



Belmont University
Traditional Report AY 2015-16
Tennessee

REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

PHONE

EMAIL

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|-----------------------------------|---|--------|
| Biology 7-12 | No | |
| Chemistry 7-12 | No | |
| Early Childhood Education Pre-K-3 | No | |
| Elementary Education K-6 | No | |
| English 7-12 | No | |
| ESL Prek-12 | No | |
| French 7-12 | No | |
| German 7-12 | No | |
| Government 7-12 | No | |
| History 7-12 | No | |
| Instrumental Music K-12 | No | |
| Latin 7-12 | No | |
| Mathematics 7-12 | No | |
| Middle Grades 4-8 | No | |
| Physics 7-12 | No | |

Total number of teacher preparation programs: 24

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|------------------------------|---|--------|
| Political Science 7-12 | No | |
| Psychology 9-12 | No | |
| School Social Worker PreK-12 | No | |
| Sociology 9-12 | No | |
| Spanish 7-12 | No | |
| Speech Communication 7-12 | No | |
| Theatre K-12 | No | |
| Visual Arts K-12 | No | |
| Vocal Music K-12 | No | |

Total number of teacher preparation programs: 24

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Freshman year



If Other, please specify:

For Graduates, when accepted for admission.

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.belmont.edu/graded/admission/index.html>

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

We conditionally admit Graduate students if their undergrad GPA is below 3.00 and they are otherwise a good candidate. They must maintain a 3.0 GPA in their first semester (two courses) as a grad student.

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|---------|--------------------|-------------------|
|---------|--------------------|-------------------|

| | | |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.56

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.79

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- 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 postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|--|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text" value="GRE/MAT used at entrance into program"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.33

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.9

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 160 |
| Average number of clock hours required for student teaching | 640 |
| Average number of clock hours required for mentoring/induction support | 50 |
| 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) | 6 |
| Number of students in supervised clinical experience during this academic year | 25 |

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

In Music Education some FT faculty have part of their load supervising but none of the EDU students have FT faculty supervising.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2015-16 | <input type="text" value="218"/> |
| Unduplicated number of males enrolled in 2015-16 | <input type="text" value="40"/> |
| Unduplicated number of females enrolled in 2015-16 | <input type="text" value="178"/> |

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

| 2015-16 | Number Enrolled |
|-----------------------------|---------------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race | <input type="text" value="15"/> |
| <i>Race</i> | |

2015-16

Number Enrolled

American Indian or Alaska Native

0

Asian

4

Black or African American

6

Native Hawaiian or Other Pacific Islander

0

White

189

Two or more races

4

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2015-16

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | 7 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 3 |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1206 | Teacher Education - Multiple Levels | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 2 |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | 10 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1319 | Teacher Education - Technical Education | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | <input type="text"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | 1 |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | 1 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1332 | Teacher Education - Geography | <input type="text"/> |
| 13.1333 | Teacher Education - Latin | 1 |
| 13.1335 | Teacher Education - Psychology | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text" value="Theatre"/> | 1 |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2015-16

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | 10 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1319 | Teacher Education - Technical Education | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | <input type="text"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | 1 |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | 1 |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1332 | Teacher Education - Geography | <input type="text"/> |
| 13.1333 | Teacher Education - Latin | <input type="text"/> |
| 13.1335 | Teacher Education - Psychology | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.03 | Education - Curriculum and Instruction | <input type="text"/> |
| 13.09 | Education - Social and Philosophical Foundations of Education | <input type="text"/> |
| 24 | Liberal Arts/Humanities | <input type="text"/> |
| 42 | Psychology | <input type="text"/> |
| 45.01 | Social Sciences | <input type="text"/> |
| 45.02 | Anthropology | <input type="text"/> |
| 45.06 | Economics | <input type="text"/> |
| 45.07 | Geography and Cartography | <input type="text"/> |
| 45.10 | Political Science and Government | <input type="text"/> |
| 45.11 | Sociology | <input type="text"/> |
| 50 | Visual and Performing Arts | <input type="text"/> |
| 54 | History | <input type="text"/> |
| 16 | Foreign Languages | <input type="text"/> |
| 19 | Family and Consumer Sciences/Human Sciences | <input type="text"/> |
| 23 | English Language/Literature | <input type="text"/> |
| 38 | Philosophy and Religious Studies | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |
| 14 | Engineering | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|---------------------------------|
| 26 | Biology | <input type="text"/> |
| 27 | Mathematics and Statistics | <input type="text"/> |
| 40.01 | Physical Sciences | <input type="text"/> |
| 40.02 | Astronomy and Astrophysics | <input type="text"/> |
| 40.04 | Atmospheric Sciences and Meteorology | <input type="text"/> |
| 40.05 | Chemistry | <input type="text"/> |
| 40.06 | Geological and Earth Sciences/Geosciences | <input type="text"/> |
| 40.08 | Physics | <input type="text"/> |
| 52 | Business/Business Administration/Accounting | <input type="text"/> |
| 11 | Computer and Information Sciences | <input type="text"/> |
| 99 | Other Specify: <input type="text" value="Graduate Education"/> | <input type="text" value="13"/> |

