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Technical Assistance

Regent University  
Alternative, IHE-based Program

# 2016

 Title II  
Reports

## Complete Report Card

AY 2014-15

## Institution Information

Name of Institution: Regent University  
Institution/Program Type: Alternative, IHE-based  
Academic Year: 2014-15  
State: Virginia

Address: 1000 Regent University Drive  
Administration Building  
Virginia Beach, VA, 23464

Contact Name: Ms. Kenyetta Veal  
Phone: 757-352-4873  
Email: kennyvea@regent.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Career Switcher Alternative Route to Licensure	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.regent.edu/acad/schedu/masters-career-switcher/apply-career-switcher.cfm>

Please provide any additional comments about or exceptions to the admissions information provided above:

requirements as prescribed by the Virginia Department of Education licensure regulations. These requirements are verified by performing a coursework evaluation of official transcript(s).

### Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Agreement to the Community Life Statement	Yes	No

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.33

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.76

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	11
Unduplicated number of males enrolled in 2014-15:	3
Unduplicated number of females enrolled in 2014-15:	8

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	7
Two or more races:	0

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	75
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

Please provide any additional information about or descriptions of the supervised clinical experiences:

The Career Switcher Alternative Route to Licensure program currently does not require a formal supervised clinical experience such as student teaching, due to the nature and design of this alternative route model in Virginia. However, Level One students complete approximately 25 practicum hours, that may include, but are not limited to: observation; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction; teaching lesson(s). Students will be required to provide descriptions of their experience that will include preparation, recording and reflection as determined by the instructional faculty member. The practicum experience will be included as part of the faculty member's overall assessment of the student in each of the professional studies courses.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	

Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	19
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	8
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Journalism	1

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	1
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	4
Social Sciences	2
Anthropology	
Economics	1
Geography and Cartography	
Political Science and Government	4
Sociology	
Visual and Performing Arts	2
History	2
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	5
Philosophy and Religious Studies	2
Agriculture	
Communication or Journalism	4
Engineering	2
Biology	5
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	2
Physics	
Business/Business Administration/Accounting	7
Computer and Information Sciences	1

Specify: Fashion; Intelligence Studies; Interdisciplinary Studies; Multidisciplinary Studies; Physician Assista

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 51

2013-14: 54

2012-13: 39

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

5

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

There were 4 Career Switcher candidates added to the alternate route program in 2014-15 with endorsement areas in Middle Education Mathematics (3) and Secondary Education Mathematics (1). Though this was just shy of our goal, the program continues to pursue collaboration with the University's ongoing implementation of an aggressive marketing and recruitment plan, with a targeted focus on recruiting teacher candidates for high need subject areas.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

See above not on marketing and recruitment initiatives.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

5

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The program continues to pursue collaboration with the University's ongoing implementation of an aggressive marketing and recruitment plan, with a targeted focus on recruiting teacher candidates for high need subject areas.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

There were 8 candidates prepared to teach science across multiple areas in the 2014-15 academic year, some with multiple endorsement areas (1 Chemistry, 4 Biology, 3 Earth and Space Science, and 3 Middle School Science).

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes



Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Career Switcher Alternative Route to licensure program meets these assurances through Level I and Level II preparation. Level I preparation involves coursework training and integrated practicum experiences in the following courses:

EFND 530 Foundations in Education for Transitioning Professionals (3) Understand the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization /culture and contemporary issues in education are included. School / family communications and ways of involving families in student learning are explored.

EFND 531 Exploring the Curriculum (3) Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Integrate character principles into the school environment and curriculum. Examine curriculum content and its relationship to cognitive development as a tool for designing instruction to promote higher-level thinking.

EFND 532 Classroom Management for Transitioning Teachers (3) Develop an understanding and application of classroom and behavior management techniques. Effective intervention strategies will be presented and practiced. Diverse approaches to classroom management will be presented based on upon behavioral, cognitive, affective, social and ecological theory and practice. Teacher / student relationships are examined together with classroom community building.

EFND 533 Teaching Students Effectively (3) Focus on classification and sequencing learning outcomes. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and monitoring student progress.

EFND 534 Assessment & Evaluation Techniques (3) Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of "alternative" and traditional assessment instruments.

EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3) A study of the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development, and incorporating children's individual differences to guide learning experiences.

As of AY2014-2015, the Level II preparation continues as a one-year mentorship experience accompanied by seminars while the candidate completes their first year as a full-time contracted classroom teacher. The seminars are delivered as two 3-credit seminar courses as described below:

EFND 536 Advanced Practices I for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, to include classroom management strategies, diversity in student learning; reading in content areas. Course content will be linked to the Virginia Department of Education requirements for teacher evaluation.

