title II | higher education act

2022 TITLE II REPORTS
National Teacher Preparation Data

TN | **Trevecca Nazarene University**
Traditional Report AY 2020-21
Tennessee

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

221892

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

333 Murfreesboro Road

CITY

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37210

SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1331	Teacher Education - Speech	Both	

Total number of teacher preparation programs:

16

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	⦿ Yes	◯ No	⦿ Yes	◯ No
Fingerprint check	⦿ Yes	◯ No	◯ Yes	⦿ No
Background check	⦿ Yes	◯ No	◯ Yes	⦿ No
Minimum number of courses/credits/semester hours completed	⦿ Yes	◯ No	⦿ Yes	◯ No
Minimum GPA	⦿ Yes	◯ No	⦿ Yes	◯ No
Minimum GPA in content area coursework	⦿ Yes	◯ No	⦿ Yes	◯ No
Minimum GPA in professional education coursework	⦿ Yes	◯ No	⦿ Yes	◯ No
Minimum ACT score	⦿ Yes	◯ No	◯ Yes	⦿ No
Minimum SAT score	⦿ Yes	◯ No	◯ Yes	⦿ No
Minimum basic skills test score	⦿ Yes	◯ No	◯ Yes	⦿ No
Subject area/academic content test or other subject matter verification	◯ Yes	⦿ No	⦿ Yes	◯ No
Recommendation(s)	⦿ Yes	◯ No	◯ Yes	⦿ No
Essay or personal statement	⦿ Yes	◯ No	◯ Yes	⦿ No

Element	Admission		Completion	
Interview	● Yes	○ No	● Yes	○ No
Other Specify:	○ Yes	● No	○ Yes	● 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 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

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

Postgraduate Requirements

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	● Yes	○ No	● Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	140
Number of clock hours required for student teaching	525

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	58
Number of students in supervised clinical experience during this academic year	29

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

The clinical experience provides the culminating fifteen-week, semester-long experience of all who are seeking licensure from the Tennessee Department of Education. Enhanced student teaching consists of full-day classroom observation and practice teaching in two different school settings in order to provide a variety of experiences and opportunities for the teacher education candidate. Although there is an alternative program where candidates serve as the teacher of record, it is not an option for traditional undergraduate students. Any data related to the alternative program where candidates serve as Teacher of Record is listed on the ALT-IHE Based report

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	60
Subset of Program Completers	29

Gender	Total Enrolled	Subset of Program Completers
Male	13	5
Female	47	24
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8	1
Hispanic/Latino of any race	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	48	28

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	0	0

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2020-21**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	1
13.1202	**Teacher Education - Elementary Education**	13

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Library and Information Science	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2020-21**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	1
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program 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:

All candidates are required to take course work that addresses the diverse learner needs. Furthermore, there are specific assignments in each course that are assessed to measure candidates growth in the area of diverse leaner needs. Field experience experience is required in diverse settings.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for P-12 math teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

3. Did your program meet the goal?

- ● Yes
- ○ No

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:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for P-12 math teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for P-12 math teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

To continue to work with admissions counselors to actively recruit education candidates and inform them of the high demand for P-12 science teachers. The primary and state partnerships between our university and P-12 districts should establish a pipeline of candidates to teach in high demand areas

3. Did your program meet the goal?

- ● Yes
- ○ No

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:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for P-12 science teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for P-12 science teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

To continue efforts at actively recruiting education candidates and inform them of the high demand for special education teachers. The primary and state partnerships between our university and P-12 districts should establish a pipeline of candidates to teach in high demand areas.

