

BethelUniversity

College of Arts and Sciences



Division of Education

2023 Fact Book

BethelUniversity

College of Arts and Sciences

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History

Since its founding in McMoresville, Tennessee, in 1842, Bethel University has grown and changed in ways its founders could have never imagined.

Chartered by the State of Tennessee in 1847, Bethel began as a seminary for the Cumberland Presbyterian Church with the purpose of training young male pastors for the growing denomination. It was not until the college moved to McKenzie in 1872 that it first began to admit women as students.

The oldest existing building on Bethel's campus is Campbell Hall, built in 1923. It was given to the college, along with 11 acres of land, by the city of McKenzie. At that time, it offered every facility the college needed in a single building, including classrooms, offices, laboratories, a prayer room, and an auditorium. It was named for Richard and Alice Campbell in 1983, and it now contains offices and the Lavinia Cole Chapel. Additionally, it boasts the Hall of Presidents, which displays a picture of every president of the college since its inception in 1842.

The Log Cabin was constructed outside Campbell Hall by the freshman class in 1925. The purpose of the building was to show the humble beginnings of the Cumberland Presbyterian Church, and to remind each student, staff and faculty member that the school was built "On the Faith of Our Fathers." When building the cabin each log cost \$35, and whoever donated the money to buy a log would have his or her name engraved on the metal plate on that log. Today, the Log Cabin is used for offices and is adjacent to the Alumni Garden.

Bethel's Theological Department, became Cumberland Presbyterian Theological Seminary, moved to Memphis and changed its name to Memphis Theological Seminary in 1964. In 2009, Bethel College was renamed Bethel University.

Today there are study options across three colleges that include the College of Arts and Sciences, the College of Professional Studies, and the College of Health Sciences. In addition to its main campus in McKenzie, Tennessee, Bethel's PA Program is in Paris, TN, adjacent to the Henry County Hospital.



Original McMoresville building, c. 1842



Campbell Hall, c. 1923



Alumni Garden (2010) at the Log Cabin, c. 1925



Vera Low Center for Student Enrichment, 2012



Walter Butler Stadium, 2014

Bethel University Today

Bethel University's MISSION is to offer an accessible education, whether in person or through technology mediated methods, to the diverse learning community.

The mission encompasses the goal of offering the opportunity to each individual to develop to the highest potential intellectually, spiritually, and socially in an environment that fosters Christian ideals of reverent spirituality with respect and inclusion of all members of the community.

BETHEL'S CORE VALUES



Accept individuals from a wide variety of backgrounds, experiences, and beliefs



Offer opportunities for individuals to contribute to the University and to other communities in a variety of ways



Emphasize human dignity and ethics consistent with the Christian tradition



Encourage inquiry and the examination of values, self, and society



Prepare individuals for the life-long pursuit of knowledge in a complex and constantly changing world.

HOW WE CREATE OPPORTUNITIES

Affiliation

Bethel University is joined in a covenant relationship with the Cumberland Presbyterian Church. Bethel is proud of its heritage as a Cumberland Presbyterian university and of the service it provides to the church in the form of education for current and future leaders.

Accreditation

Regional

Bethel University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethel University.

Program Specific Accreditations

Education

Bethel University is approved by the Tennessee State Board of Education as a teacher preparation institution for the State of Tennessee.

Nursing

Bethel's Bachelor of Science in Nursing degree is approved by the Tennessee Board of Nursing. Ten-year continuing accreditation was granted to the Nursing Program April 2015 by the Commission on Collegiate Nursing Education (CCNE).

Physician Assistant Program

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued to Bethel's Physician Assistant Program. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

