

Program Review Form

Date: June 15, 2020

Program Review Year: 2017-2020

Name of Program Being Reviewed: Associate of Science in Early Childhood

Degrees Covered by Review: ASEC

Name of Department: Teacher Education

Department Chair: Stephen Beck

Program Coordinator: Etta Patterson

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

Mission of the College

The mission of Welch College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.

Strategic Initiative (from the strategic plan)

Strategic Initiative #1 – Integrating a Christian worldview.

The College will develop policies, programs, and activities which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

Strategic Objective (from the strategic plan)

Strategic Objective 1.1 – Develop curricula that integrates the Christian worldview throughout all programs of study.

Program Objectives (from the College Catalog)

- 1) Exhibit an understanding of the developmental needs of young children;
- 2) Select appropriate materials for specific age groups;
- 3) Meet the educational needs of students with unique demands; and
- 4) Work with teachers in the educational program of young children.

Program Objectives link to Institutional Purpose/General Objectives of the College

There is a strong correlation between the objectives of the teacher education program and the general objectives of Welch College, as the teacher education program fosters the development of an informed mind through critical thinking and intellectual honesty; preparing pre-service teachers by supporting and guiding them as they gain both knowledge and skills to function in their future careers as classroom teachers; and to foster the development of communication skills in effective reading, writing, listening, and speaking.

Program Objectives link to Departmental Objectives

The objectives of the ASEC are directly related to the departmental objectives through actively preparing candidates for entering the BS CDL program for teacher licensure. The courses in the ASEC are foundational for preparation for selecting and using appropriate resources as well as competence in preparing and executing lesson plans ins toward teacher licensure in a BS program

Courses Aimed to Accomplish Specific Program Objectives

Program Objective	Courses
1. Exhibit an understanding of the developmental needs of young children	EDU 2001; PSY 2402; ECE 2702; ECE 2512; EDU 3801; PHE 3503
2. Select appropriate materials for specific age groups	EDU 2001; MAT 2011; ECE 2512; ECE 2702; EDU 4111
3. Meet the educational needs of students with unique demands	EDU 2001; MAT 2011; ECE 2512; ECE 2702; EDU 3801; PHE 3503
4. Work with teachers in the educational program of young children	EDU 2001; ECE 2411; ECE 2512

Program Review: Assessment

Program Objective	Means of Assessment	Strategic Objective/Goal	Results
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
1. Exhibit an understanding of the developmental needs of young children	Course grades	Each student will successfully complete course requirements for demonstrating an understanding of developmental needs of young children.	The ASEC students who have successfully completed the requirements for the Associate's degree have been enrolled in a Bachelor's program.
2. Select appropriate materials for specific age groups	Course grades	Each ASEC student will demonstrate, through course projects and/or tests the ability to select and use appropriate resources.	ASEC students successfully demonstrated their ability to select and use teaching resources, thus meeting the requirements of this part of their coursework
3. Meet the educational needs of students with unique demands	Course grades	ASEC students apply learning of strategies to planning lessons to meet needs for students with unique needs.	ASEC students successfully planned and peer-taught lessons designed for students with unique needs with supervision.
4. Work with teachers in the educational program of young children	Course grades	ASEC students are assigned field experiences which require them to observe and assist teachers in child care programs and early childhood classrooms.	ASEC students successfully completed the required hours of field experience.

Program Review: Use of Results

Strategic Objective/Goal	Results	Use of Results	Results Revisited
What we wanted to happen	What actually happened	What we did to improve	How did this affect later assessments?
Prepare future teachers to meet the needs of students in the classroom.	Professors prepared course syllabi to introduce and plan for students to begin the process of planning and teaching lessons with supervision of the course professor.	Students were given the opportunity to plan/teach lessons with feedback from the professor and peers.	The experiences gained in this program laid the foundation for future coursework in teacher preparation.
100% of the ASEC students will enter a Bachelor of Science program to prepare for teacher licensure acquisition.	ASEC students applied for TE admission to complete licensure requirements.	Students were individually interviewed and admitted to the TE program, some on a conditional basis.	As students moved through the TE program they gained knowledge and experience needed in preparation for clinical experiences.

Note: This page is to be completed only in years of a complete program review according to the Cycle of Curricular Assessment.

Program Review: Comparison with Other Similar Programs

This section should compare our program with other similar programs at like-minded institutions. Attention should be given to total credit hours in a degree program, courses in a program, course content, and program objectives. The chair should list the number of programs reviewed and the colleges/universities that house these programs. The chair should note similarities and differences and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting agencies before they can be implemented.

Cumberland University (CU): AA in Education, 60 credit hours. The program at Cumberland is similar to the ASEC at Welch with similar general education requirements and professional core courses including Foundational Skills, Rhetoric and Communication, Mathematics, Computer Literacy, the Arts, Literacy in English, Social Sciences and Humanities, History, Natural Sciences, Education Requirements and General Electives. There is a slight difference in that Welch ASEC students are also required to take Bible/Theology courses, making the ASEC a 65-hour program. The ASEC at Welch College is similar to the AA in Education at Cumberland University in that both programs require field experience in some of the education courses.

Welch College has a much smaller program in terms of the number of faculty and students than Cumberland. The field experience hours are assessed through the individual education courses by requiring each student to document the observation each time they visit a classroom. The student is also required to have the classroom teacher to sign their observation form. The faculty at Welch College are all teaching faculty, as well as serving on committees, serving as department chairs, etc. The Teacher Education department has 2 full-time faculty members, and several adjuncts who are only here as their classes require them to be.

Volunteer State Community College: AST in Elementary Education, 60 credit hours. The program at Volunteer State Community College (Vol State) is similar to the ASEC at Welch with similar general education requirements and professional core courses with emphasis requirements. There is a slight difference in that Welch ASEC students are also required to take Bible/Theology courses, making the ASEC a 65-hour program. The ASCE at Welch College is similar to the AST in Education at Volunteer State Community College in that both programs require field experience in some of the education courses.

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all teaching faculty, as well as serving on committees, serving as department chairs, etc. The Teacher Education department has 2 full-time faculty members, and several adjuncts who are only here as their classes require them to be.

Program Review: Analysis of Graduate School/Vocational Requirements

ASEC completers are prepared to continue their studies in a bachelor's program, which upon completion may lead to application to a graduate program. A few of the ASEC completers acquire positions in child care facilities as pre-school teachers (without Tennessee licensure) and leaders.