3. Did your program meet the goal?

- ● Yes
- ○ No

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:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for SPED teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Admissions counselors will continue efforts at actively recruiting education candidates and inform them of the high demand for SPED teachers. Continuation of partnerships with districts to meet high demand areas in an effort to supply a pipeline of candidates to teach in high demand areas. Continued use and development of diversity plan which addresses the recruitment of diverse candidates in high demand areas.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Effective Fall 2020, our EPP has been conditionally approved by TDOE for three (3) new Specialty Area Programs that will help prepare teacher in instruction of limited English proficient students. These programs will offer teacher education candidates a dual endorsement in the following areas: Elementary Education and English as a Second Language Early Childhood Education and English as a Second Language Special Education and English as a Second Language Candidates should be completing these programs by Spring 2024.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

The goal to certify more candidates certified in ESL in 2024 is on track and in progress.

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

The goal to certify more candidates certified in ESL in 2024 is on track and in progress.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Effective Fall 2020, our EPP has been conditionally approved by TDOE for three (3) new Specialty Area Programs that will help prepare teacher in instruction of limited English proficient students. These programs will offer teacher education candidates a dual endorsement in the following areas: Elementary Education and English as a Second Language Early Childhood Education and English as a Second Language Special Education and English as a Second Language Candidates should be completing these programs by Spring 2025.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal to certify more candidates certified in ESL in 2024 is on track and in progress.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	4			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	14	177	14	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	3			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2020-21	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, 2019-20	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	13	13	100
All program completers, 2019-20	19	19	100
All program completers, 2018-19	5		

Low-Performing

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

Low-Performing

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
- ☐ CAEP
- ☐ AAQEP
- ☑ Other specify:

  SACS and NCATE. A CAEP review is scheduled Fall 2022.

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

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.**

   The EPP utilizes Livetext (Watermark) as the data warehouse for all the School of Education assessments. There are EPP forms that are disseminated to all candidates through the Livetext (Watermark) system as online survey tools. These data are aggregated into data sets by semester and shared out at a data focused faculty meeting along with other program specific data. Each program coordinator is responsible for overseeing the completion of assessments by faculty and adjuncts who teach within that program. Adjunct faculty meetings and one on one training in Livetext (Watermark) have been completed both in the fall and spring semesters to ensure the completion of assessments. The Data Analysis Consultant continues to oversee the collection of data and shares data during faculty meetings. During this time, there is a discussion of the process, updates on any missing data, rich discussion concerning the analysis of the information. Further, the Consultant shares reports from Livetext (Watermark) to update faculty on EPP wide assessments including disposition to discover trends. This information is shared with adjunct faculty and stake holders during bi-annual advisory and adjunct meetings. All assessments are re-evaluated for validity and reliability as overseen by the Data Consultant. While the assessments are based on the Tennessee Educator Accelerated Model for teacher evaluation across the state, continued school partner meetings are used to provide continued feedback for relevancy. Further, the Tennessee state Trevecca Report Card provides valid, reliable data feedback on the impact of completers as well as admissions, retention, completer and employer feedback. The EPP prepares teachers to integrate technology effectively into curricula and instruction by: 1) Utilize Email—Students will use an email account as part of course communication activities. 2) Use the Internet—Students will use the Internet on

a weekly basis for course related assignments, materials, and resources. 3) Implement Microsoft Office applications 4) Create online quizzes 5) Use Concept Mapping Tools—Students will use Inspiration software or a web-based program to create a visual learning tool to assist in the development of a teaching idea 6) Evaluate Web Quests—Students will evaluate a Web Quest that could be used in the classroom 7) Research lessons for SmartBoard 8) Build Webpages—Students will produce a teacher webpage with links to class calendar, student assignments, and other resources 9) Apply Web 2.0 Tools – Students will explore the use of a variety of tools for classroom use 10) Investigate IPad applications for student learning and for teacher productivity 11) Create a Virtual Field Trip – Students will make a grade/age appropriate field trip for classroom instruction 12) Complete a Technology Project explaining and demonstrating an assigned technology 13) Many courses are taught on-line or through the usage of hybrid instruction. The candidates are trained to utilize the on-line program Black Board

