

Bluefield University

Teacher Education

Handbook



Revised December 2022

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FOREWORD

This handbook serves as a guide in outlining policies, procedures, and guidelines used in Bluefield University's Teacher Education Program, which is designed to prepare competent, caring, and qualified teachers who are reflective practitioners. The Bluefield University Teacher Education Program is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for seven years, from 10/24/2016-12/31/2023. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes. This accreditation certifies that Bluefield University's Teacher Education Program has provided evidence that their program adheres to TEAC's quality principles.

Bluefield University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Bluefield University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

All programs have been reviewed by the Virginia Department of Education (VDOE), realigned to the course competency matrices, and were given re-approval by the VDOE on October 17, 2019. Actions by the General Assembly of Virginia, the Virginia State Board of Education, the Virginia Department of Education, or Bluefield University may dictate changes in teacher education policies and regulations. Please keep in close contact with your advisor in the School of Education and Social Sciences to become aware of any changes.

If there are questions not addressed in this handbook, please bring them to our attention.

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INTRODUCTION and PHILOSOPHY

The Teacher Education Program has a long history at Bluefield University graduating highly qualified teachers since 1977. Bluefield graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

Teacher education is a vital part of Bluefield University and supports the mission of the University:

Mission:

Bluefield University is a Christ-centered learning community developing servant leaders to transform the world.

Values:

1. We are Christian in outlook, Baptist in tradition, and welcoming to each person.
2. We are committed to academic excellence and life-long inquiry embracing the liberal arts tradition through the study of humanities, sciences, professional studies, and graduate programs.
3. We are a diverse community characterized by iniquity, mutual respect, support, and encouragement.
4. We are passionate about helping students understand their life calling and become compassionate, globally-minded servant leaders. (Retrieved June 2, 2021 from <https://www.bluefield.edu/about-bluefield-university/mission-values/>).

The Teacher Education Program works within a conceptual framework of preparing *competent, caring, and qualified* teachers to be reflective practitioners and is built on a foundation of subject matter knowledge, pedagogical knowledge, and caring teaching skills. Strands of technology, diversity, and leadership permeate the core areas, and all aspects of the program culminate in meeting licensure requirements. Students in the Teacher Education Program major in liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree.

Field experiences in public schools and professional education courses are woven throughout the undergraduate experience. In addition to providing valuable opportunities for students to apply theories presented in the university classroom and to engage in continuous reflection in their approach to teaching, students begin to form a teaching identity as they pursue content knowledge in their major courses. Through field experiences in local public schools and pedagogical coursework, students apply educational theories and instructional strategies as they interact with diverse student populations.

Because we have a low faculty-student ratio and caring professors, we can establish a learning community that understands and values all individuals whose differing life experiences provide a rich background for learning. As the art of teaching and collegiality is modeled in courses by the professors and the students, the students translate those skills into their own teaching identity. The learning community extends beyond commencement as the graduates of our program seek our help in job placement, graduate school choice, and other professional decisions.

The cooperative involvement of the total university faculty and public school practitioners is built into the planning, administering, and evaluation of the Teacher Education Program. Students who have been admitted to the program are evaluated continuously to maintain eligibility for the program and to assure that teacher candidates who exit the program meet the highest standards.

Bluefield University's Teacher Education Program is nationally accredited by the Teacher Education Accreditation Council (Council for the Accreditation of Educator Preparation) by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). The teacher education programs have been aligned with the Virginia *Standards of Learning* (SOLs) and have been reviewed and

approved by the Bluefield University liberal arts and sciences faculty. The programs have been examined and approved by the Virginia State Board of Education.

Bluefield University offers bachelor's degrees with teacher licensure in the following endorsement areas:

Bachelor of Science in Elementary Education

Elementary Education PreK-6

Bachelor of Science in Business Education

Career and Technical Education- Business and Information Technologies 6-12

Bachelor of Arts in English Education

English 6-12

Bachelor of Arts in Music Education with a concentration in Vocal/Choral

Music Education—Vocal/Choral preK-12

Bachelor of Arts in Music Education with a concentration in Instrumental

Music Education—Instrumental preK-12

Bachelor of Science in Biology Education

Science- Biology 6-12

Bachelor of Science in Chemistry

Science- Chemistry 6-12

Bachelor of Science in Special Education

Special Education General Curriculum K-12

Add-on endorsements are available in the following areas:

Journalism

Mathematics-Algebra I

Speech Communication

Information relative to the required courses for each of the teaching areas can be found in the School of Education and Social Sciences. **Through advising sessions and course assignments, students learn that licensure requirements exceed graduation requirements.**

CONCEPTUAL FRAMEWORK

The Teacher as a Reflective Practitioner

The Reflective Teaching Model is the basis for the conceptual framework of the Bluefield University Teacher Education Program. This framework is supported by three knowledge bases:

- ❖ Subject Matter Knowledge
- ❖ Pedagogical Knowledge
- ❖ Caring Teaching Skills

In all courses, the emphasis is placed on the following attributes to develop an educator who is a reflective practitioner:

- Technology
- Diversity
- Leadership
- Licensure
- (Graduate) Research



ORGANIZATION AND GOALS OF THE TEACHER EDUCATION PROGRAM

Bluefield University began its move to become a four-year institution in the mid-1970s and granted its first bachelor's degrees in 1977. The Teacher Education Program that was developed in the mid-1970's has been an integral part of the University's programs since that time.

The Teacher Education Program functions as a part of the School of Education and Social Sciences at Bluefield University. The Dean of the School of Education and Social Sciences serves on the Academic Council along with the Vice President for Academic Affairs (chairman), the Deans of the School of Nursing, the School of Dental Medicine, the College of Arts and Letters, College of Professional Programs, and College of Sciences, the Faculty President, the Registrar, the Director of the Library, and the Director of General Education. The Academic Council considers recommendations from the schools and colleges, makes recommendations to the faculty, and serves as an advisory body to assist the Vice President for Academic Affairs in guiding the academic life of the university. This arrangement helps to foster cooperation between the School of Education and Social Sciences and other academic disciplines.

Members of the School of Education and Social Sciences work in close collaboration with members of the arts and science faculty in program review and revision and the design of new programs. All students seeking licensure must complete the general education core courses which cross disciplinary lines. They also complete an arts or science major and are advised by faculty across division lines. Thus, all students seeking licensure have contact with a broad range of subject areas and faculty.