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

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

| | |
|---------|---------------------------------|
| 2015-16 | <input type="text" value="25"/> |
| 2014-15 | <input type="text" value="51"/> |
| 2013-14 | <input type="text" value="49"/> |

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 <https://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 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

Direct marketing in MATH major courses.

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

2

9. Provide any additional comments, exceptions and explanations below:

Did not enroll what we thought we would have.

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

6

12. Provide any additional comments, exceptions and explanations below:

Actively recruited students MATH candidates into the MAT program.

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 <https://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 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

2

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

Recruited in, 1 dropped out.

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

Emphasis within SCIENCE majors' courses the need for effective science teachers in today's schools.

6. Provide any additional comments, exceptions and explanations below:

Gained 3 in residency program. 1 dropped out.

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

5

9. Provide any additional comments, exceptions and explanations below:

Need to enroll candidates into residency program from other IHE undergraduate science candidates.

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

6

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

9. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

5

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

Encourage more students to add-on ESL endorsement.

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

Targeted marketing to launch in 2017-2018.

6. Provide any additional comments, exceptions and explanations below:

In the 2015-16 School Year, all Secondary Candidates will take a course in English Language Learners.

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

10

9. Provide any additional comments, exceptions and explanations below:

Will look at using the 3 elective courses for Secondary M.A.T. Interns toward training in LEP.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

12

12. Provide any additional comments, exceptions and explanations below:

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.

1. 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
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

The faculty collaboratively identified the spiraling of diversity proficiencies as introduced, reinforced, applied, and measured across all curriculum and field experiences. Although EDU 3800/5800 is a class that specifically targets diversity, diversity is addressed in every course, which is documented in course syllabi via InTASC standards. The EPP has a reference document that maps the specific diversity curricular components and experiences that are spiraled within our Professional Core classes as a central guide for all stake holders. We have expanded this table to include methods courses and clinical experiences. (same as 2015 Report)

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15 | 7 | | | |
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| ETS5021 -EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5021 -EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 15 | 173 | 12 | 80 |
| ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 8 | | | |
| ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 12 | 176 | 12 | 100 |
| ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 12 | 170 | 11 | 92 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16 | 7 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15 | 8 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 7 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15 | 5 | | | |
| ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5601 -LATIN Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |
| ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16 | 9 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15 | 14 | 173 | 14 | 100 |
| ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14 | 19 | 171 | 19 | 100 |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 5 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 18 | 180 | 18 | 100 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15 | 29 | 179 | 29 | 100 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14 | 33 | 178 | 33 | 100 |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16 | 7 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15 | 15 | 180 | 15 | 100 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14 | 8 | | | |
| ETS0390 -PSYCHOLOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5952 -SOCIOLOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2015-16 | 11 | 179 | 11 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2014-15 | 16 | 181 | 16 | 100 |
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2013-14 | 11 | 173 | 10 | 91 |
| ETS5641 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 31 | 29 | 94 |
| All program completers, 2014-15 | 52 | 49 | 94 |
| All program completers, 2013-14 | 49 | 46 | 94 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. 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)?

- Yes
 No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. 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.

Technology is infused in all of the education courses. In the fall semester, our candidates attend an annual conference on assistive technology at the TN Access Center. Candidates complete IRIS modules related to UDL in the Diverse Learner course and UDL is taught and infused in most licensure courses. Students use Excel to graph data in their Data-bases Decision Making Projects which is required of all candidates as part of their Gateway 4. They also use easyCBM and AIMSweb. In addition, EDU 2100/5010 candidates are required to prepare a multimedia press kit on an advocacy issue. This ensures the measure of technology skills in production and presentation with their very first course in the program. Further, almost all EDU courses are taught with BlackBoard as the CMS and so candidates get the skills in online access through this means.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. 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.