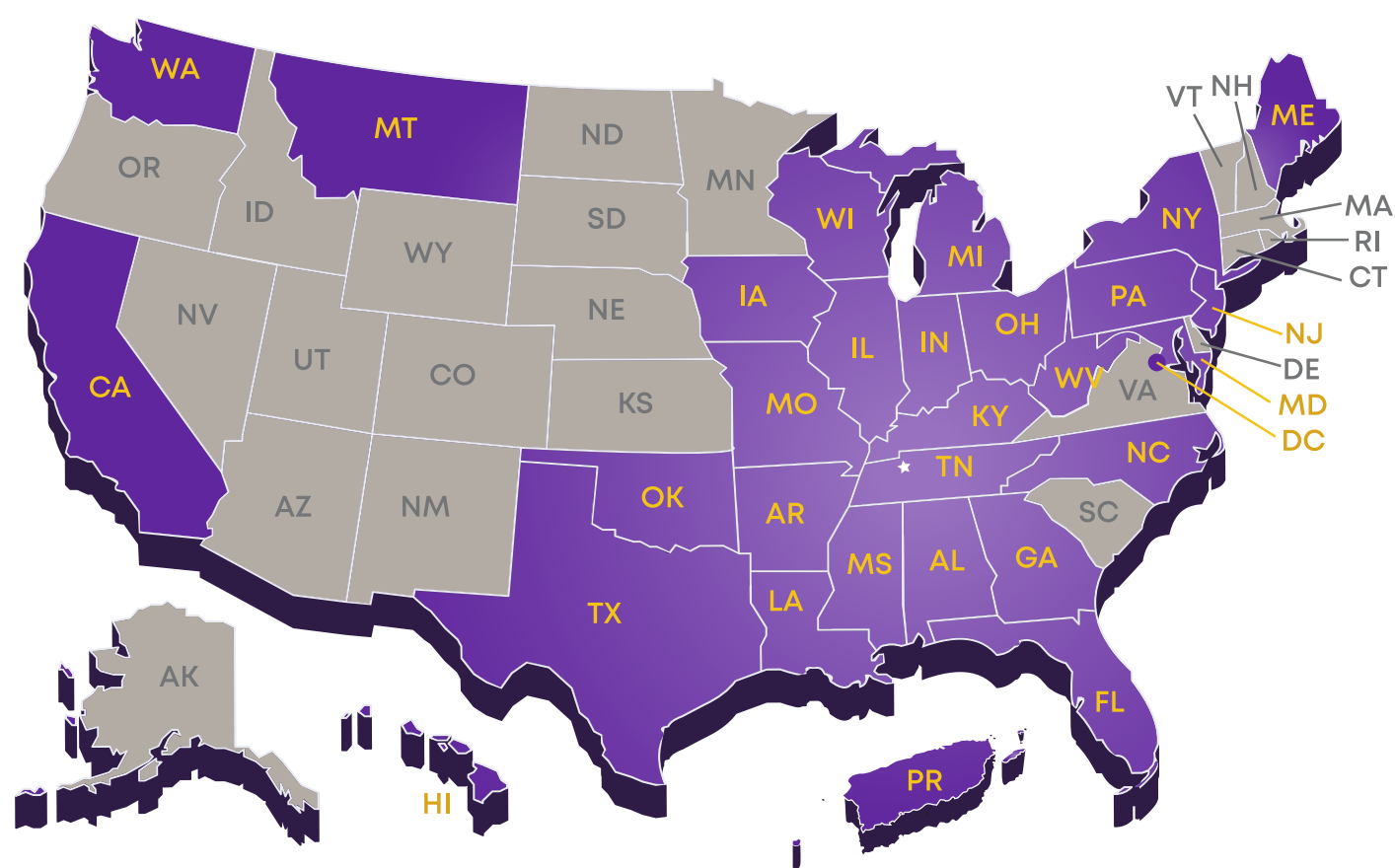
Alliances

Bethel University is proud to be a Platinum Member of the **FBI National Academy Associates** Academic Alliance. The FBINAA's Academic Alliances are programs designed to offer NAA members the opportunity to further their education in a manner that is affordable and convenient. All the schools that are a part of this program are either nationally and/or regionally accredited universities offering degree programs that would interest and benefit law enforcement executives.

Bethel University is a proud Recertification Provider for SHRM: The **Society for Human Resource Management**. As a Recertification Provider, Bethel University offers qualified activities such as seminars, university courses, workshops, videoconferences, webcasts, e-learning opportunities and more so that Human Resources Professionals may earn their annual CEU's and Personal Development Hours needed to maintain their credentials.

Hi. Hey. Hello. Hola. Salut. Ciao. Jambo!

We have Wildcats from everywhere! Bethel’s population is made up of students from 30 states, 1 territory, Washington D.C., and 39 different countries.