The overall aim of the Teacher Education Program is to prepare *competent, caring, and qualified* teachers who are reflective practitioners. The goals of the Teacher Education Program are to develop teachers with:

- **Reflective Practice**, seeking to continually improve as a teacher and as a reflective learner.
- **Subject Matter Knowledge**, a deep understanding of one or more content area specialties.
- **Pedagogical Knowledge**, an in-depth understanding of the teaching/learning processes related to teaching content to a variety of learners.
- **Caring Teaching Skills**, applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity**, using the knowledge of the rich diversity among people regarding gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students.
- **Technology**, skill in using the vast array of technological tools for teaching, communicating, and life long learning.
- **Leadership**, identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievement and behavior.
- **Licensure**, completing the requirements to obtain a *Collegiate Professional License* for Virginia in one or more endorsement areas.
- **(Graduate) Research**, identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improve student learning.

Responsibilities of the Director of the Teacher Education Program

The Dean of the School of Education and Social Sciences/Director of the Teacher Education Program is responsible for the following:

1. Provide the leadership in maintaining a strong Teacher Education Program.
2. Serve as a member of the Academic Council in the capacity of Dean of the School of Education and Social Sciences.
3. Conduct program reviews to maintain state program approval and to maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).
4. Assist the faculty in the development of curricula related to the Teacher Education Program.
5. Adapt the program to meet any new requirements of the state for teacher education programs.
6. Facilitate the work of the college supervisors and schedule the student teaching seminars.
7. Work with the cooperating school, college supervisor, and student teacher to resolve problems which occur during any field experience and to terminate the field experience where necessary.
8. Serve as licensure officer for the College.
9. Aide in the preparation of reports as required by the College administration, the Virginia Board of Education, the United State Department of Education, and the Teacher Education Accreditation Council.
10. Serve as chairperson of the Teacher Education Program Advisory Committee (TEPAC).
11. Serve as a student advisor.
12. Conduct student interviews for the Teacher Education Program.

Responsibilities of the Accreditation Specialist

1. Collect and enter program data that is required to maintain state program approval and to maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).
2. Maintain/update student check sheets and GPA's to aid in the advising process.
3. Collect and review applications for admission to the Teacher Education Program and admission to student teaching.
4. Assign students for field experiences in cooperation with the local school divisions.
5. Assign student teachers to school divisions and fields of teaching in collaboration with local school divisions.
6. Maintain teacher education records and assist in the preparation of reports as required by the College administration, the Virginia Board of Education, the United State Department of Education, and the Teacher Education Accreditation Council.
7. Collect and prepare teacher licensure documents to be submitted to the Virginia Department of Education.

Teacher Education Program Advisory Committee

The purpose of the Teacher Education Program Advisory Committee is to promote collaboration between the Bluefield University School of Education and Social Sciences and school personnel of Tazewell County Public Schools, Bland County Public Schools, and Mercer County Public Schools.

The Teacher Education Program Advisory Committee and Student Teacher Mentors meet to review and make recommendations concerning all aspects of the Bluefield University Teacher Education Program. The TEPAC committee is made up of Bluefield University students/student teachers, local public school teachers, principals, and central office personnel. College arts and science faculty and the Vice President for Academic Affairs are also invited to participate in the committee.

The Teacher Education Appeals Committee is an *ad hoc* committee appointed by the Vice President for Academic Affairs and hears all appeals concerning the Teacher Education Program. The Vice President for Academic Affairs, as well as the Dean of the School of Education and Social Sciences, serves as an *ex officio* member of the committee.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The academic program resulting in a candidate's recommendation for initial teacher licensure is a rigorous and specialized program which, in some areas, will require coursework more than the college requirements for general education and the major (endorsement area). **Admission to Bluefield University does not automatically assure a student of acceptance into the various components of the Teacher Education Program.** All students who wish to be considered **MUST** complete the prescribed applications and meet all admission requirements for the program. However, the Virginia Board of Education requirements are subject to change; information will be updated as it becomes available.

The student **MUST** meet the following requirements for admission to the Teacher Education Program:

1. Complete an application, including essay questions with a minimum score as noted in the rubric provided on the application.
2. Request four recommendation forms to be completed by non-education college faculty.
3. Have and maintain an overall grade point average of 3.0 or better.
4. Have and maintain at least a 2.75 average in the major (endorsement) area and demonstrate proficiency in the area.
5. Have and maintain at least a 2.75-grade point average in all professional education courses. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
6. Demonstrate proficiency in written and oral communication, reading, and mathematics by achieving minimum scores on tests designated by the School of Education and Social Sciences and the Virginia State Board of Education (currently *MAT 1213 with a minimum grade of C (2.0)* and *Virginia Communication and Literacy Assessment*), through subsequent course work, if warranted. **It is the teacher licensure candidate's responsibility to submit required test scores to the School of Education and Social Sciences.**
7. Complete ENG 1013, ENG 1023, MAT 1213 and EDU 2003, with no less than a grade of C (2.00).
8. Complete background check requirements as mandated by Tazewell County Public Schools for participation in field observations and student teaching.
9. Complete a teacher education interview with a minimum score of 3 or above (out of 5) according to the rubric provided on the instruction sheet.
10. Demonstrate moral, social, and intellectual qualities deemed acceptable to the teaching profession.
11. Possess those health and physical qualities that are deemed necessary for teaching.

Notification for Admission to Program

The student will be notified in writing of the decision to approve or not to approve the application for admission to the program. The appeal process is listed at the end of this section. Applications are available in the School of Education and Social Sciences.

Prospective teachers should be aware that those individuals who have been convicted of a felony or who have had a teaching license revoked or suspended may not be eligible for a Virginia teaching license. Such individuals should petition the Virginia Board of Education to determine eligibility before pursuing a teacher licensure program. For additional information, please contact the School of Education and Social Sciences.

