

Statement of Good Faith: Bryan College accepts the intent of this law, the Family Education Rights and Privacy Act, as a worthy goal and will endeavor to work within the guidelines of the law as they are understood at this time. As additional clarifications are made, adjustments will be made in the policies at Bryan College with respect to this law. Anything, therefore, that is included in this section of the *Catalog* that is in conflict with interpretation of the guidelines that have been or will be provided by federal government will give way to such interpretations. Information contained in this *Catalog* cannot of necessity be all-inclusive of the guidelines provided by the law, but it does serve its purpose in notifying parents and students of their primary rights as provided by the Family Educational Rights and Privacy Act.

Addendum: As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Completion Rates

In compliance with federal regulations, the following information shows the rate at which students complete their programs of study.

Full time, first time freshmen entering in fall of 2005 (184 students)

Students graduated by August 2009 (4-year completion rate) - 87 or 47%
Students graduated by August 2010 (5-year completion rate) - 100 or 54%
Students graduated by August 2011 (6-year completion rate) - 103 or 56%
Total number of graduates: 103

The student/faculty ratio is 17:1

Title II of the Higher Education Act

In compliance with reporting regulations of Title II of the Higher Education Act, the Education Department of Bryan College reports the following for the 2009-2010 reporting year:

- Summary Pass Rate on the required Praxis II examinations:
 - Bryan College licensure program completers – 100%
 - State of Tennessee – 96%
- Praxis II Professional Knowledge Pass Rate:
 - Bryan College licensure program completers – 100%
 - State of Tennessee – 98%
- 30 students completed the licensure programs with an average of 450 hours of supervised practice teaching. The student-faculty ratio for the supervised practice teaching was 10:1.
- Bryan College has been approved by the Tennessee State Board of Education for teacher education and licensure.

Comment on Praxis II pass rates: Though we are a small institution and each of our students can affect our pass rate in a disproportionate way we do not require the passing of the Praxis II before student teaching. Neither do we fail a student in student teaching if they do not pass the Praxis II. Therefore our Praxis II pass rates accurately reflect our performance on that instrument and demonstrate respect for research and provide data which can be used to improve and strengthen our program. The pass rates of other teacher preparation programs can sometimes be inflated by methods described above and should be considered in light of how they are actually achieved. This also inflates the State pass rates to which we must compare those of Bryan College.