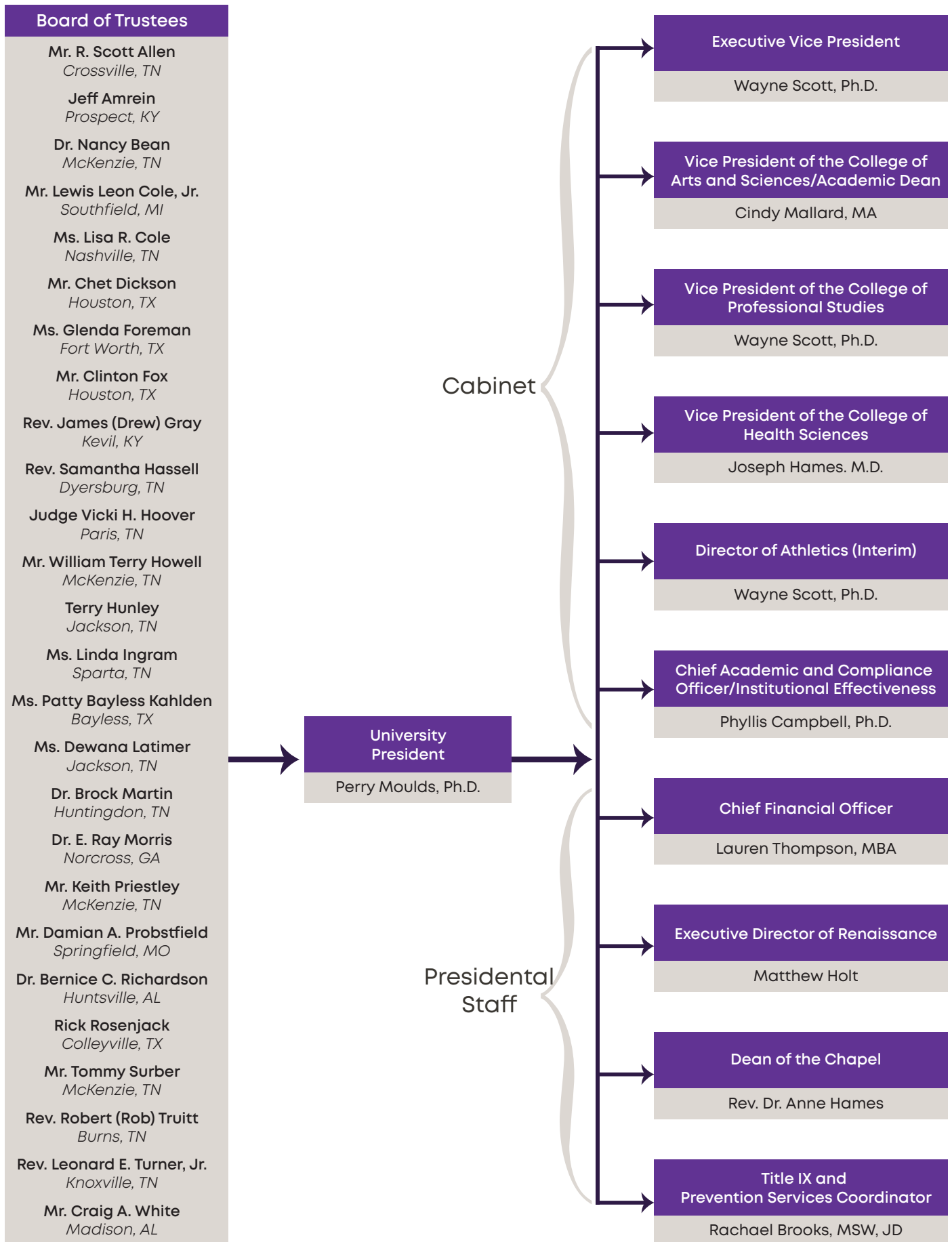


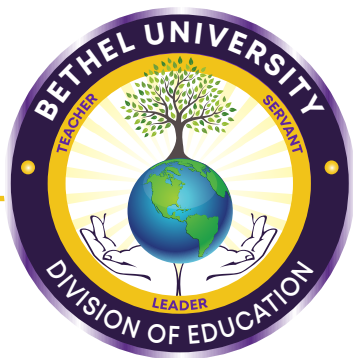
Source: Office of Institutional Research and Effectiveness

International Students



Source: Office of International Student Affairs





BethelUniversity

College of Arts and Sciences

Division of Education Program Offerings

Bachelor's Licensure Areas

- K-8/6-12 Exceptional Learning & Development
- K-5 Interdisciplinary Elementary Education
- 6-12: Math, Biology, History, and English
- K-12: PE and Music

Graduate Programs

- Master of Arts in Education (*non-licensure*)
- Master of Arts for Leadership Excellence (*non-licensure or licensure*)
- Instructional Leadership License Only (*ILL/ILL-A*)

Practitioner's Licensure Programs (*initial licensure*) in the following areas:

- K-8/6-12 Exceptional Learning & Development
- K-5 Interdisciplinary Elementary Education
- 6-12: Math, Biology, History, and English
- K-12: PE and Music

DoE Faculty & Staff

Dr. Morgan Butler

Division Chair

butterm@bethelu.edu

Dr. Eric Lipford

Director of Clinical Experiences

lipforde@bethelu.edu

Mrs. Beth Sisson

edTPA Coordinator

sissonb@bethelu.edu

Dr. Shannon Godwin

Leadership Program Coordinator

godwins@bethelu.edu

Mrs. Ginger Greer

Administrative Assistant/Student Services

greerg@bethelu.edu

Mrs. Alanna Woods

Coordinator for Graduate

Education and Recruiting

woods@bethelu.edu

Teacher Education Committee

- Dr. Morgan Butler, Chair
- All Division of Education Faculty
- Dr. Jessica Roberson, English
- Scott Paterson, Physical Education
- Dr. Christa Frye, Music
- Dr. Sarah Kidd, History
- Will Atkins, Mathematics
- Dr. Chris Burket, Biology
- Registrar
- Associate Academic Dean
- Vice President/Academic Dean
- LEAs