Applications are accepted throughout the year, and interviews will be scheduled on an as needed basis. The student must be admitted to the Teacher Education Program before enrolling in the following courses:

- EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools (PREK-12, 6-12)
- EDU 3253 Teaching Reading in the Content Area (PREK-12, 6-12)
- EDU 3053 Reading and Language Arts (PREK-6, Special Education)
- EDU 4053 Diagnostic and Remedial Reading (PREK-6, Special Education)
- EDU 3163 Methods in Teaching Prek-6 Mathematics (PREK-6)
- EDU 3193 Teaching Science & Social Studies Prek-6 (PREK-6)
- EDU 4103 Dynamic Learning Environments
- EDU 4433 Assessment and Evaluation in Special Education (Special Education)
- EDU 4443 Teaching Studies with Disabilities for Success in the General Classroom (Special Education)
- EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience (Special Education)

The student must be formally approved for Student Teaching before enrolling in the following courses:

- EDU 4608 Student Teaching

Periodic reappraisal of teacher candidates is made as they progress through the program. If at any point during the student's college program the required GPA's are not maintained or if he/she should violate moral, ethical, or professional standards of the teaching profession and the standards of Bluefield University, the School of Education and Social Sciences faculty will convene to consider the status of the teacher candidate. **A teacher candidate can be withdrawn from the program at any time.** After consultation with the education faculty, a decision is made by the Dean of the School of Education and Social Sciences. If a student wishes to appeal the decision, the student must petition the Teacher Education Appeals Committee within ten days. This petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education and Social Sciences stating the desire for a hearing and should also contain any additional information that could be utilized in reviewing the decision.

IMPORTANT TEST SCORE INFORMATION

It is the student's responsibility to submit minimum test scores for all required assessments to the School of Education and Social Sciences. Testing companies DO NOT send official score reports to the college.

Immediately upon receiving official test scores, students should save the document to their personal computer or jump drive, submit a copy of the PDF score report to the School of Education and Social Sciences, and make a copy for themselves. Copies of test scores are required for certain education courses and student teaching. Most school systems also require copies of test scores when submitting applications for teaching positions.

It is critical for students to keep copies of all official score reports. Students only have access to their test scores via a testing company website for a limited number of days. After the scores are removed from the website students must pay to retrieve them again. Testing companies permanently delete student scores from their archives after a set number of years, and they cannot be retrieved.

Official test scores submitted to the School of Education and Social Sciences cannot be released to anyone other than the Virginia Department of Education when the student's application for licensure is submitted. The student must sign a release to include the Bluefield University transcript and copies of score reports with the licensure application packet.

IMPORTANT ADVISING INFORMATION

The School of Education and Social Sciences recognizes academic advising to be a critical component of the educational experience and student success. Students at Bluefield University are assigned an academic advisor based on the major they plan to pursue. Students who wish to pursue teacher licensure are usually assigned an advisor from the School of Education and Social Sciences or in some cases, an advisor from the major and one from the School of Education and Social Sciences. If a student seeking teacher licensure is assigned an academic advisor outside the School of Education and Social Sciences, it is strongly recommended that the student also meet with a faculty member in the School of Education and Social Sciences to review the schedule made with the academic advisor. This will help ensure that all requirements and deadlines for teacher licensure are met. **Students are personally responsible for knowing all degree and licensure requirements and for satisfying those requirements before graduation.**

Students meet with their assigned advisor to plan which courses they should enroll in for the next semester during the designated advising period. Approximately one month before the end of each semester (fall and spring) the college will designate a two week period devoted to pre-registration for the next semester (in the spring, students pre-register for summer terms as well as the fall semester). **Students are required to meet with their advisor to gain registration clearance before entering course schedules on "MyBC."** Students who fail to meet with their advisor during the advising period may encounter problems enrolling in required courses due to classes that have already reached their maximum number of students allowed to enroll. As a result, the student's program completion and graduation could be delayed. After completing a schedule with an academic advisor, the student **MUST** enter the schedule into "MyBC" during the assigned time frame. It is the student's responsibility to ensure the schedule is entered accurately into "MyBC." Students should take the handwritten copy of the schedule, signed by the advisor, to BC Central for assistance if they encounter any problems when entering the schedule into "MyBC" as soon as possible.

Before the designated advising period, students who are assigned an academic advisor in the School of Education and Social Sciences will receive notification(via Bluefield University email) when it is appropriate to sign up for an advising meeting in the School of Education and Social Sciences office.

Students must also meet with their academic advisor before making any changes to their schedule. An advisor's signature is required to drop a class or to add a class. You should always follow the recommendation of your advisor; however, it is your responsibility to ensure that you have taken all courses needed to satisfy your graduation requirements. Dropping courses may affect your financial obligations, financial aid and athlete eligibility status.

TEACHER LICENSURE ADVISING RECOMMENDATION

Teacher licensure candidates seeking licensure to teach Elementary PreK-6* and Special Education: General Curriculum K-12 will need a Bachelor of Science in Interdisciplinary Studies.**

First Year	Semester Hours	Second Year	Semester Hours
PSY 1013 (Fall)	3 SH	EDU 2013(Fall)	3 SH
MAT 1213 (Fall)	3 SH	EDU 2212 (Spring)	2 SH
ENG 1013 (Fall)	3 SH	EDU 3133 (Spring)	3 SH
EDU 2003 (Spring)	3 SH		
ENG 1023 (Spring)	3 SH		
Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program			
Third Year	Semester Hours	Fourth Year	Semester Hours
EDU 3053 (Fall)	3 SH	**EDU 4433 (Fall)	3 SH
EDU 3163(Fall)	3 SH	**EDU 4443 (Fall)	3 SH
EDU 4053 (Spring)	3 SH	EDU 4103 (Fall)	3 SH
*EDU 3193 (Spring)	3 SH	EDU 4608 (Spring)	12 SH
**EDU 4453 (Spring)	3 SH		

Teacher licensure candidates seeking licensure to teach grades 6-12 or PreK-12 will need a Bachelor of Science or Bachelor of Arts in their major (teaching endorsement area) listed below:

Bachelor of Science	Bachelor of Arts
Biology 6-12	English 6-12
Business 6-12	Music—Vocal/Choral PreK-12
Chemistry 6-12	Music—Instrumental PreK-12

First Year	Semester Hours	Second Year	Semester Hours
PSY 1013 (Fall)	3 SH	EDU 2013(Fall)	3 SH
MAT 1213 (Fall)	3 SH	EDU 2212 (Spring)	2 SH
ENG 1013 (Fall)	3 SH	EDU 3133 (Spring)	3 SH
EDU 2003 (Spring)	3 SH		
ENG 1023 (Spring)	3 SH		
Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program			
Third Year	Semester Hours	Fourth Year	Semester Hours
EDU 3043 (Spring)	3 SH	EDU 3253 (Fall)	3 SH
		EDU 4103 (Fall)	3 SH
		EDU 4608 (Spring)	12 SH

INSTRUCTIONS FOR ENTERING COURSE SCHEDULE ON “MYBC”

Step One The student sets up a meeting with his advisor to determine his class schedule.

