

**TENNESSEE STATE BOARD OF EDUCATION
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
 BELMONT UNIVERSITY
 FEBRUARY 4, 2022**

PART IA. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Full Approval, Minor Stipulations

CAEP STANDARDS

CAEP Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Met
2. Clinical Partnerships and Practice	Met
3. Candidate Quality, Recruitment, and Selectivity	Met
4. Program Impact	Met
5. Provider Quality Assurance and Continuous Improvement	Met

PART IB. CAEP ACCREDITATION DECISIONS

Accreditation is granted at the initial licensure level.

PART II. EPP AREAS FOR IMPROVEMENT and STIPULATIONS

EPP Areas for Improvement

STANDARD 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Areas for Improvement	Rationale
<p>2.1: The EPP provided limited evidence of the co-construction of mutually beneficial clinical preparation instruments that establish the expectations for candidate dispositions assessment.</p>	<p>The EPP provided insufficient evidence of the participation of P-12 partners in the co-construction of the two key assessments (Dispositions Assessment and Clinical Capstone Project).</p>

STANDARD 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Areas for Improvement	Rationale
<p>4.3: The EPP provided limited evidence that employers perceive completers' preparation was sufficient for their job responsibilities.</p>	<p>The EPP provided insufficient evidence that result in relevant information that showed employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>

STANDARD 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Areas for Improvement	Rationale
<p>5.2: The EPP provided limited evidence that EPP-created assessments are valid and reliable.</p>	<p>EPP-created assessments, dispositions, and capstone have not been demonstrated to be valid and reliable.</p>

EPP Stipulations

None.

PART III. STATE SPECIATY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- Early Childhood Education pre-K-3 (UG and PB)
- Elementary Education K-5 (UG and PB)
- English 6-12 (UG and PB)
- French 6-12 (PB)
- Spanish 6-12 (UG and PB)
- German 6-12 (PB)
- Latin 6-12 (PB)
- Mathematics 6-12 (UG and PB)
- Biology 6-12 (UG and PB)

Chemistry 6-12 (UG and PB)
Physics 6-12 (UG and PB)
History 6-12 (UG and PB)
Government 6-12 (UG and PB)
Psychology 9-12 (PB)
Sociology 9-12 (PB)
Music – Vocal/General K-12 (UG and PB)
Music – Instrumental/General K-12 (UG and PB)
Visual Arts K-12 (PB)
Theatre K-12 (UG)
English as a Second Language pre-K-12 (UG and PB)

Department Recommendation (Advanced Level): Full Approval
School Social Worker pre-K-12 (UG)

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

None