3 Year Cohort Data Sets

Undergraduate Student Teachers

- 2021-22 5 student teachers
- 2022-23 7 student teachers
- 2023-24 8 student teachers

Content	# Students	Race	Gender
IEE	10	W - 10 B - 0	M - 1 F - 9
MATH	1	W - 1 B - 0	M - 1 F - 0
PE	4	W - 2 B - 0	M - 2 F - 2
MUSIC	1	W - 1 B - 0	M - 0 F - 1
K-8 INTER.	3	W - 2 B - 1	M - 1 F - 2
BIOLOGY	1	W - 1 B - 0	M - 0 F - 1
TOTAL	20	W - 17 B - 3	M - 5 F - 15

Content	# Completers	Race	Gender
IEE	5	W - 5 B - 0	M - 0 F - 5
Math	1	W - 1 B - 0	M - 1 F - 0
English	4	W - 4 B - 0	M - 1 F - 3
PE	4	W - 3 B - 1	M - 2 F - 2
Biology	6	W - 6 B - 0	M - 1 F - 5
Music	0	W - 0 B - 0	M - 0 F - 0
K8 Inter	2	W - 2 B - 0	M - 0 F - 2
TOTAL	22	W - 21 B - 1	M - 5 F - 17

Job-Embedded

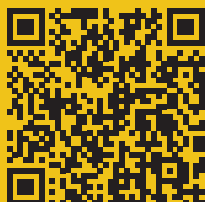
- 2021-22 15 enrolled, 4 completers
- 2022-23 24 enrolled, 12 completers
- 2023-24 23 enrolled, 6 completers

Leadership

- 2021-22 31 enrolled
- 2022-23 28 enrolled
- 2023-24 15 enrolled

2021 - 2024	
RACE	#
White	37
Asian	1
Two or More Races	3
Black/ African American	33
Total	74
GENDER	#
Male	62
Female	12
Total	74

OVERALL
PERFORMANCE:
MEETS
EXPECTATIONS



EPP REPORT CARD

by TENNESSEE STATE BOARD OF EDUCATION

<https://teacherprepreportcard.tn.gov/teacher-prep/1063-T/overview>

What does this mean?

“Meets Expectations” means the provider received 40-74.9% of possible points.

Why is this important?

Overall Performance indicates how well a provider is doing in the State Board’s key priority areas for preparing educators: recruiting strong, diverse candidates to teach in the areas of greatest need; preparing candidates for employment in Tennessee public schools; and preparing candidates to effectively support student learning.

Candidate Profile - Meets Expectations

Percentage of Racially Diverse Cohort Members



State Average: 16.2

N-Size: 51

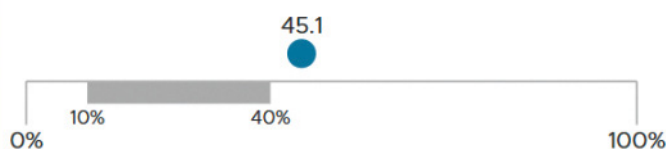
What is this metric?

This metric reports the percentage of cohort members who reported having a racially or ethnically diverse background.

What does this mean?

The score of **19.6** earned this EPP **5.6** out of **10** points possible.

Percentage of High-Demand Endorsements



State Average: 29.5

N-Size: 51

What is this metric?

This measure reports the percentage of cohort members who earned endorsements in the areas of English as a Second Language, Secondary Math (6-10 or 6-12), Secondary Science (Biology, Chemistry, or Physics), Spanish, and Special Education (Modified, Comprehensive, or Interventionist).

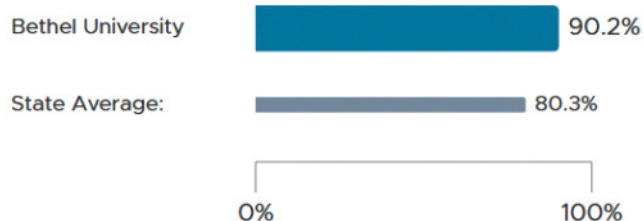
What does this mean?

The score of **45.1** earned this EPP **10** out of **10** points possible.

EPP REPORT CARD

Employment - Meets Expectations

Rate of First-Year Employment in Tennessee Public Schools



N-Size: 51

What is this metric?

This metric reports the percentage of cohort members who were employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program.