Step Two His advisor grants registration clearance in MyBC.

Step Three The student follows these steps to register:

1. Go to the Bluefield University website (www.bluefield.edu)
2. Select the **MyBC icon** found in the upper center of the website’s homepage and to the left of the “search” box.
3. Sign into **MyBC** using your assigned login and password.
4. Select the **Student tab**.
5. Select the **Courses icon**.
6. Under the Course Registration section, select the **Add/Drop Courses** link
7. Set term to **correct semester/year (Example: 2021-2022 Fall)**
8. **Add** classes in the **Add by Course Code Section** or select the Course Search tab to register *

* Students should take the handwritten copy of the schedule, signed by the advisor, to BC Central for assistance if they encounter any problems when entering the schedule into “MyBC” as soon as possible

MID-TERM/FINAL GRADE REPORTS

Bluefield University does NOT send out paper copies of midterm or final grade reports. All grades are posted on the student’s “MyBC” account. At mid-term all faculty members are required to submit student grades that fall below a grade of C for each class. Students should check their “MyBC” account as soon as possible after the mid-term deadline. If a student has any grades below a C at mid-term, the student should immediately schedule an appointment with the professor of the course to discuss a plan of improvement and with their academic advisor to discuss the grade and the decision to drop the course or continue.

Instructions for Checking Mid-term/Final Grades on “MyBC”

1. Go to the Bluefield University website (www.bluefield.edu)
2. Select the **MyBC icon** found in the upper center of the website’s homepage and to the left of the “search” box.
3. Sign into **MyBC** using your assigned login and password.
4. Select the **Student tab**.
5. Select “**My Courses**” from the list on the left.
6. Select “**My Grades**” from the list on the left.
7. Select correct term from the drop down box. (Example: 2021-2022 Fall)
8. Then select either “View midterm grade report” or “View final grade report.”

TECHNOLOGY REQUIREMENTS

All students who complete the Bluefield University Teacher Education Program must meet the technology standards for instructional personnel adopted by the Virginia Board of Education as shown below. These skills are taught in EDU 2212 *Introduction to Instructional Media* and are demonstrated and practiced throughout the courses in the professional education component of the program:

8 VAC 20-25-30. Technology standards for Instructional Personnel

(Retrieved from link on <http://www.doe.virginia.gov/support/technology/standards/index.shtml> August 2, 2021)

Instructional personnel shall be able to:

- Demonstrate effective use of a computer system and utilize computer software.
- Apply knowledge of terms associated with educational computing and technology.
- Apply computer productivity tools for professional use.
- Use electronic technologies to access and exchange information.
- Identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
- Use educational technologies for data collection, information management, problem-solving, decision making, communication, and presentation within the curriculum.
- Plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
- Demonstrate knowledge of ethical and legal issues relating to the use of technology.

Statutory Authority

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

Historical Notes

Derived from Virginia Register Volume 14, Issue 10, eff. March 4, 1998.

VOCATIO: CHAPEL/CONVOCATION A PROGRAM OF WORSHIP AND INQUIRY

The University has a lyceum-type approach to convocation that integrates worship and learning events under the umbrella rubric Vocatio, which has been intentionally designed to engage students in reflection and to challenge their preconceived notions of truth, thereby encouraging them to approach the world with a larger dimension of self, neighbor and God than they may previously have realized.

The Vocatio program requires that all students in the traditional program attend ten chapel (worship) services and five convocation (academic) events each semester as a requirement for graduation. Chapel and convocation programs focus on the general education's core themes of Inquiry, Character, Citizenship, and Wellness.

Chapel/Worship Services: Every Wednesday at 10:00 a.m., students, faculty, and staff gather for a chapel program designed to broaden the Christian world view through worship, faith development and reflective inquiry about life and world issues, as well as to develop understanding of diverse religious, cultural and ethnic traditions and practices. Classes that begin at 9:00 a.m. on Wednesday conclude early at 9:45 a.m. to allow time for students to lead or participate in chapel events; accordingly, students will not be excused any earlier than 9:45 a.m. from 9:00 a.m. classes for chapel participation. The attendance policy and schedule of programs are available through the Office of Student Development.

Convocation/Academic events: Convocation events are offered in numerous forums throughout the academic year at the initiative of faculty in the traditional program. The schedule of programs is available through My BC under the Student tab, and then by clicking on the Student Life icon. Attendance for convocation events is tracked by the Office of Academic Affairs, and the schedule of programs is governed by the Faculty's Student Development Committee.

Chapel

VOCATIO and Chapel requirements are waived for student teachers in the student teaching semester only.

PRE-STUDENT TEACHING FIELD EXPERIENCES

Admission to Pre-Student Teaching Field Experiences

Beginning early in the teacher licensure candidate's program, field placements in public schools are a major component of the Teacher Education Program. Most professional education courses require field experiences.

BACKGROUND CHECK REQUIREMENTS

The Bluefield University Teacher Education Program partners with public school systems to provide the required field experience hours for a teaching license. Therefore, we must comply with the school district's rules for a background investigation. The following requirements are Tazewell County's current policy:

- Fingerprint background check
- Drug Test
- Tuberculosis Test
- VA Child Abuse and Neglect Social Services Background Check

Because Bluefield University is located in Tazewell County and values its partnership with Tazewell County schools, all teacher licensure candidates **MUST** submit to these tests before enrolling in any course requiring field experience. If a negative result is revealed, then the teacher licensure candidate will be counseled about future career decisions.

Field Experience Authorization

The Virginia Department of Education requires placements be made at various locations for the student to have opportunities with the most diverse experiences. To provide adequate supervision by college personnel, placements will be made in nearby school divisions: Tazewell County and Bland County, Virginia. Students are responsible for their own transportation. **Membership in the Student Virginia Education Association (SVEA) is required for students involved in all field experiences.** (Membership in SVEA runs from September 1 through August 31.)

