

**TENNESSEE DEPARTMENT OF EDUCATION  
 EDUCATOR PREPARATION PROVIDER STATUS CHANGE RECOMMENDATION  
 BETHEL COLLEGE  
 May 19, 2026**

Department Recommendation: EPP status change from Probationary Approval, Major Stipulations to Full Approval

**EPP Status Change**

Educator Preparation Rule 0520-02-04 states EPPs with probationary approval, major stipulations status, may recommend candidates for licensure but shall submit to the Department an improvement plan for addressing the areas in need of improvement. The EPP shall also participate in a focused review within three (3) years of receiving probationary approval from the State Board. If the EPP has adequately addressed the stipulations during the focused review, the Department may recommend to the State Board removal of the major stipulations for the remainder of the EPP approval period.

**Context**

On August 4, 2023, the State Board of Education (SBE) took action regarding the approval status of Bethel College Educator Preparation Provider (EPP). The action was preceded by a state-managed comprehensive review process, which included an October 2022 site visit conducted by a state review team, and subsequent post-visit procedures.

The EPP outcome of board action was probationary approval, major stipulations. Bethel College final report cited multiple minor and major stipulations across four (4) of the five (5) TNCR standards. Within three (3) months of the SBE vote, Bethel College worked with the Department to develop and implement an action plan focused on the following stipulations:

**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Minor Stipulation	Rationale
The provider does not demonstrate a clear process for collecting and analyzing data that indicates opportunities result in candidates’ knowledge and skills applicable to technology standards. (Standard 1.5)	The EPP does not provide a clear routine and process for collecting data on candidates’ knowledge and skills applicable to technology standards. The EPP does not provide evidence or data for job-embedded candidates’ knowledge and skills applicable to technology standards.

**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 a positive impact on all pre-K–12 students’ learning and development.

Minor Stipulation	Rationale
There is limited evidence to support high-quality clinical partnerships for job-embedded candidates (Standard 2.1).	While the EPP provides adequate evidence 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 a positive impact on all pre-K–12 students’ learning and development for traditional, undergraduate candidates, there is limited evidence to support that job-embedded candidates are afforded the same supports and opportunities.
There is limited evidence that the EPP works with partners to co-select, prepare, observe, and provide actionable feedback to support and retain high-quality clinical educators, both provider- and school-based, for initial-license candidates (Standard 2.2).	Partnership agreements with districts that support job-embedded candidates are not present. Even for the undergraduate traditional program (which has current partnership agreements), it was unclear if collaboration is occurring between the EPP and partner districts.
There is limited evidence of high-quality clinical experiences for job-embedded candidates (Standard 2.3).	It is unclear if job-embedded candidates have a trajectory of courses and aligned clinical placements. It is not clear what requirements are in place for job-embedded candidates in terms of the relationship between clinical placements and coursework.

**Standard 4: Program Impact**

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

Major Stipulation	Rationale
Data are not collected from employers of job-embedded candidates to ensure employer satisfaction (Standard 4.3).	The provider is unable to demonstrate using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the job-embedded completers’ preparation for their assigned responsibilities in working with pre-K–12 students.

**Standard 5: Quality Assurance System 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 pre-K–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 pre-K–12 student learning and development.

Major Stipulation	Rationale
There is limited evidence of a clear process for analyzing and/or reporting cycles of data and a clear process for using multiple measures for improving provider operational effectiveness. (Standard 5.1)	There is limited evidence for a clear process for analyzing and reporting cycles of data for both undergraduate and graduate programs. There is insufficient evidence for a clear process for using multiple measures for improving provider operational effectiveness for both undergraduate and graduate programs.
There is limited evidence that the Quality Assurance System (QAS) relies on processes for ensuring convergence and consistency and data alignment to measures of performance. (Standard 5.2)	There is limited evidence the Quality Assurance System (QAS) consistently relies on processes for ensuring convergence and consistency and data alignment to measures of performance.

**Action Plan and Progress Monitoring**

In response to the SBE Educator Preparation Rule 0520-02-04 requirement, the EPP developed the content of the action plan, which included goals, strategies, timelines, and performance measures. The plan was reviewed and approved by the Department, and the EPP began implementation of the action plan immediately.

From August 2023 – July 2025, the Department conducted a series of two (2) progress monitoring reviews to gauge the implementation of the action plan. Over the course of these reviews, the EPP provided descriptions and supporting evidence that sufficient progress was achieved in addressing each of the stipulations cited in the final report. The final progress review was integrated into the fall 2025 state-managed focused review. The fall 2025 state-managed focused review enabled the EPP to provide evidence through a site visit and post-visit review of evidence of progress made in addressing stipulations across four (4) of the five (5) TNCR standards. Expectations were met for all reviewed standards (standards 1, 2, 4, and 5). No specialty area programs were reviewed as part of this focused review.

**Conclusions**

Based on the outcomes of the aforementioned progress monitoring reviews and state-managed focused review, the Department concluded that the EPP meets expectations on all standards, and the provider is recommended for a change of status from probationary approval, major stipulations to full approval.