

2016 EPP Annual Report

CAEP ID:	11293	AACTE SID:	310
Institution:	Belmont University		
Unit:	Department of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 93

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

Changing of the "professional block" to specific content methods allowed the program to align each content methods course to the SPA standards. Delivery of the coursework moved to evenings and weekends spread across July - May instead of the past delivery of all methods taught together on Fridays. Greater depth of content, specificity to content disciplines, and richer assessment data was achieved in this shift. For ECE, ELEM, MID candidates the overlap of 1 hour with the Sci. and Math. methods allowed for STEM integration. All candidates in all methods courses now have field experiences.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

2013-2014 Title II AllAlternative:

<http://www.belmont.edu/graded/pdf/belmont-university-alternative-13-14.pdf>

2013-2014 Title II Traditional:

<http://www.belmont.edu/graded/pdf/belmont-university-traditional-13-14.pdf>

Tennessee Teacher Preparation Report Card 2015:

<http://www.belmont.edu/graded/pdf/belmont-teacher-effectiveness-training-program-2015.pdf>

Tennessee Institutional Report Card Summer 2014-2015:

<http://www.belmont.edu/graded/pdf/belmont--institutional-report-card-2015.pdf>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The EDU department is moving toward target performance with Standard 2: Clinical Partnerships and Practice. Beginning in Fall 2014 and continuing into Spring 2015 began "partnership" meetings with existing field and clinical placements (schools and districts), community agencies, faith-based nonprofits, and other EPPs to look at further ways to partner so that area schools (charter, independent, and public) would benefit from having more candidates with "the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development." Moving into the late Spring 2015 and Summer 2015 redesigning MOUs, standardization of clinical and field experience handbooks, and a shared-responsibility model was begun. A significant shift to the model of co-teaching was done within the clinical practice experience and through our partnership is Metro Nashville Public Schools, the district trainers in co-teaching trained all Belmont clinical candidates. A plan for formal assessment and potential redesign of field experiences was begun and will continue into the 2015-2016, 2016-2017 academic years.

Review of clinical data instruments was begun and will also continue into the 2016-2017 academic year. Further discussions were held on the Belmont interpretation of "sequential, skill-building" field experiences. The embedded field experiences were increase and all EDU courses moved to the requirement of 20 engaged hours of field experience per course.

In advancing the underpinning focus of "preparing candidates to be advocates for families and children" the department refocused the emphasis of the first course in the EDU core (Foundations of Education) to focus on cultural responsive pedagogy, addressing unconscious bias, and advocacy skill building. Candidates in their field experiences were asked to watch for indicators of "deficit vs. hope/attribute language."

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward

accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.