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

    a. **Teach students with disabilities effectively**

    Upon completion of the EPP, general education teachers are able to: 1. Develop a teaching philosophy that reflects appropriate attitudes toward students with disabilities and their inclusion in regular education (INTASC #2, 9; CEC #1) 2. Review state and federal laws/legislation impacting the education of students with disabilities (INTASC #1; CEC #1) 3. Identify and discuss multicultural aspects resulting in over representation of minority or culturally diverse populations in special education classes (INTASC #3; CEC #1) 4. Summarize the collaborative roles of special education teachers, regular education teachers, related service providers, and parents impacting effective inclusion (INTASC #10; CEC #10) 5. Discuss the role of educational assistants in the delivery of educational programs to students with disabilities (INTASC #10; CEC #10) 6. List the definition, prevalence, identification, and characteristics of students with disabilities in the classroom (INTASC #3; CEC #2, 3) 7. Create a file of special education strategies found to be effective with students with disabilities (INTASC #4, 7; CEC #3, 4, 7) 8. Identify effective strategies used to adapt selected curriculum materials (INTASC #5, 7; CEC #3, 5, 7) 9. Discuss strategies for socially integrating students with disabilities in the regular classroom (INTASC #5, 7; CEC #3, 5, 7) 10. Discuss strategies for meeting the needs of students with disabilities and their families (INTASC #10; CEC #10) 11. Identify major organizations and advocacy groups supportive of students with disabilities (INTASC #10; CEC #10)

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    During the Student Teaching experience, general education candidates have opportunities to participate as an observer in an individualized education program team. Some of these responsibilities include but are not limited to: A demonstration of knowledge of state and federal laws/legislation impacting the education of students with disabilities (INTASC #1; CEC #1) Sharing of special education strategies found to be effective with students with disabilities (INTASC #4, 7; CEC #3, 4, 7) Discussion of effective strategies used to adapt selected curriculum materials (INTASC #5, 7; CEC #3, 5, 7) Discussion strategies for socially integrating students with disabilities in the regular classroom (INTASC #5, 7; CEC #3, 5, 7) Discussion of strategies for meeting the needs of students with disabilities and their families (INTASC #10; CEC #10) Identification of major organizations and advocacy groups supportive of students with disabilities (INTASC #10; CEC #10)

    c. **Effectively teach students who are limited English proficient.**

    General education candiates take the following courses that prepare them to effectively teach student who are limited English proficient: ESL 2010 Trends, Models, and Methods of ESL Instruction (3 credit hours) This course examines the currently used models of ESL instruction from a variety of school boards and regions from across the country. Students are expected to not only understand the differences in models and methods but to also understand the implications for effective language learning. The course includes 10 hours of field experience in ESL classrooms, which must include a PreK-5 setting. ESL 3010 Methods of Assessment and Evaluation for ESL (3 credit hours) This course examines the differences between language proficiency assessment for placing and evaluation of language demonstration and use. Candidates are expected to understand the various methods of assessment and evaluation for ESL instructors as well as create samples of assessment and evaluation strategies. ESL 3150 English Acquisition (3 credit hours) Current approaches, methodologies, techniques, and materials for teaching English language learners primarily in K-12 setting. Designed to provide theoretical and practical experience in language acquisition. Course includes 10 hours of field experience in ESL classrooms, which must include a 6-12 setting. ESL 4010 Linguistics for Teachers of ESL (3 credit hours) This course includes the study of language transfer issues for ESL students and the examination of both the oral and written domains to provide appropriate instructional scaffolding. A descriptive linguistics course, including a focus on understanding phonologic, syntactic, semantic, and pragmatic aspects of language as they apply to an understanding of any ESL student's native language, significance is also given to sociolinguistic and psycholinguistic aspects of language learning. This is a research course. SOC 3270 Education in an Urban Culture (3 credit hours) Provides an overview of the diverse educational needs, challenges, opportunities, and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Students will explore the history of public schools in urban areas, the characteristics of the urban child, as well as effective teaching strategies for working with