After the placement has been established by the School of Education and Social Sciences the student MUST contact the school and make the initial visit immediately. If no contact has been made with the school within 2 weeks of the receipt of the placement letter the student's placement will be CANCELLED, no further placement will be established, and the student will be administratively withdrawn from the course.

Teacher licensure candidates who participate in field experiences in local schools represent Bluefield University and are required to demonstrate professional habits and skills which include the following:

- Prompt and professional contacts with school and teacher
- Appropriate dress/attire
- Positive attitude
- Willing acceptance of responsibilities
- Proper respect to mentor, staff, and students

Through this experience, the teacher licensure candidates will have an opportunity to build relationships with future colleagues who can mentor them throughout student teaching and beyond. Negative evaluations and feedback from a partner school can adversely affect teacher licensure candidates' admission to the Teacher Education Program as well as future employment opportunities. Furthermore, partner schools have the right to refuse or to terminate field experiences at any time.

Dress Code for Field Experiences

Teacher licensure candidates' dress and grooming are expected to be professional and consistent with or above the school's standards. Blue jeans, sweatshirts, fitness attire, or other immodest or unsuitable attire are not acceptable. Furthermore, failure to meet school dress policies or to conform to the school's standard of conduct could result in the school refusing to accept the teacher licensure candidate's placement. If the school refuses to accept or terminates a teacher licensure candidate's placement, the student must drop the course.

Email, Social Networking, and Other Internet Sites



UNDER NO CIRCUMSTANCES ARE YOU TO PLACE PHOTOGRAPHS OF OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE! DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider "funny" or cute." Nothing is private if it is on the Internet. Student teachers and education students must NOT share personal email addresses with students and must not "friend" students on social networking sites. You must not give your cell phone number to students.

ADMISSION TO STUDENT TEACHING

Student Teaching is the phase of a teacher's professional preparation in which the student teacher implements their academic and professional competencies in an actual classroom. During student teaching, the prospective teacher gradually assumes increasing responsibility as a teacher under the direct supervision of an experienced and well-qualified teacher in the public schools. The overriding purpose of the Bluefield University Teacher Education Program is to produce teachers who are reflective practitioners who possess the content knowledge, pedagogical knowledge, and caring teaching skills.

Admission to Student Teaching

Admission to the Teacher Education Program does not mean that a teacher licensure candidate will automatically be accepted for student teaching. All teacher licensure candidates who plan to do student teaching must complete a Student Teaching Application during or before EDU 3901. The application will be reviewed, and the teacher licensure candidate will be notified in writing of the decision. The student teaching program lasts the full semester and involves a full-time commitment on the part of the student teacher. The teacher licensure candidate is expected to meet the following requirements to be accepted for student teaching:

1. Admission to the Teacher Education Program.
2. An overall grade point average of 3.0 or better.
3. Completion of major (endorsement) area courses with a grade point average of 2.75 or better.
4. Completion of all professional education courses (except EDU 4341: Classroom Management which is taken during student teaching) with a grade point average of at least 2.75. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
5. Completion of a minimum of 108 semester hours before beginning student teaching.
6. The student must pass VCLA, Praxis II, and Teaching Reading: Elementary (Prek-6 and Special Education* only) prior to beginning student teaching. **It is the student's responsibility to submit minimum test scores for all required assessments to the School of Education and Social Sciences. Testing companies DO NOT send official score reports to the college.**
7. The student MUST provide documentation of completion of certification in the following trainings to the Education Department before the beginning of the student teaching semester:
 - o Dyslexia Awareness Training (Completed in EDU 3133 Introduction to the Exceptional Child.)

- Child Abuse and Neglect: Reporting for Educators (Completed in EDU 4103 Dynamic Learning Environments.)
- Cultural Competency (Completed in EDU 4103 Dynamic Learning Environments.)
- Behavior Intervention and Support (Completed in EDU 4103 Dynamic Learning Environments.)
- Emergency first aid, cardiopulmonary resuscitation (including hands-on practice effective September 1, 2017) (CPR), and the use of automated external defibrillators (AED) (Completed prior to or during EDU 4103 Dynamic Learning Environments).

Students who fail to meet ALL of the above requirements will NOT be placed for student teaching and cannot be recommended for licensure.

Student Teaching must be completed while enrolled at Bluefield University and under the supervision of a Bluefield University faculty member. The student teaching program lasts a full semester and involves a full-time commitment on the part of the student teacher. The student teacher must not plan to be involved in other major activities during the semester, which will conflict with student teaching. Student teaching begins with the preliminary sessions in the school division where the student teacher is placed. Fall semester student teachers are required to attend the pre-school conferences for teachers and be present for the opening days when the students first arrive at school. Students who are seeking an endorsement in PreK-6 will be placed in primary and intermediate grades. Students seeking an endorsement in grades 6-12 will be placed in a high school and a middle school. Students seeking PreK-12 endorsements or the Special Education: General Curriculum K-12 endorsement will have placements at elementary, middle, and high school. Because of the need for adequate supervision by college personnel, student teaching placements are made locally. Bluefield University maintains field placement agreements with Tazewell and Bland Counties. **Students should be aware that they are responsible for their transportation.**

Bluefield University
Teacher Education Gates to Teacher Licensure



GATE ONE

- MAT 1213 or higher Math
- EDU 2003
- Teacher Education Handbook
- Background Check

GATE TWO

- VCLA
- TEP Application

GATE THREE

- Student Teaching Application
- Child Abuse Training
- CPR/First Aid/AED
- Behavior Intervention and Support Training
- Dyslexia Training
- Praxis II Assessment (and Teaching Reading: Elementary Assessment--Elementary and Special Education only)

GATE FOUR

- Student Teaching Semester
- Student Teaching Portfolio
- Student Teaching Portfolio Presentation
- Virginia Professional License Application

