioners in the field of education; knowledgeable and creative thinkers who can clearly communicate their thoughts in an age-appropriate way; and lifelong learners.

The Teacher Education Programs, through personal examples by Faculty and Cooperating Teachers, promote responsibility of stewardship of resources, especially the most precious resource of children and the need for a more harmonious, just, and merciful world. This is accomplished by consistent attention to the needs of all children.

Cooperating teachers, university supervisors, and students endeavor to accomplish this in an environment where the values of the mission statement of Salve Regina University are modeled, practiced, and developed through real life experiences, and where the foundation of a lifelong commitment to the integration of these values in both personal and professional life is built.

EDUCATION MAJORS

- Early Childhood Education – Pre-K through grade 2
- Elementary Education – grades 1 through 6
- Elementary (grades 1 – 6) and Mild/Moderate Special Education (grades K-8)
- Secondary Education – grades 7 through 12 in:
 - Biology
 - English
 - French
 - History
 - Mathematics
 - Spanish
- Music Education – grades K-12

EDUCATION MINORS

- Special Education
- Secondary Education

ACADEMIC OPTIONS

Early Childhood Major, Special Education Minor and . . .
Content Area Minor
(note: all Early Childhood majors must minor in Special Education)

Elementary Education Major and . . .
Special Education Major, or
Special Education Minor, or
Content Area Major, or
Content Area Minor, or
Special Education Minor and Content Area Minor

Secondary Education Major and . . .
Content Area Major
(note: all Secondary Education majors must double major in a content area)

Content Area Major and . . .
Special Education Minor, or
Secondary Education Minor

PROCESS FOR MEETING ADMISSION CRITERIA

Freshman Year:

1. If you did not achieve a score of 1100 or higher in the SAT exam¹, enroll in Praxis I: PPST prep workshops during your spring semester and sign up for the March or April test date. If you intend to be an Early Childhood, Elementary, or Elementary/Special major, you will enroll in Praxis II: Content Knowledge prep workshops in the fall semester of sophomore year and take the exam at that time.
2. If you did achieve a score of 1100 or higher in the SAT exam (see footnote 1, above), and you intend to be an Early Childhood, Elementary, or Elementary/Special Education major, enroll in PRAXIS II: Content Knowledge prep workshops during your fall semester of sophomore year and sign up for the November test date.
3. Complete a Declaration of Major form no later than the end of your freshman year. To do this you would make an appointment with the Coordinator of the Education program of your choice (see last page of Handbook for a list of coordinators). If you are a transfer student, sophomore or have decided to change majors to Education, complete a Declaration form as soon as you are sure you want to major in Education. The primary benefit of declaring your major as Education at this time is that once the form is complete you will be assigned an Education faculty member in your intended program as your advisor.

Please note that completing a Declaration of Major form does not mean that you are “officially” an Education major. It merely means that you are intending to major in Education. You will officially be an Education major (also known as a “Teacher Candidate” when you are full admitted into the Department, usually at the end of your sophomore year).

4. At any point in time you can contact the Department Chair or an Education Program Coordinator to get advisement in your decision-making in choosing your major.
5. One of the best ways to help yourself in your decision to become a teacher is to spend time in classrooms, working with students and talking to teachers. Therefore, we strongly recommend that you complete your Feinstein Community Service requirement in a school setting.
6. If you are intending to major in Early Childhood Education, you should take MTH 105 and ELC100 spring of freshman year. Note that you need to earn a grade of C or better in these courses.

¹ SAT 1100 score is combined Math/Verbal; ACT waiver scores are ≥ 22 in English and ≥ 19 in Math.

7. If you intend to major in any other Education Program there are no specific program course requirements that you need to address Freshman year. You should focus on completing Core and Core Complement requirements, and perhaps taking a few courses in your content area major/minor if appropriate.

Sophomore Year:

1. You should complete any Praxis I and/or Praxis II testing requirements by December, sophomore year.
2. If you are intending to major in Early Childhood, Elementary or Elementary/Special Education you should take ENG 243 Sophomore year. Note that you need to earn a grade of C or better in this course.
3. Continue taking Core and Core Complement classes, with the goal of completing as many as possible by the end of your Sophomore year.
4. Complete all required 100 & 200 level Education classes in your intended major.

Note: You must have completed two such courses and be enrolled in a third before you will be allowed to officially apply to an Education Program. All Education coursework must be completed at the C level or higher to be accepted by the Department.

5. In the spring of your Sophomore year, or during the semester that satisfies the note in item 4 (above), enroll in the Admissions Portfolio Workshop. It is in this workshop that you will compile the Admissions Portfolio, be interviewed in relation to that portfolio, and make your formal application for admission to the Education major/program of your choice.
6. If, at the end of the Portfolio Workshop, you have provided evidence of meeting all Admissions criteria, you will receive written notification of acceptance into an Education program from the Department Chair. You will now be considered a “teacher candidate”.
7. If, at the end of the Portfolio Workshop, you have not provided evidence of meeting all Admissions criteria, you will receive written notification of probationary acceptance into an Education program from the Department Chair.

Probationary acceptance means that you will be provided one academic semester to provide evidence of any missing admissions criteria. If you are unable to provide such evidence by the end of the probationary semester you will not be allowed to continue in an Education program until that time that evidence is provided of meeting all Admissions criteria.