EFND 537 Advanced Practices II for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, including advanced classroom management; technology in teaching; inclusion and special needs in a regular classroom. Course content will be linked to the Virginia Department of Education requirements for teacher evaluation.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	5			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
0101 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
0101 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
5101 -BUSINESS EDUCATION (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5101 -BUSINESS EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	7			
5101 -BUSINESS EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5101 -BUSINESS EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	3			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	1			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2012-13	2			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
0121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	2			
0121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	1			
5121 -FAMILY AND CONSUMER SCIENCES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	8			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	4			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5561 -MARKETING EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
0561 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
0561 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	4			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	5			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2013-14	4			
	3			

Educational Testing Service (ETS) All program completers, 2012-13				
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	3			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	3			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	3			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	5			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	6			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	7			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	4			
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
	3			

Educational Testing Service (ETS) All program completers, 2014-15				
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	7			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
0051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
5051 -TECHNOLOGY EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	11	519	11	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2014-15	51	521	51	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2013-14	54	551	54	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2012-13	39	550	39	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	51	51	100
All program completers, 2013-14	54	54	100
All program completers, 2012-13	39	39	100

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

TEAC

Regionally Accredited by SACS

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our program prepares teachers to implement technology through all of the previously mentioned courses, but specifically and intentionally through the following course training:

UNIV LIB Information Research & Resources (0) Non-credit, free of charge. Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required of graduation. Pass/Fail.

EFND 533 Teaching Students Effectively (3) Focus on classification and sequencing learning outcomes. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and monitoring student progress.

EFND 534 Assessment & Evaluation Techniques (3) Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of "alternative" and traditional assessment instruments.

EFND 538 Technology Standards for Instructional Personnel (TSIPs) (0) Virginia Department of Education's technology requirements for licensure. Pass/No Pass.

Former Level Two Seminars:

GSAS 550 CS Technology in Education (0) Provides an understanding of courseware management and instructional software tools currently being used in middle/high school classrooms. Particular attention is placed on courseware programs used in school districts and integrating technology in the curriculum.

GSAS 552 CS Best Practices (Methods for Secondary Teachers) (0) Examines the content in the middle/high school curriculum standards and explores strategies to make connections among content areas and best practices for instruction. Methods are presented for various content specific disciplines using a common core and to meet the needs of diverse learners.

Current Level Two Seminar:

EFND 537 Advanced Practices II for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, including advanced classroom management; technology in teaching; inclusion and special needs in a regular classroom. Course content will be linked to the Virginia Department of Education requirements for teacher evaluation.

In addition, as part of our "Practical Technology for the 21st Century Classroom" initiative, all students in the M.Ed. Special Education, M.Ed. Reading Specialist, and Career Switcher programs receive tablets as part of the enrollment process. M.Ed. Special Education and M.Ed. Reading Specialist students receive a Nook HD while Career Switchers receive an iPad Mini. These devices are used to acquire required electronic textbooks; learn tablet technology as an instructional tool; and, provide increased access to Regent coursework and Library resources.

This technology initiative results in significant savings for the student, as electronic texts are offered at a fraction of the price of hard copy texts. Also, tablet assignments throughout the program help students utilize tablet technology in their 21st century K-12 classrooms.

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The program prepares general education teachers in the above mentioned areas primarily through the coursework, but actively through the integrated practicum observations and field experiences that take place during the Level I training.

Field experiences represent the heart of Regent University's certification programs in education at the graduate level.

Through carefully structured placements teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices.

University faculty members in collaboration with experienced professionals in the field design, implement, and evaluate experiences to prepare candidates for their roles in schools as reflective decision-makers. Professional educators serving as field partners are certified experienced practitioners.

Specifically, as a key element in each professional studies course, the student will be placed in a given a practicum placement. These placements must be in an accredited private or public school and must be set up through the School of

Students will complete approximately five (5) hours of practicum experience within each of their five (5) required professional studies courses for a minimum of twenty– five (25) practicum field experience hours. The practicum experiences may include, but are not limited to: observation; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction; teaching lesson(s). Students will

be required to provide descriptions of their experience that will include preparation, recording and reflection

as determined by the supervising faculty member. The practicum experience will be included as part of the faculty members overall assessment of the student in each of the professional studies courses.

Does your program prepare special education teachers to:

- teach students with disabilities effectively  
NA
- participate as a member of individualized education program teams  
NA
- teach students who are limited English proficient effectively  
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

NA

## Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Transforming Education through Practice and Example Regent University's School of Education (SOE) delivers excellence in teaching, research and service so that you experience graduate school at its best. Our regionally and nationally accredited programs are taught by an internationally accomplished faculty of writers, scholars and practitioners who provide K-12 teacher training, higher education training and professional development for teachers in both public and private school settings that may lead to initial licensure or optional add-on endorsements such as Reading Specialist, Gifted Education, Administration & Supervision, English as a Second Language and K-12 Special Education. Elementary Education and Secondary endorsements in English, History and Social Science, and Mathematics are also available at the undergraduate level through the College of Arts and Sciences. At Regent, our Christian teacher training will challenge you to build the skills, knowledge and wisdom you need to serve and elevate others at the highest level. Although we lead by example through community service initiatives that support our local teachers and administrators, it is our award-winning graduates who demonstrate how our hands-on, values-based programs transform lives as well as classrooms. Our faculty are acclaimed practitioners who hold you to a high standard of academic excellence and biblical character — modeled within and beyond the classroom. That's the Regent difference. The result? Generations of students reaching higher and achieving more academically and personally. Additional information describing the Career Switcher Alternative Route to Licensure Program may be found here: <http://www.regent.edu/acad/schedu/masters-career-switcher/>

## Supporting Files

## Complete Report Card

AY 2014-15

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