title **(II)**
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Regent University
Traditional Program

2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Regent University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Virginia

Address: 1000 Regent University Drive
Administration Building 266
Virginia Beach, VA, 23464

Contact Name: Ms. Kenyetta Veal
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Email: kenyvea@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 traditional 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?
Elementary Education preK-6	No
Interdisciplinary Studies (Elementary Education preK-6)	No
K-12 Special Education - General Curriculum	No
Secondary English 6-12	No
Secondary History and Social Science 6-12	No
Secondary Mathematics 6-12	No
Total number of teacher preparation programs: 6	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate Junior Year for the Undergraduate Interdisciplinary Studies Program.

Yes

Provide a link to your website where additional information about admissions requirements can be found: http://www.regent.edu/acad/schedu/admissions/apply.cfm; and, http://www.regent.edu/admissions/

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

In addition to the above requirements, students applying for the graduate program in Elementary Education must have satisfied coursework in core academic areas of English, Mathematics, History and Social Sciences (i.e., history,government, geography and economics), prior to admission into the teacher preparation program as required by Virginia. Students applying to the Undergraduate Interdisciplinary Studies Elementary Education program must satisfy these same requirements during their freshman and sophomore years, or at the junior community college level prior to formally being admitted into the upper level teacher preparation portion of the program.

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?

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 Undergraduate 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	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Agreement to the Community Life Statement	Yes	No

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

2.5

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

3.874

What is the minimum GPA required for completing the program?

2

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

3.66

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	Yes	Yes

Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Agreement to the Community Life Statement	Yes	No

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

3.097

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

3.71

Please provide any additional comments about the information provided above:

Students who are admitted with a GPA below 2.75 are admitted with a provisional status, with the requirement to obtain a 3.0 GPA in the first semester enrolled.

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:	110
Unduplicated number of males enrolled in 2014-15:	7
Unduplicated number of females enrolled in 2014-15:	103

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	4
Black or African American:	29
Native Hawaiian or Other Pacific Islander:	0
White:	56
Two or more races:	1

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	105
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	62

The 105 clock hours required prior to student teaching reflects the practicum observation component of the undergraduate and graduate Elementary Education program. The 560 average number of clock hours required for student teaching reflects the average between the 500 hours required in the Elementary Education program and the 620 required in the Special Education program. The 62 students in supervised clinical experiences for 2014-2015 reflect a total of 25 Elementary Education (undergraduate) and 37 Special Education students in student teaching during this year.

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. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	29
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
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/General 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 - Other Specify:	

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. (§205(b)(1)(H))

Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	4
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 - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	6
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	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	4
Social Sciences	1
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	1
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	

Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other Specify: Interdisciplinary Studies; Ethology; Industrial Technology;	28

Section I.f Program Completers

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

2014-15: 53

2013-14: 49

2012-13: 34

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?

3

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:

Marketing promotion remains in progress. There is ongoing development of new program websites, with specific emphasis on showcasing secondary concentrations. In addition, the program alerts potential candidates if school division incentives and government loan forgiveness programs.

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

The program intends to continue developing partnerships with secondary schools and send recruiters to secondary schools for career events.

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?

3

Provide any additional comments, exceptions and explanations below:

There was a total of 5 students enrolled in the Secondary Mathematics Education program for 2015-16 as of this reporting date.

Academic year 2016-17

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

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

3

Provide any additional comments, exceptions and explanations below:

The program plans to continue collaborating with the University's marketing and enrollment management departments to advance the promotion of the program.

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.

Academic year 2014-15

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

No

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

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

Data not reported

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 science in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

No

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

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?

Yes

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

25

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

No

While we fell just shy of our goal with the addition of 23 students to the state approved teacher preparation program, the University's marketing department continues to engage an aggressive and comprehensive marketing campaign, to include: a significant increase in broadcast media presence, increasing traffic to the website, strategic placements in professional education journals as well as local news media. This has improved the branding efforts of the University as a whole, which has afforded benefit to the programs offered. In addition, the University has made significant investment in resources for the enrollment management department which allows for increased recruitment activity around the state of Virginia, forming relationships, and developing corporate partnerships that offer tuition benefits to teacher candidates.

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

As of 2014, the program began offering Praxis Math Remediation courses for candidates who are unsuccessful in passing this basic academic skills assessment. This allows for candidates who are otherwise strong and demonstrate potential, to be admitted into the teacher preparation program once their deficiency in this particular subject area has been addressed.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

25

Provide any additional comments, exceptions and explanations below:

As of this reporting date, there have been 21 students added to the state approved teacher preparation program for 2015-16. We continue to admit students for the upcoming summer 2016 semester with sessions beginning in May and June, and we anticipate meeting or exceeding the goal by the conclusion of the summer 2016 admission season.

Academic year 2016-17

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

Yes

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

25

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?