Bluefield University Teacher Education Gates to Teacher Licensure

GATE ONE	Completed
Complete MAT 1213 or higher math (minimum grade of C)	
Complete EDU 2003 (minimum grade of C)	
Review the <i>Teacher Education Handbook</i> from the website	
If taking any education class with required field experience observations, must join the Student Virginia Education Association (SVEA) (\$33 per year)	
Complete the background check for TCPS (\$108.50)	
GATE TWO	
Pass the Virginia Communications and Literacy Assessment (VCLA) Register at www.va.nesinc.com Test codes - Reading 091 and writing 092; Cost - \$130; Passing score - 470	
Complete the application for the Teacher Education Program (TEP) – Application, 2 essays, 3 recommendations from faculty, and interview	
GATE THREE	
During EDU 4103 Dynamic Learning Environments:	
Complete the application for student teaching	
Complete Child Abuse Certification http://www.dss.virginia.gov/abuse/mr.cgi	
Complete Behavior Intervention and Support Training https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html#	
Complete CPR/First Aid/AED Training	
Complete Dyslexia Training http://www.doe.virginia.gov/teaching/licensure/index.shtml during EDU 3133	
Pass the Praxis II assessment in area of licensure (\$120 and up). Register at www.ets.org/praxis	
Pass the Teaching Reading: Elementary (Elementary and Special Education only)(\$130). Register at www.ets.org/praxis	
GATE FOUR	
Complete student teaching (12 credit hour/16 week semester) – Two 8-week placements in area of licensure (\$250 student teaching fee)	
Complete student teaching portfolio	
Complete student teaching portfolio presentation	
At the end of student teaching, complete the application for Virginia Professional License (\$100 for Virginia residents, \$150 for non-Virginia residents)	

Required GPAs for Teacher Education Program:

Overall: 3.00

Major (Endorsement Area): 2.75

Professional EDU: 2.75

Education Courses That May Be Taken Prior to Formal Admission to TEP	Education Courses That May Not Be Taken Until Formally Admitted to TEP
EDU 2212 Intro to Instructional Media & Technology EDU 2013 Foundations of Education EDU 2003 Human Growth & Development EDU 3133 Intro to the Exceptional Child	EDU 3043 Curriculum, Assessment, & Instruction EDU 3253 Teaching Reading in the Content Area EDU 3053 Reading & Language Arts EDU 3163 Methods in Teaching PreK-6 Mathematics EDU 3193 Teaching Science & Social Studies PreK-6 EDU 4103 Dynamic Learning Environments EDU 4053 Diagnostic Reading EDU 4433 Assessment & Evaluation in Special Education EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum EDU 4453 Collaboration & Transition for Student with Disabilities Throughout the Educational Experience EDU 4608 Student Teaching

The student must register for and take the appropriate Praxis II examination and the Reading for Virginia Educators (RVE) (where applicable) the semester before student teaching. Successful completion of VCLA, Praxis II, and the RVE (where applicable) is required for student teaching placement, exit from the approved Teacher Education Program, and for a recommendation for licensure.

All students complete student teaching during the final semester before graduation.

REQUIREMENTS FOR EXIT FROM THE PROGRAM

For exit from the Bluefield University Teacher Education Program, a student must complete all program requirements including:

1. Complete all requirements for the bachelor's degree as outlined in the program check sheet. Students enrolled for licensure only must complete all professional education and field experience requirements, VCLA, and Praxis II, and all other program requirements.
2. Have an overall GPA of 3.0.
3. Have a GPA of 2.75 in the endorsement (major) area.
4. Have completed all professional education courses with a minimum GPA of 2.75 and no grade below a C (2.0).
5. Have completed student teaching while enrolled at Bluefield University.
6. Have met all required scores on VCLA, Praxis II, and the Teaching Reading: Elementary (where applicable) and have submitted scores to the School of Education and Social Sciences.
7. The student **MUST** provide documentation of completion of certification in the following trainings to the Education Department before the beginning of the student teaching semester:
 - Dyslexia Awareness Training (Completed in EDU 3133 Introduction to the Exceptional Child.)
 - Child Abuse and Neglect: Reporting for Educators (Completed in EDU 4103 Dynamic Learning Environments.)
 - Cultural Competency (Completed in EDU 4103 Dynamic Learning Environments.)
 - Behavior Intervention and Support (Completed in EDU 4103 Dynamic Learning Environments.)
 - Emergency first aid, cardiopulmonary resuscitation (including hands-on practice effective September 1, 2017) (CPR), and the use of automated external defibrillators (AED) (Completed prior to or during EDU 4103 Dynamic Learning Environments).

ASSESSMENT INFORMATION

PRAXIS Tests: The Praxis Assessments are published by the Educational Testing Service (ETS). Information about registration for the Praxis II, and the Reading for Virginia Educators Assessment (RVE) content exams are available online at <https://www.ets.org/praxis/va> . Information about state test requirements, test centers, and state/agency codes that were previously in printed versions are now available online at the Praxis website.

VCLA: The *Virginia Communication and Literacy Assessment* is published by National Evaluation Systems. Information about registration for the VCLA can be found at www.va.nesinc.com.

Required LICENSURE Assessments

The Virginia Department of Education (September 2007) requires that **all candidates seeking initial licensure** in Virginia take and submit passing scores on the following:

- *Virginia Communication and Literacy Assessment (VCLA)*
- *Praxis II: Content Area Assessment*
- *Teaching Reading: Elementary Assessment** (for PreK-6 and Special Education Licensure ONLY)

Passing scores on Praxis II, VCLA, and the Teaching Reading: Elementary * are required for student teaching placement, exiting the program and recommendation for licensure.

It is the **student's responsibility** to see that all minimum scores are on file in the office of the School of Education and Social Sciences.

- The student **MUST** provide a copy of all test scores to Bluefield University School of Education and Social Sciences.
- The student should use the same candidate ID number when registering for subsequent Praxis test sessions.
- No recommendations for student teaching placement or licensure will be made until all copies of all required scores are received.

Assessment Availability

Virginia Communication and Literacy Assessment: the Computerized test is given year-round, by appointment, at available at Pearson VUE test centers nationwide. Accommodations are available for students with documented disabilities.

Virginia Communication and Literacy Assessment (VCLA) Score Requirements For a Collegiate Professional License to teach in Virginia (A 10-year renewable license)

The Virginia Communication and Literacy Assessment became effective January 1, 2006, for initial licensure and is also required for admission to the Bluefield University Teacher Education Program. The VCLA must be **PASSED** by all students as a requirement for admission to the program.

Required Scores

Writing Sub-Test	235
Reading Sub-Test	235
Composite Score*	470*

Information about registration, test dates, and testing locations for the VCLA can be found on the VCLA home page (www.va.nesinc.com).