Second Year Retention Rate



N-Size: 35

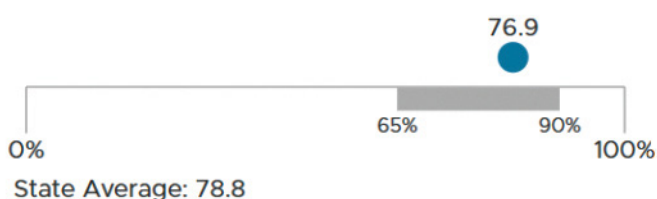
What is this metric?

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for a second year.

What does this mean?

The score of **94.3** earned this EPP **8.36** out of **9** points possible.

Third Year Retention Rate



N-Size: 13

What is this metric?

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for three years.

What does this mean?

The score of **76.9** earned this EPP **2.86** out of **6** points possible.

EPP REPORT CARD

Provider Impact - Does Not Meet Expectations

Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above



State Average: 96

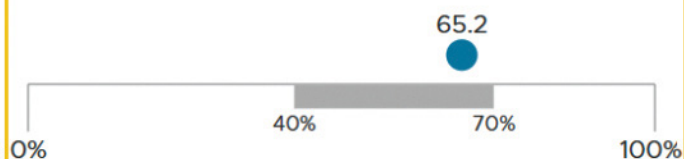
N-Size: 69

What is this metric?

This metric reports the percentage of cohort members' observation scores that are 3 ("At Expectations") or higher on a scale of 1-5.

What does this mean?

Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above



State Average: 65.3

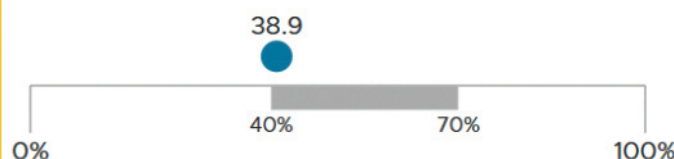
N-Size: 69

What is this metric?

This metric reports the percentage of cohort members' observation scores that are 4 ("Above Expectations") or higher on a scale of 1-5.

What does this mean?

Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above



State Average: 60.3

N-Size: 18

What is this metric?

This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 3 ("At Expectations") on a scale of 1-5. Only cohort members who teach a grade or subject that has a state assessment receive TVAAS scores. For most EPPs, this includes 25-50% of cohort members.

Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above



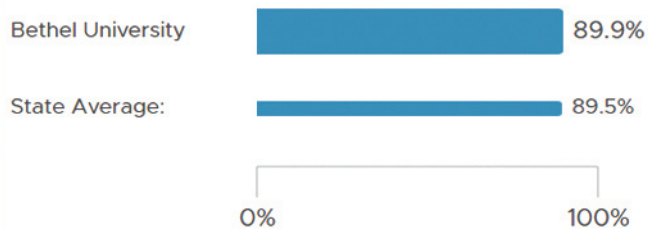
State Average: 25.1

N-Size: 18

What is this metric?

This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5. Only cohort members who teach a grade or subject that has a state assessment receive TVAAS scores. For most EPPs, this includes 25-50% of cohort members.

Percentage of Cohort Members whose LOE Scores are Level 3 or Above

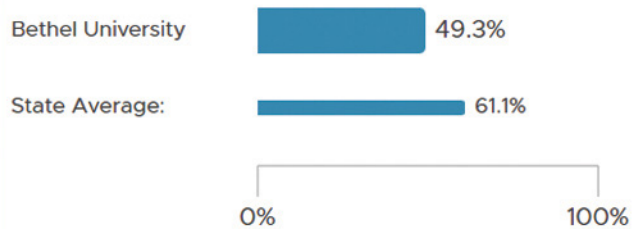


N-Size: 69

What is this metric?

This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that are 3 ("At Expectations") or higher on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

Percentage of Cohort Members whose LOE Scores are Level 4 or Above



N-Size: 69

What is this metric?

This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that are 4 ("Above Expectations") or higher on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

EPP REPORT CARD

Candidate Assessment - Meets Expectations

Pedagogical Assessment Pass Rate



State Average: 97.2

N-Size: 28

What is this metric?

This metric reports the percentage of cohort members who passed either the Praxis Principles of Learning and Teaching (PLT) assessment or the edTPA assessment within two attempts.

What does this mean?

The score of **100** earned this EPP **9** out of **9** points possible.

Content Assessment Pass Rate



State Average: 88.6

N-Size: 42

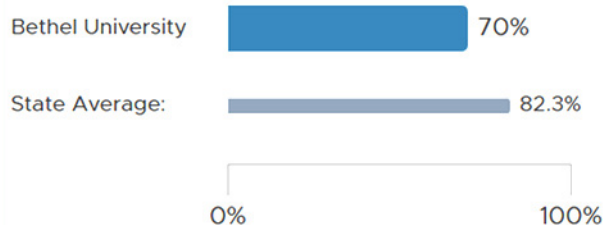
What is this metric?

