

Teacher Education Accreditation Council (TEAC)

**Summary of the Case
Centenary College
Undergraduate Teacher Preparation and Graduate Special Education
Program¹**

Audit Dates: Apr 7—Apr 9, 2010

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty is making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written primarily by Professor Sandra Genduso, Chair of the Education Department, Dr. Marianne Pratschler, Assistant Professor of Education and Dr. Simon Saba, Assistant Professor of Education. Eight additional faculty members contributed to the *Brief*. The faculty of Centenary College approved the *Inquiry Brief*, on February 2, 2010.

Introduction

Centenary College, founded in 1867 by the United Methodist Church, is an independent college, located in Hackettstown, New Jersey with an enrollment of approximately 3000 students. Its Department of Education seeks accreditation status for its Undergraduate Teacher Education program and its Graduate Special Education program. The college has 67 full-time faculty members, 261 part-time faculty members and maintains a 16:1 student faculty ratio.

There are nine program faculty members in teacher education and special education and about 60 students complete the teacher education program each year and an additional 10 complete the special education graduate option.¹ The programs enroll approximately 300 undergraduates and 100 graduate students, who are predominantly female and Caucasian (with about 5% African-American, Asian and Hispanic).

Claims

The program faculty members make the following three claims about the Centenary students in their two programs:

1. They demonstrate knowledge in liberal arts, knowledge in their academic majors, and can integrate that knowledge with professional teaching knowledge
2. They display professional knowledge in the areas of foundations of education, child development, curriculum, and teaching methods, behavior management and integration of technology into the curriculum.
3. They know how to learn and how practice of professional ethics in their teaching, particularly as caring educators who appreciate and accommodate

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students' varied multicultural needs.

These claims are also linked and aligned with the New Jersey INTASC Standards, the TEAC *Quality Principles*, and the six propositions of the Greater Expectations project. They are also focused on the translation of the knowledge and skill into the demonstration of effective lesson plans and unit plans.

Evidence Supporting the Claims

The teacher education program faculty members support these claims with evidence from the following seven sources, which they have benchmarked generally at an 80% level of accomplishment:

- (1) Praxis II Tests results, which exceed state standards
- (2) Course grades, which exceed 3.5/4.0
- (3) Assessment of student work products, which exceed benchmarks of 80%,
- (4) Program completers' self-assessment,
- (5) Student teachers' program evaluation, which exceed benchmarks of 80%,
- (6) Student teaching portfolio scores, which exceed rubric benchmarks of 80%,
- (7) Field Supervisors' and Cooperating Teachers' assessments of student teachers, which exceed rubric benchmarks of 80%.

Many of these assessments are scored on a scale of 0-100. Eight assessment measures are used to provide evidence to support the claims in the Graduate Special Education Program: (1) grades in coursework, (2) scores on a research paper, (3) scores of personal system of discipline, (4) book review scores, (5) case study scores, (6) instrument review score, (7) score on an agent of change project, and (8) community services project score. The results of these assessments also exceeded the benchmarks of 80% that the program has set.

The faculty investigated the reliability and validity of their assessments by determining levels of inter-rater agreement and the magnitude of correlations between selected assessments. On the whole they found insignificant differences where they expected to and significant positive correlations where they expected to. They probed the validity of their assessments with correlational techniques and by content validity methods.

Internal Audit

The program has been a leader at the college in the control of quality by reflections on evidence and as a result has a well-developed formal system of quality control. Four faculty members conducted the internal audit, three of whom were not education faculty and one was a former faculty member in education. The audit team selected 30 undergraduates and 11 graduate students (about 10% of the students in the program) and developed a checklist of questions about each aspect of the quality control system. The audit team examined artifacts including student folders, course syllabi, grade distributions, transcripts, and assessment instruments. The internal audit generally found that the system

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functioned as designed, but some issues were found with regard to the quality of advising, record-keeping, need for more internal auditor training in the use of No and NA verdicts and separate questions for special education program. The non-education faculty members offered helpful suggestions on the language used.

Evidence of capacity

The faculty undertook an extensive analysis of commitment (parity) and found the program was generally equivalent to the institutional norms. They have much heavier advising loads and their students are less diverse racially and predominately female. On the other hand they have a greater share of the academic budget and more administrative support than the norm. The faculty concluded, on the bases of this analysis, that Centenary is fully committed to the program and that it has the capacity to offer a quality program.

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The program has options in Elementary Education (K-5); Teacher of Biology (K-12); Teacher of English (K-12); Teacher of Mathematics (K-12); Teacher of Social Studies (K-12); Teacher of Students with Disabilities. The state of New Jersey, at its discretion, offers teaching licenses to program completers in these the option areas.