Yes

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

20

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

Yes

Description of strategies used to achieve goal, if applicable:

During the 2014-15 academic year, we added 13 students to the M.Ed. and 30 students to the Certificate programs leading to endorsement in English as a Second Language. As stated in the previous section, the University's marketing department continues to engage an aggressive and comprehensive marketing campaign, to include: a significant increase in broadcast media presence, increasing traffic to the website, strategic placements in professional education journals as well as local news media. This has improved the branding efforts of the University as a whole, which has afforded benefit to the programs offered. In addition, the University has made significant investment in resources for the enrollment management department which allows for increased recruitment activity around the state of Virginia, forming relationships, and developing corporate partnerships that offer tuition benefits to teacher candidates.

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:

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

See response in Section II Annual Goals - Special Education.

Academic year 2016-17

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

Yes

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

40

Provide any additional comments, exceptions and explanations below:

We continue to pursue and obtain school division cohort opportunities to develop and train qualified certified teachers to work with limited English proficient students through non-degree professional development and certificate programs, in addition to the degree program.

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.
Yes

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

Prospective general education teachers are prepared to provide instruction to students from low-income families.
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:

Field experiences represent the heart of Regent University's certification programs in education at the undergraduate and graduate levels. 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 engages in a practicum placement. These placements must be in an accredited private or public schools, requested through the Field Placement Coordinator.

Students will be required to successfully complete a minimum of one hundred (100) practicum/field experience hours (not including the student teaching/internship experience). Designated faculty member(s) will supervise these experiences, and will do so in conjunction with cooperating teachers as appropriate.

Students must complete and request a placement location each semester from the Field Placement Coordinator. Students may select a school district which is geographically convenient. Students must comply with all school district placement requirements for serving within the school district (i.e.... finger printing or background check). All placements are arranged through the department placement office and students will be notified once the process is completed.

Practica

Practicums (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). The definition and description of these experiences are as follows: Tier I, the beginning level of the practicum experience, is attached to the foundational courses taken early in the program. Tier I tasks include structured observations in general education classrooms, video interactions, and application exercises of strategies and skills. All tasks for observations, video interactions, and applications flow from the course competencies. The observation report, video interactions, and applications are guided and evaluated by the university instructor. Some applications involve one-on-one and small group interactions with students in settings other than the general classroom. All Tier I interactions prepare the student for Tier II of the practicum experience. Tier II, the more advanced level of the practicum experience (curriculum course and management), is attached to courses taken

involvement in classroom instruction. The interactions in the Tier II experiences are guided and evaluated by the university instructor and the cooperating teacher. Tier II experiences prepare students for the internship experience. The level II courses which require a more advanced practicum experience include Curriculum, Classroom Management and Instructional Strategies.

Evaluations of the student's performance throughout the practicum include both formal and informal formative and summative evaluation. These placements are evaluated by the cooperating teacher and University faculty using the Practicum Evaluation Form in the field.

Students will complete approximately fifteen (15) hours of practicum experience within each of their seven (7) required professional studies courses for a minimum of one hundred (100) 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.

The internship consists of 500 hours divided between 2 placements for Elementary Education student teachers and 310 hours for Special Education student teachers. Specifically, students are supervised by an experienced, licensed, cooperating teacher for one semester (approximately 75 days, 6 hours per day). These placements are completed in a fully accredited private or public school and are coordinated between the School of Education and local school divisions. Students must complete at least one placement in a public school setting. The determination of placements for field experiences and internship experiences is based on several factors. These include licensing requirements, diversification of sites over the candidates' preparation, quality of the program, and availability of qualified cooperating teacher, avoiding conflicts of interest, candidate's residence, and the service area of the university. In determining placements, it is of primary importance that Regent University's licensing requirements are met with respect to grade level and content area.

Evaluation of the internship is achieved through a number of written assessments conducted by the cooperating teacher, school administrators, and university supervisors. Full details of the internship, together with the evaluation instruments that are used, can be found in the Teacher Preparation Handbook. The summative evaluation is a pass/fail assessment recommended by the university supervisors and confirmed by the Director of Internships.

Cooperating teachers are selected by the school divisions in consultation with school principals, so their allocation to Regent University's teacher candidates is fixed at the time a placement is confirmed by a school division.

The placement school is visited prior to the internship by the university supervisor. The supervisor meets with the faculty to explain the procedures, to give the faculty a copy of the Teacher Preparation Handbook (including the evaluation instruments), and to answer any questions. This meeting is important, as it sets the scene for the placement in advance of the teacher candidate's arrival at the school and establishes a relationship between the two professionals who will be evaluating the internship. If possible, the supervisor also pays a courtesy call on the principal during this visit.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	12	170	12	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	21	173	21	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	170	12	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	11	179	11	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	9			
	12	174	12	100

Educational Testing Service (ETS) All program completers, 2014-15				
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	9			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	12	174	12	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	10	183	10	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	1			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2014-15	12	186	12	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	33	170	31	94
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	2			
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	2			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	43	175	43	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	35	175	35	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	7			
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2012-13	3			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2012-13	27	171	27	100
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	1			
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	1			
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	3			
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	3			
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	69	518	66	96
099 -VCLA Evaluation Systems group of Pearson All program completers, 2014-15	48	523	48	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2013-14	44	541	44	100
	31	542	31	100

Evaluation Systems group of Pearson All program completers, 2012-13				
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson Other enrolled students	12	244	11	92
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2014-15	5			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2013-14	4			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	53	53	100
All program completers, 2013-14	48	48	100
All program completers, 2012-13	33	33	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

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and 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.