This metric reports the percentage of cohort members who passed the content assessments required for their endorsement area(s) within two attempts. This includes both subject-area assessments, which measure cohort members' knowledge of the subject they will be teaching, and literacy assessments, which measure cohort members' knowledge about teaching reading.

What does this mean?

The score of **76.2** earned this EPP **0** out of **6** points possible.

Literacy Assessment First-Time Pass Rate



N-Size: 20

What is this metric?

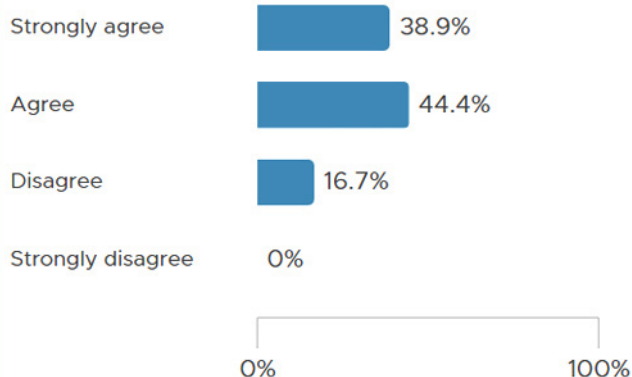
This metric reports the percentage of cohort members who passed a literacy instruction assessment on their first attempt. This assessment is only required for certain licensure areas.

This metric is unscored

EPP REPORT CARD

Cohort Satisfaction - Meets Expectations

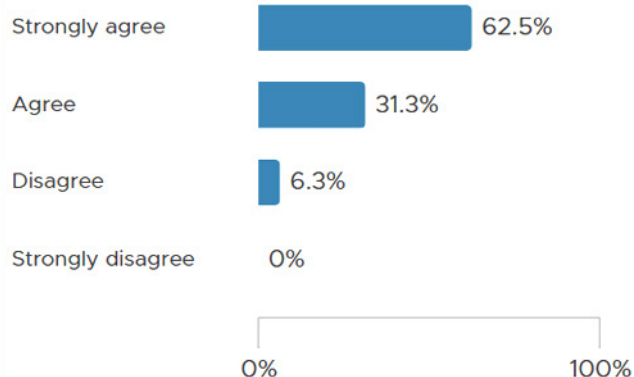
Preparedness from Coursework



What is this metric?

This metric reports the extent to which cohort members agree that their EPP's coursework and program content prepared them for teaching.

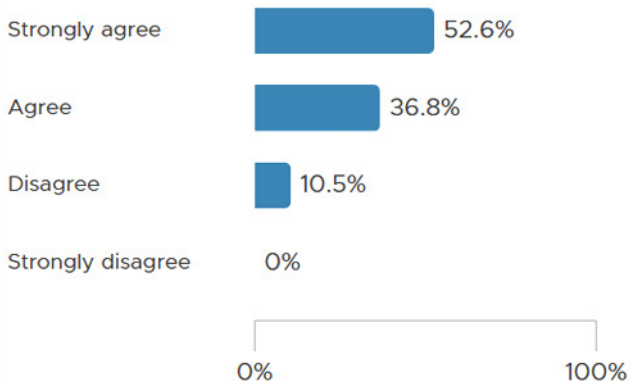
Preparedness from Clinical Experience



What is this metric?

This metric reports the extent to which cohort members agree that their clinical experience (e.g., student teaching, internship) prepared them for teaching.

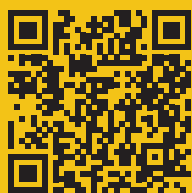
Would Recommend Program



What is this metric?

This metric reports the extent to which cohort members agree that they would recommend their EPP to someone who was considering entering teaching.

LEADERSHIP



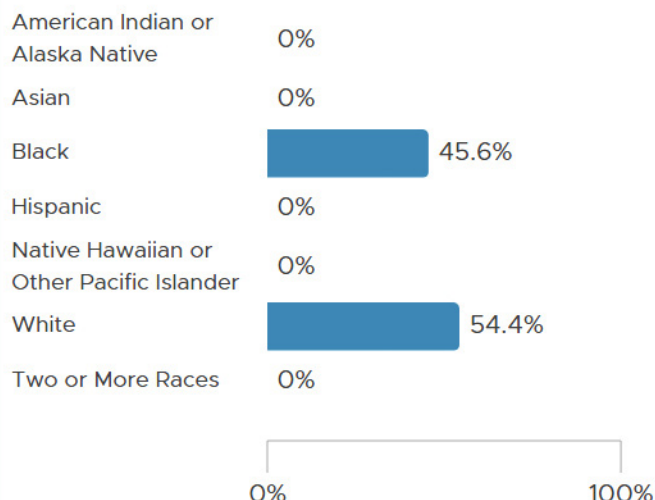
Bethel University's **Instructional Leadership** program is designed to develop educational leadership skills, legal knowledge in education, conflict resolution skills, and collaboration skills. The program incorporates PSEL, TILS, and CAEP standards to form an arduous curriculum. Candidate reflection and growth plans are integral to the success and completion of the program. Coursework leading to the Master of Arts in Education degree (M.Ed.) in Instructional Leadership is available through online classes in the Division of Education. This program is designed to prepare leadership candidates seeking licensure as beginning administrators in Tennessee.