All Teacher candidates complete course work on teaching diverse learners, including students with disabilities and students who are limited English proficiency. The course work involves content on processes, roles, and responsibilities of participating in IEP meetings as defined under IDEA and specific teaching strategies for ESL students. Additionally, teacher candidates participate in school-based practica experiences where they gain additional training about participating in the IEP process and teaching ESL students. Finally, as part of internship and student teaching, teacher candidates have one placement in a diverse setting and participate in the IEP process as indicated. Further, all candidates must pass Gateway 2, an oral defense of their analysis of a case study, midway through the program. One specific question on this has them analyze the potential barrier to learning and the UDL strategies to overcome the barriers. In Gateway 3 candidates are expected to address how they would differentiate learning in their content and simultaneously analysis alternative modes of assesment and also talk about RTI strategies.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No

Program does not prepare special education teachers

b. participate as a member of individualized education program teams

Yes

No

Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

Yes

No

Program does not prepare special education teachers

4. 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.

Use of the TN TEAM evaluation system in our student teaching and internship measures all general education teachers in providing modification and differentiation based upon IEP. The use of RTI in TN schools requires all general education teachers to be versed in this area. We no long prepare special education candidates.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Belmont University Department of Education Mission We embrace the Mission of Belmont University that “empowers men and women to transform the world” as educators and leaders of organizations who champion equity, opportunity, and dignity for all. Vision The Department of Education prepares professionals of diverse backgrounds to develop and gain the knowledge, skills, and character necessary to become exemplary educators and leaders who advocate for children, families, and communities. Beliefs We believe that exemplary educators and leaders advocate for learning by:

- Recognizing and honoring the worth and dignity of each individual
- Knowing that learning is dependent upon the social and emotional development of the individual
- Understanding the impact of generational poverty on children and families and the necessity of building community and engagement to develop support systems with them.
- Effectively collaborating with educators, scholars, families and community members to facilitate learning.
- Designing and employing flexible learning environments and knowing how to differentiate to meet different learning and language needs of individuals.
- Embracing cultural, ethnic, socio-economic, gender and religious differences by stimulating dialogue and providing a safe haven for learning.
- Seeking to invest in the communities in which they work and reside in order to use their knowledge and skills toward the flourishing of the communities.
- Informing, shaping, and reflecting on their practices using research, scholarship and measures of progress.
- Recognizing unconscious biases in themselves and in structures, and seeking to collaborate with others to provide equity, opportunity and dignity for all.

The Belmont Department of Education:

- Provides unique, student-centered opportunities and experiences to meet individual needs.
- Ensures mastery and a passion for teaching and scholarship.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **218**.

Number of program completers from Section I: Program Information, Program Completers is **25**.

For a total enrollment of **243**.

I certify the total enrollment shown above is correct.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mark A. Hogan

TITLE:

Chair, Education Department

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Mark A. Hogan

TITLE:

Chair, Education Department

Comparison with Last Year

| Item | Last Year | This Year | Change |
|---|-----------|-----------|----------|
| Total Enrollment | 160 | 218 | 36.25% |
| Male Enrollment | 36 | 40 | 11.11% |
| Female Enrollment | 124 | 178 | 43.55% |
| Hispanic/Latino Enrollment | 1 | 15 | 1400.00% |
| American Indian or Alaska Native Enrollment | 0 | 0 | |
| Asian Enrollment | 0 | 4 | |
| Black or African American Enrollment | 2 | 6 | 200.00% |

| Item | Last Year | This Year | Change |
|---|-----------|-----------|---------|
| Native Hawaiian or Other Pacific Islander Enrollment | 1 | 0 | |
| White Enrollment | 155 | 189 | 21.94% |
| Two or more races Enrollment | 1 | 4 | 300.00% |
| Average number of clock hours required prior to student teaching | 160 | 160 | 0.00% |
| Average number of clock hours required for student teaching | 640 | 640 | 0.00% |
| Average number of clock hours required for mentoring | 50 | 50 | 0.00% |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 0 | 0 | |
| Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 7 | 6 | -14.29% |
| Number of students in supervised clinical experience during this academic year | 51 | 25 | -50.98% |
| Total completers for current academic year | 51 | 25 | -50.98% |
| Total completers for prior academic year | 49 | 51 | 4.08% |
| Total completers for second prior academic year | 54 | 49 | -9.26% |