While the traditional teacher preparation programs integrate the effective use of technology embedded throughout all of the required courses, the below courses give intentional emphasis in preparing teachers to integrate technology effectively.

All Programs:

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.

Elementary Education Program:

UED 400/ ECUR 500 Curriculum Design and Assessment Techniques (3): The purpose of this experience is to provide the learner with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the VA SOL, and informative feedback mechanisms, as well as how to modify and/or design units for enhancement of a pre-existing curriculum. Proper selection and use of materials including media and computers will be explored. In addition, the learner will be able to guide fellow personnel in school-based curriculum design/redesign processes.

instructional situations and enhanced learning success. Covers three basic areas of technology integration with a macro-level framework: planning, implementation and evaluation. Virginia technology standards are introduced and students must demonstrate proficiency with portfolio and assignment development (taken concurrently with student internship experience). Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology into the student's educational setting.

EDIP 501 Orientation to Technology in Education (1): The rationale, concepts, and philosophy of technology education with attention to the School of Education's elementary technology requirements and resource options.

EDIP 502 Application of Technology for Teaching & Learning (2): Current technology research and learning theories instructional design and product development, information access and delivery issues for classroom teachers, and pragmatic ideas for integrating educational technology in the classroom by providing software training and content focused on technology skill development and curriculum integration. Students will complete a cumulative electronic portfolio which will serve as documentation for the School of Education's program requirements and the Virginia Department of Education technology standards. Prerequisites: Computer literacy and EDIP 501 or it equivalent.

UED 495/ EFND 595 Field Experience/Student Teaching (6): Placement for one semester in one or more elementary schools for supervised teaching experience thereby giving students the opportunity to bridge theory and practice.

Special Education Program:

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and mental retardation investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and mental retardation across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 561 Field Experience III Internship Students with Disabilities (3): Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with learning disabilities, mental retardation and/or behavioral disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

ETSP 561A Field Experience IIIA Internship Inclusion (3): Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with learning disabilities, mental retardation and/or behavioral disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

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 to teach students with disabilities, participate as a member of individualized education program teams, and teach students who are limited English proficient through the following coursework and practicum experiences:

ETSL 505 Serving English Language Learners in K-12 Classrooms (3): This course is designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL teachers and general classroom teachers.

UIS 440/ETSL 540 Multi-Cultural Education (3): Overview of principles and practices for providing effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multi-cultural education, with an emphasis on the second language learner and TESOL curriculum development. Includes examination of socio-cultural variables in the instructional setting.

learner and TESOL curriculum development.

UED 451/EELM 551 Students with Disabilities (3): Learning disabilities, intellectual disabilities, emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which

School of Education contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services. Practicum required.

Does your program prepare special 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 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.

The program prepares special education teachers to teach students with disabilities, participate as a member of individualized education program teams, and teach students who are limited English proficient through the following coursework and practicum experiences:

ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities (3): Surveys key legislative and judicial decisions that have shaped the current special education laws and policies. Understand the laws that must be kept in mind for every professional associated with special education. Ethical frameworks will be developed for appropriate decision making around key issues.

ETSP 551 Characteristics of Students with Disabilities (3): Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of

identification, assessment, program options and intervention services. This course includes as competencies a classroom observation and practicum experience.

ETSP 552 Behavior Management & Social Skills Training (3): In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

ETSP 553 Language Acquisition & the Communicative Arts (3): This course prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4): This course will prepare participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze

record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555 Collaboration & Consultation (2): In this course participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3): Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 561 Field Experience III Internship Students with Disabilities (3): Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with learning disabilities, mental retardation and/or behavioral disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

ETSP 561A Field Experience IIIA Internship Inclusion (3): Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with learning disabilities, mental retardation and/or behavioral disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

ETSP 570 Instructional Methods for Students with Disabilities (3): Learning disabilities, emotional/behavioral disabilities, and mental retardation investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and mental retardation across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3): Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 581 Foundations of Education and Human Growth and Development (3) Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development, and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

EFND 598 Professional Project (1) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met.

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 traditional teacher preparation programs may be located online at: http://www.regent.edu/acad/undergrad/academics/departments/ids/ http://www.regent.edu/acad/schedu/masters-elementary-education/ http://www.regent.edu/acad/schedu/masters-special-education/

Supporting Files

Complete Report Card

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