EPP REPORT CARD

by TENNESSEE STATE BOARD OF EDUCATION

<https://teacherprepreportcard.tn.gov/leader-prep/1063-L>

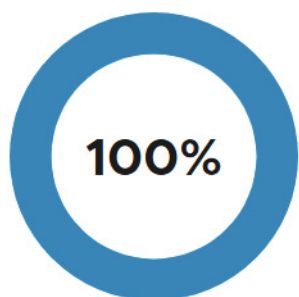
Completers by Race



What is this metric?

This metric shows the racial and ethnic composition of the three-year cohort.

Praxis Leader Licensure Pass Rate

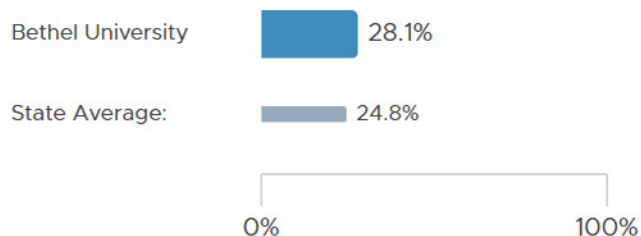


N-Size: 56

What is this metric?

This metric reports the percentage of cohort members who passed the Praxis School Leaders Licensure Assessment (SLLA) within two attempts.

Rate of Employment as Administrators in Tennessee Public Schools



N-Size: 57

What is this metric?

This metric reports the percentage of cohort members who were employed as administrators in Tennessee public schools during the 2019-20, 2020-21, and/or 2021-22 school years. Administrators include principals, assistant principals, and supervisors.



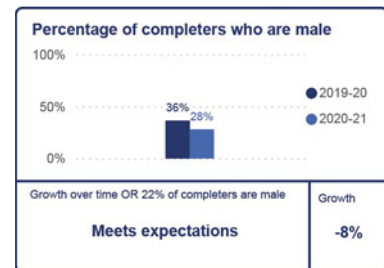
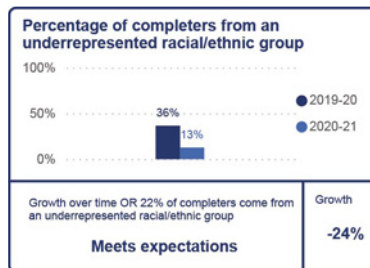
EPP PERFORMANCE REPORT

To meet expectations at the domain level, the EPP must meet expectations on the required number of key metrics. The required number of key metrics varies depending on the number of metrics within each domain. To meet expectations at the overall level, the EPP must meet expectations on the required number of domains. To see more details by domain review the entire document.

Meets Expectations in the following categories:

- Candidate Recruitment and Selection

- Expectation: average GPA 3.0
- Expectation: non-white candidate growth over time
- Expectation: male candidate growth over time



- Employment and Retention

Expectation: 85% employed for any two years



- Completer Effectiveness and Impact

- Expectation: 90% of completers at or above three





edTPA® is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

edTPA 2023-24 PASS RATES

- Elementary 100%
- Special Education K-8 100%
- Music 100%
- Physical Education 100%

edTPA 3 YEARS OF DATA

- Elementary 90%
- Special Education K-8 100%
- Math 100%
- Biology 100%
- Music Education 100%
- Physical Education 100%

edTPA 3 IMPROVEMENT AREAS

Identified Improvement Areas Based on Student Results

- Elementary - Rubrics 5, 7, 8, 9, and 11
- Special Education - Rubrics 4 and 15
- K-12 Music and PE - Rubric 14
- 6-12 Biology and Math - Rubrics 5 and 10