PROCESS FOR MEETING RETENTION CRITERIA

1. To be retained in an Education Program you must maintain an overall grade point average of 2.75. This includes any prior coursework you completed, not just that which you transfer to Salve from another institution.
2. You must also continue to meet criteria for moving through the various assessment points in your program, as outlined below. You will not be allowed to move past an assessment point until you meet all criteria required at that point, regardless of your grade point average.
3. If your grade point average falls below 2.75 you will be placed on probation and will be allowed one semester to return to the 2.75 level. If you are unable to do so you will not be allowed to continue in an Education program.

**CRITERIA FOR ACCEPTANCE INTO STUDENT TEACHING
FOR ANY PROGRAM**

Readiness to Student Teach: Why am I ready to student teach?

Criteria	Evidence
2.75 GPA minimum C or better in all Education courses	Transcript
Passing Scores on Praxis II tests: ELC/EDC/SED: Content Area Exercises 148 SCD: PLT 7-12 167	Praxis Score Sheets Praxis Score Sheets
Methods Portfolio	Rubric
Methods Presentation	Rubric

PROCESS FOR MEETING STUDENT TEACHING CRITERIA:

Junior/Senior Year:

1. Complete all 300-level, methods and/or practicum courses required by your Education Program, with a C or better grade in each course. Required courses in which you earn less than a C will not be accepted by the Education Department.
2. If you are an Early Childhood, Elementary, or Elementary/Special Education major, enroll in Praxis II: Content Area Essay test prep workshops during the fall semester of Junior year and sign up for the November test date.
3. If you are a Secondary Education major, enroll in Praxis II: PLT 7-12 test prep workshops during the spring of Junior year and sign up for the March or April test date.
4. In the semester prior to your intended student teaching semester, enroll in the 300-level Portfolio Workshop. It is in this workshop that you will compile the Completion of Methods Portfolio, be interviewed in relation to that portfolio, and make your formal application for acceptance to Student Teaching.
5. If, at the end of the Portfolio Workshop, you have provided evidence of meeting all Completion of Methods criteria, you will receive written notification of acceptance into Student Teaching from the Department Chair.

You will be contacted by the Department's Field Placement Coordinator who will provide you with a Student Teaching Handbook and materials for formally applying to the State of Rhode Island for a student teaching certificate.

Note: Part of the student teaching certificate application requires a criminal background check. School districts and the State of Rhode Island reserve the right to deny your request to work in the schools based on any record of felony or misdemeanor convictions you may have.

7. If, at the end of the Portfolio Workshop, you have not provided evidence of meeting all Completion of Methods criteria, you will receive written notification of denying your acceptance into Student Teaching from the Department Chair.

Note: There is no probationary status available at this point. You will not be accepted into student teaching until that time that you provide evidence of meeting all Completion of Methods criteria.

**CRITERIA FOR RECOMMENDATION FOR PROFESSIONAL LICENSURE
FOR ANY PROGRAM**

Recommendation for Licensure: Why am I ready to be recommended for licensure?

Criteria	Evidence
Completion of all degree requirements. C or better in all Education classes 2.75 or better GPA	Transcript
Licensure Portfolio	Rubric
Licensure Defense	Rubric

Process for Recommendation for Licensure

Senior Year:

1. Complete all requirements for your B.S. or B.A./B.S. degree.
2. Maintain a 2.75 grade point average, with a grade of C or better in all required Education courses.
3. During your student teaching semester, enroll in the Student Teaching Seminar. It is through this seminar that you will compile the Professional Licensure Portfolio, and be interviewed in relation to that portfolio.
5. If, at the end of student teaching, you have provided evidence of meeting all Professional Licensure criteria, you will receive written congratulations from the Department Chair.

Note 1: After Commencement in May of your Senior year you will apply to the State of Rhode Island for Initial Licensure (a Certificate of Eligibility for Employment).

Note 2: Your final Salve Regina University transcript will contain a statement noting that you have completed an approved RI teacher education program and that RI is part of the NASDTEC compact, which means that your RI certificate will be transferable to 45 U.S. states and territories.

Note 3: There may be additional testing or coursework criteria required by the state to which you are transferring.

6. If, at the end of student teaching, you have not provided evidence of meeting all Professional Licensure criteria, you will receive a written notice from the Department Chair attesting to that fact. You will not be allowed to graduate from Salve Regina University with a B.S. or B.A./B.S. in Education if you have not met all Professional Licensure criteria.

DISABILITY ACCOMMODATIONS

Students with disabilities should identify themselves to the Office of Disability Services in the Academic Development Center in McKillop Library and obtain a Notification of Disability Form. You should submit this form to your course instructors within the first two weeks of class. You should speak directly to your instructors concerning specific requests for reasonable accommodations. All Salve Regina instructors will provide reasonable accommodations upon request.

Should you require accommodations for the Praxis I and Praxis II tests, please contact the Office of Disability Services or the Office of Academic Development. You can also contact ETS (Educational Testing Service) directly at www.ets.org for information on standardized testing accommodations.

The following are materials that may prove useful to the student contemplating Education as a major:

- Declaration of Major and Minor forms
- Program Advising Guides (4 year plans)
- Program Application Form
- Admissions Portfolio contents and writing prompts
- Rhode Island Professional Teacher Standards (RIBTS)
- NASDTEC partnership states
- Education Department Contact Information (RIDE.RI.GOV)