

Summary of the Case (from the Inquiry Brief)
Regent University
Teacher Education Licensure Program:
Elementary Education, Special Education,
Career Switcher, and ESL Emphases¹
Audit Dates: May 19-22, 2008

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 are making for accreditation.

Authorship and Approval of the Inquiry Brief:

The *Inquiry Brief* was written by Alan A. Arroyo, John Hanes, and Joan Johnson Hoskins, and was approved by the School of Education faculty on March 19, 2008.

Introduction:

Regent University was founded in 1978 as CBN University, offering a graduate degree in the School of Communication and the Arts to 77 students. A second graduate program was established in 1980 as the School of Education, with programs in business, divinity, law, government, psychology, and leadership added over the next decade. The university received regional accreditation in 1984 from the Southern Association of Colleges and Schools (SACS), and the divinity, law, psychology, and counseling programs have each received specialized accreditation. In 1990 the university changed its name to Regent University and currently enrolls over 4,000 students in eight schools with classes on one campus, extension sites, and online and over 20 graduate programs online.

The School of Education (with 600 degree-seeking students in its graduate options, 100 students from the School of Undergraduate Study, and 28 full-time faculty) mission is as follows: *“The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart, and character for lives of educational service and transformational leadership.”* This mission is reflected in the program’s core message that its graduates were provided learning opportunities that encourage them to “acknowledge the centrality of Jesus Christ in all things” and exhibit this commitment by “seeking knowledge, seeking wisdom, serving others, and edifying others.”

Claims:

Regent University makes three claims about the students who complete the five licensure programs. Graduates:

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1. know the content of the subjects they plan to teach and can demonstrate their competence (*TEAC Component 1.1*),
2. know how to teach students with a variety of needs and from various background in accordance to professional standards (*TEAC Component 1.2*), and
3. can teach in responsive, caring, and reflective ways (*TEAC Component 1.3*).

Evidence in support of the claims:

The program offers evidence that graduates meet these claims through the following eleven assessments:

1. Praxis II licensure tests – *Claims 1 and 2*
 - Elementary education Interdisciplinary Studies (IDS) – undergraduate, Elementary education M.Ed., Special Education (Cross-Categorical) for program completers who need highly qualified status, and Career switcher
2. Virginia Communication Licensure Assessment (VCLA) – *Claim 1*
 - Elementary education Interdisciplinary Studies/IDS (undergraduate), Elementary education M.Ed., Special Education (Cross-Categorical), and Career switcher
3. Virginia Reading Assessment (VRA) – *Claim 1*
 - Elementary education IDS (undergraduate), Elementary education M.Ed., and Special Education (Cross-Categorical)
4. Internship evaluations – *Claims 2 and 3; technology cross-cutting theme*
 - Elementary education IDS (undergraduate), Elementary education M.Ed., and Special Education (Cross-Categorical)
5. Alumni survey – *Claim 3; learning to learn, multi-cultural, and technology cross-cutting themes*
 - Elementary education M.Ed., Special Education (Cross-Categorical), ESL, and Career Switcher
6. Portfolios – *Claim 1; learning to learn cross-cutting theme*
 - Elementary education IDS (undergraduate), Elementary education M.Ed., and Special Education (Cross-Categorical)
7. Cumulative Grade Point Averages (CGPAs) – *Claim 2; technology cross-cutting theme*
 - Elementary education IDS (undergraduate), Elementary education M.Ed., Special Education (Cross-Categorical), Career switcher, and ESL
8. Course power objectives (CPOs) – *Claim 2; multi-cultural perspectives and technology cross-cutting themes*

- Elementary education IDS (undergraduate), Elementary education M.Ed., Special Education (Cross-Categorical), Career switcher, and ESL
9. Case studies – *Claim 3; learning to learn cross-cutting theme*
- Elementary education IDS (undergraduate), Elementary education M.Ed., Special Education (Cross-Categorical), Career switcher, and ESL

In addition, Elementary education M.Ed. graduates completed a pilot version of the Christian leadership survey, which measures *Claim 3; multi-cultural perspectives cross-cutting theme*; and ESL/TESOL graduates participated in focus groups.

For each assessment, the faculty presents both validity and reliability strengths, issues, or concerns and describes by what means the program is able to address the concerns and, when appropriate, what additional steps it will take in the future. The program asserts that the assessment procedures it uses are valid and reliable.

Results:

The program reports that evidence supports each of its claims for graduates in the five program options. A brief summary includes 100% pass rate of *Praxis II* by the IDS and Elementary Education program completers; 96% by the Cross Categorical special education graduates; and graduates from each option passed the VCLA at 100%. Average ratings on internship and portfolio assessments for IDS and Elementary Education range from 4.34 - 4.60 on a 5-point scale; for Career switchers from 2.14 – 3.0 on a 3-point scale. The mean and standard deviation (SD) on the Alumni Survey ranged from 4.63 (.61) to 4.13 (.69) for Claim 1, 4.44 (.52) to 3.84 (.57) for Claim 2, and 4.67 (.49) to 4.31 (.68) for Claim 3 – the scale was from 1 (low) to 5 (high).

Internal audit:

Three audit teams examined the Quality Control System as it applied to students in various options. Team I reviewed student support services and recruitment and admissions; Team II reviewed curriculum, facilities, and admission and recruitment; Team III reviewed fiscal and administrative, faculty, and student feedback. The internal audit raised some issues about data collection for the School of Education as well as for the university as a whole, and changes in software and data entry procedures are already taking place. Recommendations for improvements also include focusing on staffing needs (for data collection, career placement, ESL faculty, undergraduate Elementary Education faculty), enhancing faculty offices, and providing for annual evaluations of adjuncts and instructional team members (ITMs).

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Commitment:

Each element of the Standards of Capacity was examined by the faculty audit teams with the result that the evidence supports student learning in each area. Overall, the teacher licensure program at the School of Education at Regent University concluded that the institution is committed to teacher preparation.

¹ **The program includes options in the following areas and Virginia, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Regent University's Teacher Education Program offers students a Masters in Education with concentrations in Elementary Education Initial Licensure, Master Teacher Program, Master Teacher Program with English as a Second Language (DC area), Christian School Program, Educational Leadership, Student Affairs, Cross-Categorical Special Education, Individualized Degree Plan, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Business, Communication and the Arts, Divinity, Global Leadership and Entrepreneurship, Government, or Psychology & Counseling.