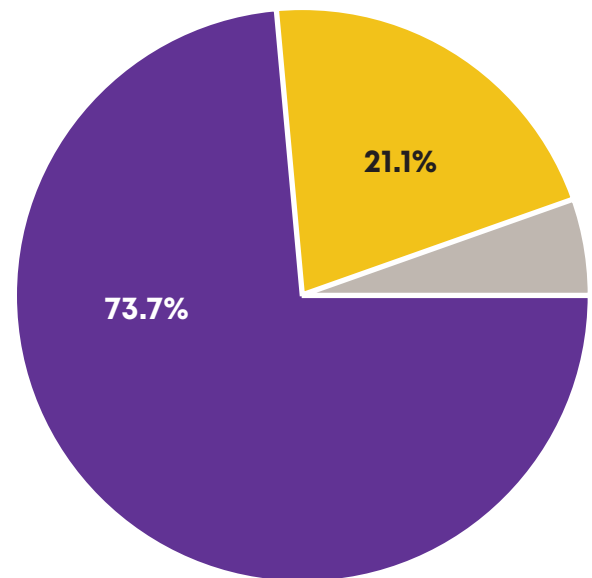
LEA ADMINISTRATIVE LUNCHEON

May 8, 2024

19 Administrators attended from:

- South Carroll Special School District
- Hollow Rock Bruceton Special School District
- Huntingdon Special School District
- McKenzie Special School District
- Paris Special School District

Attendees seemed pleased with the amount of communication that Bethel has with them throughout the school year (89.5%) answered "Just right."



How beneficial were the conversations during the luncheon in strengthening our partnership?
(19 responses)

Very

Moderately

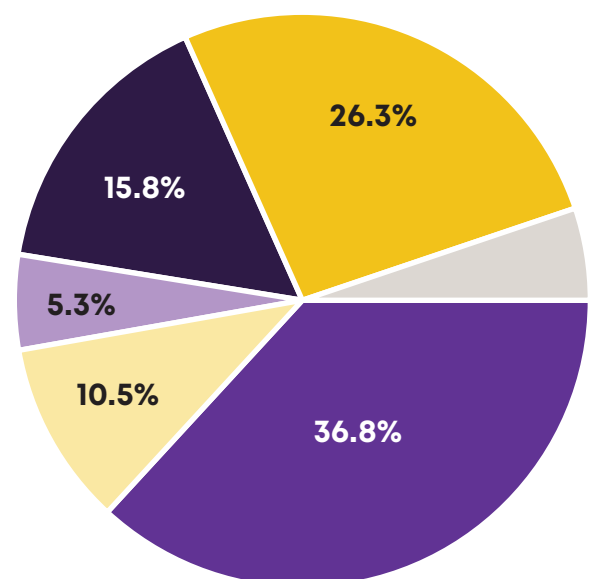
Somewhat

Not at all

Neutral

94.8% of attendees felt the topics to be either very beneficial (73.75%) or moderately beneficial (21.1%) (19 responses)

- State requirements for job-embedded candidates and mentors
- edTPA updates
- Praxis requirements updates
- Student teacher involvement with technology and stakeholders
- Electronic policies for students/teachers
- Your greatest area of need for teachers
- How Bethel University can better prepare teachers
- Current difficulties with new hires



2023-24 Primary Partnership Inventory

Foundation Guiding Questions:

1. Who from the EPP and from the district should be directly engaged in the partnership work?
2. Are partnership members from both the EPP and the district able to clearly articulate the partnership's vision and goals?*
3. Are others, both within the EPP and the district, who have a role in supporting the partnership's vision and goals aware of their roles and responsibilities in the partnership?
4. What are the key data sources that will inform the work of the partnership?
5. Is the district identifying hiring needs as early and specifically as possible?
6. Are there mechanisms in place to ensure that the district shares its hiring needs with the EPP as early as possible?

McKenzie Special School District - Undergraduate Partner **Overall Meets Expectations according to LEA**

- Positive Feedback - Partnership has established initial vision, is built on trust, and is open to change.
- Future Improvements will focus on discussing talent pipeline needs.

South Carroll Special School District - Job Embedded Partner **Overall Exceeds Expectations according to LEA**

- Positive Feedback - LEA strongly agrees that the partnership exceeds expectations in all framework phases (Preparing for, Working on and Continuously Improving the Partnership)
- Future Improvements - Communicate with partner more frequently and continue to build on aligning coaching and feedback strategies for candidates with district expectations.

Memphis Shelby County School District - Leadership Partner **Overall Meets Expectations according to LEA**

- Positive Feedback - Partnership is built on trust, has developed mutual goals, and jointly sets expectations for clinical educators. Once hired, completers are supported by the partnership through professional learning opportunities.
- Future Improvements - Communicate with partner more frequently and prioritize more time visiting MSCS schools.

Continuous Improvement Efforts

Surveys

Completer/
Employer @ 6
months, 2 years, and
3 years

Institutional Effectiveness

Plans/Reports
annually

Continuous Improvement Plans

for each program offered
completed annually

240 Tutoring

embedded in
courses to help
with Praxis exams



Foundational Literacy Skills

Standards
fully aligned
with courses/syllabi
approved by TDOE

Updated TEAM Rubric Training

ISTE (technology) Standards

embedded
and tracked in
coursework

Partnerships with LEAs



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Bethel

Division of
Education

For more information, please contact Dr. Morgan Butler