Praxis II Content Area Assessments:

The computerized test given during specific testing windows throughout the year. Accommodations are available for students with documented disabilities. (<https://www.ets.org/praxis/va/requirements>).

**Praxis II Score Requirements (as of 11/17/2022)
For a Collegiate Professional License to teach in Virginia
(A 10-year renewable license)**

Licensure Areas Available Through BC's Undergraduate Teacher Licensure Program	Specialty Area Examination	Test Code	Required Score
Biology 6-12	Biology: Content Knowledge	5235 Computer	155
Business 6-12	Business Education: Content Knowledge	5101 Computer	157
Chemistry 6-12	Chemistry: Content Knowledge	5245 Computer	153
English 6-12	English Language Arts: Content Knowledge	5038 Computer	167
Vocal/Choral Music PreK-12, Instrumental Music Prek-12	Music: Content Knowledge (contains listening section)	5113 Computer	160
Elementary Education: PreK-6 Individuals must register for 5001 and take all four subtests in one sitting. A passing score on each subtest is REQUIRED. If a passing score is not obtained, a subtest may be retaken as a standalone test.	Elementary Education: Multiple Subjects	5001 Computer All 4 Subtests	
	Subtest: Reading & Language Arts	5002 Computer	157
	Subtest: Mathematics	5003 Computer	157
	Subtest: Social Studies	5004 Computer	155
	Subtest: Science	5005 Computer	159
Elementary Education PreK-6 & Special Education K-12	Teaching Reading: Elementary	5205 Computer	159

Praxis II and Teaching Reading: Elementary (when applicable) must be passed before student teaching. It usually takes four to six weeks from the test date for the scores to be reported by ETS.

Content material covered on the Praxis II tests is reviewed in the courses students take in their subject endorsement area and the Senior Seminar courses. Praxis II study guides are available in Easley Library and from the Educational Testing Service (<http://www.ets.org/praxis>).

All teacher education students are strongly urged to begin preparation for the Praxis examinations as early as possible. Students who have passed the content courses have found that keeping study materials organized in a binder is very helpful in preparing for the broad range of content found on the tests.

**Reading for Virginia Educators (RVE) 5306 Score Requirements*
For a Collegiate Professional License to teach in Virginia
(A 10-year renewable license)**

***Required ONLY for PreK-6 and Special Education Licensure**

The computerized test given during specific testing windows throughout the year. Accommodations are available for students with documented disabilities. (<https://www.ets.org/praxis/va/requirements>).

Individuals seeking an initial license with an endorsement in Elementary Education Prek-6 or Special Education: General Curriculum K-12 must **PASS** the Teaching Reading: Elementary Assessment before student teaching.

Required Score	
Teaching Reading: Elementary (5205)	159

Information about registration, test dates, and testing locations for the Teaching Reading: Elementary may be found on the ETS website: <https://www.ets.org/praxis/site/test-takers/resources/prep-materials.html?examId=5205>

Industry Credentials**

For a Collegiate Professional License to teach in Virginia (A 10-year renewable license) **Required ONLY for Business 6-12 (Career & Technical Education: Business Information Technology)

Industry Credentials for Teachers Seeking an Initial License with Endorsement(s) in an Area of Career and Technical Education: Individuals applying for a license with a Career and Technical Education endorsement must include documentation verifying this requirement has been met with the application packet. The 2014 General Assembly amended the *Code of Virginia* to require that every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. "Industry certification credential" means a career and technical education credential that is earned by completing a Board of Education-approved industry certification examination, being issued a state professional license, or completing an occupational competency examination. Please note that this requirement is in addition to all other licensure requirements for the endorsement you are seeking. For additional information on this requirement, please refer to the *Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education* guidance document accessible at the following Web site:

http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/cte_credentials/industry_credentials_for_teachers_guidance_document.pdf You may also access the guidance document by referring to www.doe.virginia.gov and selecting Superintendent's Memos under the "Quick Links" at the top, right-hand side of the page. Superintendent's Memo #150-14 was posted on June 6, 2014.

LICENSURE REQUIREMENTS

Teacher licensure candidates who complete the approved teacher education program, including: the *Virginia Communication and Literacy Assessment (VCLA)*, *PRAXIS II*, *Teaching Reading: Elementary Assessment for PreK-6* and special education licensure and other state mandated tests, as well as, certification or training in: Child Abuse and Neglect Reporting for Educators, Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED), Cultural Competency, Dyslexia Awareness Training, and Behavior Intervention and Support Training are eligible for a Virginia teaching license with an endorsement in a specific area of study. All programs at Bluefield University have been approved by the Virginia State Board of Education. The fee for an initial Virginia teaching license is \$100 for Virginia residents and \$150 for out-of-state residents. The School of Education and Social Sciences works with all teacher licensure candidates completing the approved program to facilitate their obtaining a teaching license in Virginia. It is the teacher licensure candidate's responsibility to submit all minimum scores and certifications to the School of Education and Social Sciences along with the licensure application and the appropriate license fee. **No teacher licensure candidates will be recommended for licensure until student teaching is completed.**

Teacher licensure candidates, who leave the approved program to accept a teaching position before completing all approved program requirements, including student teaching and the required licensure examinations, will not be recommended for licensure. These individuals will need to apply for a teaching license through their employing school division and will be subject to transcript evaluation by the state department of education. This may result in additional course work being required for licensure.

Individuals who hold a baccalaureate degree from a regionally accredited institution with a major corresponding to an endorsement area in the Bluefield University approved teacher education program, and who wish to obtain a Virginia teaching license, may apply for admission to the program for teacher

licensure. The teacher licensure candidate must meet the same entrance and exit requirements as those required of a degree-seeking teacher licensure candidate in the approved program. In order to be recommended for licensure, a teacher licensure candidate MUST complete at least nine hours in education at Bluefield University which must include: EDU 4103. A full semester of student teaching must be completed at Bluefield University (this is in addition to the minimum nine hours listed above). The teacher licensure candidate must meet all program requirements including the required GPAs. Testing requirements are the same as those in the traditional program.

By receiving a Virginia license, the student will have reciprocity for licensure in approximately thirty other states. Students seeking teaching licenses in states other than Virginia may be required to take additional courses or tests. Information about teacher licensure in all 50 states is available at <https://www2.ed.gov/teachers/jobs/reqs/edpicks.jhtml>.

