

Summary of the Case¹ (from the Inquiry Brief Proposal)
Regis University
Teacher Education Program
Audit Dates: March 21-22, 2005

Introduction

The School of Professional Studies Education Program at Regis University is seeking preaccreditation for its teacher education program. The program, given at the graduate and undergraduate levels and in several formats, is for working adults who are preparing to be teachers or for teachers who are upgrading their teaching skills.

Regis University enrolls more than 16,000 students and is one of 28 Jesuit colleges and universities in the United States and the only Jesuit University in Colorado. The School of Professional Studies, the largest of the three schools that comprise Regis University, enrolls approximately 13,000 students of which 1400 are enrolled in teacher education. The School of Professional Studies' (SPS) mission is to prepare *leaders who serve others* and its Education Program places a high value on the Jesuit mission of meeting the academic needs of future teachers wherever they may be and in whatever circumstance they find themselves. Consequently, the faculty have taken their basic 128 credit hour teacher education program and re-packaged it into a variety of formats to better meet the needs of students whose work and family obligations, location, etc. preclude their attending their traditional campus based program in Denver. Nearly all students take the program in one of these non-campus based formats, one of which is an online version of the program.

The program is given at six campuses in Colorado, [Northwest Denver](#), [Lowell \(Main Campus\)](#), [Denver Tech Center](#), [Boulder](#), [Interlocken at Broomfield](#), [Colorado Springs](#) and [Fort Collins](#). Most of the program instructors are, or have been, working professionals with extensive experience in the field of education, who are paid by course rather than salaried. There are three categories of program faculty: (1) full-time faculty who advise, teach, and administer the program, (2) affiliate faculty who teach classroom-based or online courses, and (3) consultants, who work one-on-one with students in guided course work. In the fall semester of 2004 the program had 13 full-time

¹ 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.

faculty, 124 affiliate faculty, and 320 course consultants.

Program's Claims

The program faculty claims that its students meet the eight Colorado Department of Education (CDE) standards, which align with the components of TEAC's *Quality Principle I*. The CDE standards about content cover the teaching of (1) reading, writing, speaking, viewing and listening, (2) mathematics, (3) the other elementary school subject content areas, (4) instructional technology, and (5) the perpetuation of the American political system. The standards about pedagogy cover the knowledge of certain instructional, classroom management, and assessment practices appropriate to a standards-based curriculum and a culturally, economically, and linguistically diverse student body.

These standards are compatible with the Regis University SPS Teacher Education mission, which is found at

<http://www.regis.edu/content/apg/pdf/apg.spsed.teresource.miss.pdf>.

Basically, this mission emphasizes the Jesuit tradition of scholarship and service to others through personalized programs, innovative program formats and technology, reflection, and character development.

Rationale for the Assessments

The faculty proposes the following measures in support of its claims: (1) overall undergraduate GPA's and GPA in selected undergraduate content area courses, (2) an analysis of the undergraduate transcript for subject matter courses, and/or CLEP, Dantes, and challenge examination results, (3) direct assessments throughout the program of the 45 elements that make up the eight Colorado standards, (4) ratings of student portfolios of work related to the eight standards, (5) license tests test scores (PLACE or Praxis II), (6) assessments of teaching methods prior to student teaching, (7) supervising and cooperating teacher ratings of student teachers, (8) survey of alumni about their competence with regard to the eight standards, (9) grades in the program, and (9) an assessment of a *work sample*, a Colorado requirement for licensure that also documents the student's capacity to implement the eight standards.

The faculty has piloted the alumni survey and the scoring rubric for the work samples and presents its preliminary findings, which show fairly high degrees of agreement with propositions that the graduates were well-prepared in most of the areas of the eight standards and fairly high ratings of *work samples*.

The faculty reports evidence of reliability and validity of some measures. They found reasonable inter-rater correlations on the *work sample* and some

significant relationships of the work samples with the license examinations.

Internal Audit

Fifty-four students, who had completed the program by 2002, were selected from the second student in each set of ten from an alphabetically ordered list of students. The eighth course on each of these students' transcript was also selected for examination.

The internal audit, conducted by nine staff members, probed 65 elements of the program's quality control system to determine whether the evidence was present or not. For the most part they found evidence that the agents in the system had taken the required actions. There were twelve areas, however, where the required actions were taken less than 75% of the time and these were cited for further investigation and correction.

The faculty concluded as well, that the School of Professional Studies is committed to the program and that they have the capacity to offer a quality program. Their conclusion is based on the evidence of parity between the SPS Teacher Education program and other programs offered through the SPS. In all comparisons there is either no appreciable difference between the characteristics of the SPS teacher education program and SPS undergraduate and graduate programs or the evidence favors the teacher education program.