students who are identified as "at risk" as well as English Second Language (ESL) students. This course will address the competencies, tools, and instructional strategies to effectively create positive classroom environments and assist in student achievement. Course includes a 10-hour field experience in a low socioeconomic, ethnically/racially diverse, preferably ESL setting. EDU 2350 Elementary Curriculum and Instruction (3 credit hours) This course focuses on effective instructional methods and curriculum models for K-5 teachers. Best practices in creating diverse, enthusiastic learning environments and writing lesson plans are explored to meet the needs of ALL students, including but not limited to "at risk" and English Second Language (ESL) students. Using data to inform instruction is addressed as part of the planning component. A 20-hour field experience is required in diverse school settings, specifically with ESL students. EDU 4130 Reading and Writing (3 credit hours) The course focuses on the integration of reading and writing instruction throughout the K-5 curriculum. Emphasis is placed on the objectives, developmental skills, materials, techniques, and the processes of assessing, diagnosing, and correcting reading and writing skills. Instruction includes a holistic view of literacy development. A clinical field experience of 20 hours in both diagnosis and remediation in an elementary school is required. At least 10 hours must be completed in an ESL classroom setting. Prerequisites: EDU 3556, EDU 2350, PSY 2500, and admission to the Teacher Education Program.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   Upon completion of the EPP, special education teachers are able to: 1. Demonstrate knowledge of federal and state law pertaining to eligibility, IEP development, transitional processes and graduation requirements for adolescents with mild to moderate disabilites (CEC/TN #1, 7, 8, 10; INTASC #1) 2. Demonstrate collaborative skills required and discuss the roles of the student, outside agencies, school professionals, and family in the program development and decision making for a student with mild to moderate disabilities (CEC/TN #1, 7, 8, 10; INTASC #)6, 8, 10) 3. Demonstrate knowledge about standards, curricula, accommodations/modifications and instructional practices used in the development of appropriate IEPs meeting student needs as determined by both formal and informal assessment (CEC/TN #4, 8; INTASC #1, 2, 3, 6, 7, 8) 4. Collect research based and instructional strategies and learning strategies in the area of communication, language, reading, math, social skills, and vocational skills for youth with mild or moderate disabilities (CEC/TN #3, 4, 5, 6; INTASC #3, 4, 6) 5. Review and discuss current trends and issues for education of students with mild to moderate disabilities including transition, ESL, scheduling, exit testing and graduation requirements (CEC/TN #6, 8, 9, 10; INTASC #1, 9, 10, 11) 6. Examine the effectiveness of various class routines, physical arrangement, technology, and group size for positive instruction of youth with mild to moderate disabilities (CEC/TN #3, 5; INTASC #5, 8, 9, 10) 7. Review current methods for augmentative, alternative, and assistive technologies to support communication used in daily living,secondary, and post secondary educaitonl settinngs (CEC/TN #; INTASC .2, 6.3, 7.2, 7.4, 9.1; INTASC #2, 3, 6, 10)

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   During the Student Teaching experience, special education candidates have opportunities to participate in an individualized education program team. Some of these responsibilities include but are not limited to: A demonstration of knowledge of federal and state law pertaining to eligibility, IEP development, transitional processes and graduation requirements for adolescents with mild to moderate disabilites (CEC/TN #1, 7, 8, 10; INTASC #1) Collaboration during discussions concerning the roles of the student, outside agencies, school professionals, and family in the program development and decision making for a student with mild to moderate disabilities (CEC/TN #1, 7, 8, 10; INTASC #)6, 8, 10) A demonstration of knowledge about standards, curricula, accommodations/modifications and instructional practices used in the development of appropriate IEPs meeting student needs as determined by both formal and informal assessment (CEC/TN #4, 8; INTASC #1, 2, 3, 6, 7, 8)