If a student takes and passes a Praxis II test in an additional content area (NOT including elementary content or special education), the student may submit a copy of the score report with the application for initial licensure and receive that additional endorsement on his/her license.

Praxis II tests recognized for additional endorsements can be found at:
<http://www.ets.org/praxis/va/requirements>

It is the student's responsibility to see that all minimum scores are on file in the office of the School of Education and Social Sciences along with the licensure application and the appropriate license fee.

UNIVERSITY TRANSFER CREDIT

Transfer students must submit official transcripts of credits earned, from all institutions of higher education previously attended, directly to the Bluefield University Office of Enrollment Management. Prior to the student's enrollment, an evaluation of transfer credit will be completed by the Registrar's office and faculty, to determine which courses will apply toward the student's degree program and which courses will apply only as elective credit. A minimum of one-year residency to include successful completion of at least 36 hours of Bluefield University coursework, is required for all degrees.

The University reserves the right to evaluate all transfer credits in terms of its own institutional standards. Credit hours transferred are used toward fulfilling graduation requirements. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs, and except as noted below must be from institutions holding regional accreditation at the time of the student's enrollment.

There is no limit to the number of semester hours of work that may be accepted for transfer from institutions accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. A grade of C- or higher must be earned for a course to be considered for transfer credit. Students must earn a minimum of 36 semester hours at Bluefield University.

Institutional Requirements for Transfer Credit

1. 36 credit hours must be completed at Bluefield University in order to earn a bachelor's degree
 - 21 credit hours in the required major courses must be taken at Bluefield University
2. 9 credit hours in the minor must be taken at Bluefield University
3. Grades of C- and above will be evaluated for transfer credit

4. Transfer credit may be given for courses with a grade of "P" except for freshman level writing courses (ENG 1013 and ENG 1023).
5. Transfer courses must have been completed at an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education
6. Academic credit for experiential (prior) learning credit, CLEP, DSST, Advanced Placement is not transferred. Students can apply for academic credit at Bluefield University. Experiential learning is reviewed on a case-by-case basis.

TRANSFER CREDIT FOR TEACHER EDUCATION

Transfer credit that is accepted by Bluefield University as elective credit may not apply towards a teacher licensure candidate's approved program for teacher licensure. All transfer credit for Teacher Education Program major/minor requirements must be a C (2.00) or above. For purposes of the approved program, credit earned by examination or non-standard means will not be accepted for the teaching of reading, children's literature, child and adolescent development, methods courses, or any other professional education courses requiring observation and participation with students.

Teacher licensure candidates who take courses elsewhere must have prior approval of the Registrar for the courses to be taken or they may not be accepted for transfer. The teacher licensure candidate should secure the approval of the Dean of the School of Education and Social Sciences for the courses to be counted as a part of the approved program.

To be recommended for licensure, a teacher licensure candidate MUST complete at least nine hours in education at Bluefield University which must include: EDU 4103. A full semester of student teaching must be completed at Bluefield University (this is in addition to the minimum nine hours listed above).

It is highly recommended that EDU 3043 and 3253 (secondary and preK-12); EDU 3053, 3163, 3193, and 4053 (elementary), EDU 4433, 4443, and 4453 (Special Education) be taken at Bluefield University. However, teacher licensure candidates can request to transfer in up to six hours from the above list. To do so, the teacher licensure candidate must submit an official transcript, complete course description, and course syllabi to the Dean of the School of Education and Social Sciences. Only courses completed with a minimum grade of a B (3.00) will be considered.

Transfer teacher licensure candidates should complete the *Virginia Communication and Literacy Assessment* before or shortly after transferring to Bluefield University.

TIPS FOR TRANSFER STUDENTS

1. Obtain the Bluefield University *Teacher Education Handbook*.
2. Attend one of the New Student Orientation meetings on campus.
3. Discuss the evaluation of your transfer credits with your advisor in the School of Education and Social Sciences.
4. Complete a copy of the advising check sheet to evaluate your status in the Teacher Education Program.
5. Complete all requirements for admission to the Teacher Education Program by the end of your first semester to ensure that your plans for student teaching and graduation are not delayed.
6. Ask your faculty at your current college/university to complete the faculty recommendations.
7. Pay special attention to test registration dates for required assessments. Delay in completing the assessments may result in a delay in completing program requirements.

STUDENT EDUCATION ASSOCIATION

The Bluefield University Student Education Association is an organization of students in elementary and secondary education. Regular meetings feature programs of student interest. Student involvement in the SVEA has resulted in numerous projects benefitting the university and surrounding community.

Membership in the BU SVEA includes membership in the National Education Association (NEA) Student Program and the Student Virginia Education Association (SVEA). It also provides subscriptions to various NEA and VEA publications along with the opportunity to attend state and national conferences.

Members receive \$1,000,000 liability insurance coverage while in the classroom. Membership is required for all students involved in field experiences. Membership required for students involved in field experiences is from September 1 to August 31, so it is best to join in September for the full year of benefits.



TEACHER EDUCATION PROGRAM RECORDS POLICY

Records of teacher licensure candidates who have not completed an approved teacher education program are retained for five years and are then destroyed. Complete records of teacher licensure candidates who have completed an approved teacher education program are retained for ten years. After that time, only a copy of the application for initial licensure is retained. The application packet for initial Virginia teacher licensure is forwarded to the appropriate office of the Virginia Department of Education in Richmond. The teacher licensure candidate must sign a release to include the Bluefield University transcript and copies of the required test scores. **No other copies of the mandated test scores are released. The teacher licensure candidate is advised to make copies of these score reports to include them with applications for teaching positions. Teacher licensure candidates are also advised to keep copies of recommendation forms and other materials since these cannot be released.**

EVALUATION OF THE TEACHER EDUCATION PROGRAM

Evaluation of the Teacher Education Program is a continuous effort and includes all aspects of the program. Each semester teacher licensure candidates are asked to evaluate each course taken in the professional education program including the field placements.

To continue to improve, the Teacher Education Program at Bluefield University conducts follow-up studies of its program completers each spring. Evaluations are completed by program completers after one year and again after three years. Survey forms are also sent to principals of schools where graduates are employed. The results of these surveys are used in the planning process of the Teacher Education Program as well as provides data for national accreditation and state program approval. Also, the School of Education and Social Sciences submits Institutional Effectiveness Annual Reports which supports continuous improvement.