   c. **Effectively teach students who are limited English proficient.**

   Special education candiates take the following courses that prepare them to effectively teach student who are limited English proficient: ESL 2010 Trends, Models, and Methods of ESL Instruction (3 credit hours) This course examines the currently used models of ESL instruction from a variety of school boards and regions from across the country. Students are expected to not only understand the differences in models and methods but to also understand the implications for effective language learning. The course includes 10 hours of field experience in ESL classrooms, which must include a PreK-5 setting. ESL 3010 Methods of Assessment and Evaluation for ESL (3 credit hours) This course examines the differences between language proficiency assessment for placing and evaluation of language demonstration and use. Candidates are expected to understand the various methods of assessment and evaluation for ESL instructors as well as create samples of assessment and evaluation strategies. ESL 3150 English Acquisition (3 credit hours) Current approaches, methodologies, techniques, and materials for teaching English language learners primarily in K-12 setting. Designed to provide theoretical and practical experience in language acquisition. Course includes 10 hours of field experience in ESL classrooms, which must include a 6-12 setting. ESL 4010 Linguistics for Teachers of ESL (3 credit hours) This course includes the study of language transfer

issues for ESL students and the examination of both the oral and written domains to provide appropriate instructional scaffolding. A descriptive linguistics course, including a focus on understanding phonologic, syntactic, semantic, and pragmatic aspects of language as they apply to an understanding of any ESL student's native language, significance is also given to sociolinguistic and psycholinguistic aspects of language learning. This is a research course. SOC 3270 Education in an Urban Culture (3 credit hours) Provides an overview of the diverse educational needs, challenges, opportunities, and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Students will explore the history of public schools in urban areas, the characteristics of the urban child, as well as effective teaching strategies for working with students who are identified as "at risk" as well as English Second Language (ESL) students. This course will address the competencies, tools, and instructional strategies to effectively create positive classroom environments and assist in student achievement. Course includes a 10-hour field experience in a low socioeconomic, ethnically/racially diverse, preferably ESL setting. EDU 2350 Elementary Curriculum and Instruction (3 credit hours) This course focuses on effective instructional methods and curriculum models for K-5 teachers. Best practices in creating diverse, enthusiastic learning environments and writing lesson plans are explored to meet the needs of ALL students, including but not limited to "at risk" and English Second Language (ESL) students. Using data to inform instruction is addressed as part of the planning component. A 20-hour field experience is required in diverse school settings, specifically with ESL students. EDU 4130 Reading and Writing (3 credit hours) The course focuses on the integration of reading and writing instruction throughout the K-5 curriculum. Emphasis is placed on the objectives, developmental skills, materials, techniques, and the processes of assessing, diagnosing, and correcting reading and writing skills. Instruction includes a holistic view of literacy development. A clinical field experience of 20 hours in both diagnosis and remediation in an elementary school is required. At least 10 hours must be completed in an ESL classroom setting. Prerequisites: EDU 3556, EDU 2350, PSY 2500, and admission to the Teacher Education Program.

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.

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.

Upon the completion of our program, our candidates will be able to: • prepare appropriate lesson plans for each teaching assignment • manage the interaction of students within their teaching assignment • observe student actions and recognize student diversity to obtain needed data for the planning and instructional process • present skills necessary for writing well-stated curricular aims • plan lessons that achieve stated curricular aims for all students • identify appropriate teaching concepts and thinking skills • select meaningful assessment and evaluative tools • model acceptable verbal and nonverbal communication skills • project motivation techniques that lead to intrinsic and extrinsic perspectives • adapt instruction to address the topics of reinforcement and questioning • identify commonly known practices of teacher leadership and models for student discipline • model professional propriety needed in dealing with confidential student, faculty, or administrative information • manage classroom behavior in order to provide effective instruction for their students - Trevecca's graduates are highly sought after for teaching assignments throughtout the State of Tennessee - Trevecca is proud to be a faith-based institution that supports the whole teacher candidate. The teacher prep program addresses the emotional, social, physical, and intellectual well-being of each future teacher.

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.

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:

Amy Conditt, EdD

TITLE:

Co-Director of Accreditation and Assessment, School of Education

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:

Judy Bivens, EdD

TITLE:

Co-Director of Accreditation and Assessment, School of Education